

**CREATING OPPORTUNITIES AND TACKLING INEQUALITIES
SCRUTINY COMMITTEE**

**MONDAY 16 JANUARY 2012
7.00 PM**

Bourges/Viersen Room - Town Hall

AGENDA

Page No

1. Apologies for absence

2. Declarations of Interest and Whipping Declarations

At this point Members must declare whether they have an interest, whether personal or prejudicial, in any of the items on the agenda. Members must also declare if they are subject to their party group whip in relation to any items under consideration.

3. Minutes held on 14 November 2011

1 - 10

4. Call In of any Cabinet, Cabinet Member or Key Officer Decisions

The decision notice for each decision will bear the date on which it is published and will specify that the decision may then be implemented on the expiry of 3 working days after the publication of the decision (not including the date of publication), unless a request for call-in of the decision is received from any two Members of a Scrutiny Committee or Scrutiny Commission. If a request for call-in of a decision is received, implementation of the decision remains suspended for consideration by the relevant Scrutiny Committee or Commission.

5. Educational Attainment of Children in Care

11 - 26

6. Child Poverty Action Plan

27 - 32

7. Children's Services Improvement Programme

33 - 80

8. Forward Plan of Key Decisions

81 - 94

9. Work Programme

95 - 100

10. Date of Next Meeting

Monday 12 March 2012



There is an induction hearing loop system available in all meeting rooms. Some of the systems are infra-red operated, if you wish to use this system then please contact Paulina Ford on 01733 452508 as soon as possible.

Emergency Evacuation Procedure – Outside Normal Office Hours

In the event of the fire alarm sounding all persons should vacate the building by way of the nearest escape route and proceed directly to the assembly point in front of the Cathedral. The duty Beadle will assume overall control during any evacuation, however in the unlikely event the Beadle is unavailable, this responsibility will be assumed by the Committee Chair.

Committee Members:

Councillors: S Day (Chair), C Harper (Vice Chairman), F Benton, G Elsey, M Nadeem, B Saltmarsh and J Shearman

Substitutes: Councillors: P Kreling, J R Fox and E Murphy

Education Co-optees: Jane Austen (Roman Catholic Church Representative), Mr Frank Smith (Church of England Representative), Alastair Kingsley (Parent Governor Representative), Brian Opie (Parent Governor Representative)

The Revd Canon Tim Elbourne, (Director of Education & Training), Diocese of Ely

Further information about this meeting can be obtained from Paulina Ford on telephone 01733 452508 or by email – paulina.ford@peterborough.gov.uk

**MINUTES OF A MEETING OF THE
CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
HELD IN THE
BOURGES & VIERSEN ROOMS, TOWN HALL, PETERBOROUGH
ON 14 NOVEMBER 2011**

Present: Councillors S Day (Chairman), Harper, Benton, Nadeem, Eley, Saltmarsh,
and J Shearman

Also present Cllr Sheila Scott Cabinet Member for Children's Services
Alistair Kingsley Parent Governor Representative
Luke Pagliaro Peterborough Youth Council
Shamsa Nagji Peterborough Youth Council

Officers in Attendance: Arian Loades Executive Director, Children's Services
Jonathan Lewis Assistant Director Education & Resources
Andrew Brunt Assistant Director Safeguarding, Families and
Communities
Paulina Ford Senior Governance Officer, Scrutiny
Maria Southgate Lawyer

1. Apologies

No apologies were received.

2. Declarations

Agenda item 7: Academies

Councillor Saltmarsh declared a personal interest in that her husband was a Director at the Thomas Deacon Academy.

3. Minutes of the meeting held on 12 September 2011

The minutes of the meetings held on 12 September 2011 were approved as an accurate record.

4. Call In of any Cabinet, Cabinet Member or Key Officer Decisions

There were no requests for Call-in to consider.

5. Portfolio Progress Report

The report informed the Committee on the progress that had been made on the Cabinet Member for Children's Services portfolio. Key areas highlighted in the report were:

- Early Intervention and Prevention
- Social Care Activity
- Adoption
- Transition
- Multi Systemic Therapy
- The 8 – 19 Service

- Youth Offending Service

The Cabinet Member for Children's Services was in attendance to take questions.

Observations and questions were raised and discussed including:

- With reference to the 8 – 19 Service. There is mention in the report of a Friday Night Football programme which has been developed to engage young people and men up to the age of 19. Can you advise what activities are being provided for girls and young women? *The Cabinet Member for Children's Services advised that the provision for girls and young women would be looked into and that an updated would be included in the next progress report to the Committee.*
- Members commented that the report had not given enough detail on all the activities that were being provided across the City for young people and that future reports should provide a more detailed breakdown. *The Cabinet Member for Children's Services noted the comment and advised that more detail would be provided in the next report regarding city wide activities with particular reference being made to the outreach bus.*
- Members requested further detail on the Early Intervention and Prevention work and in particular work being undertaken to ensure the coherence of the services to families and partner agencies. *Members were informed that Janet Dullaghan, Assistant Director had been assigned a piece of work to bring together all the services that were focused around early intervention and prevention and then to look at how the services related to each other and the needs of the community. The piece of work would ensure that there were clear pathways for families to access the right services as quickly as possible to meet their needs.*
- Was there a defined timeline for this piece of work? *Members were advised that developed proposals would be published in early January 2012.*
- Members noted the excellent performance of the adoption service but wanted to know if any progress had been made concerning the issue of foster parents wanting to adopt their foster children but not being able to due to financial disadvantages. *Councillor Scott advised that this issue might have been overlooked due to the recent events of the Ofsted visit but would ensure that this would be looked into and would report back to the Committee as part of the next progress report. The Assistant Director Safeguarding, Families and Communities advised that adoption allowances were paid but tended to focus on children with special needs.*
- The report stated that due to external and internal policy and practice changes the numbers of young people coming into the justice system had fallen for the first time. Could you explain what the policy changes were and how this has had a positive impact? *Members were advised that the Police had changed the way they dealt with first time offenders. The previous approach taken for first time offenders who had been caught for a minor offence e.g. taking a small item in a shop was that they had been issued with a caution or charged which therefore resulted in a criminal record. The police were now taking a different approach called Restorative Justice which involved the young person who had committed the offence meeting with the person they had offended against rather than charging them. This had therefore reduced the number of first time entrants into the youth justice system.*
- Members wanted to know if officers were aware of the various minority ethnic groups like the Latvian Community Association, Polish Community Organisation, Czech and Slovak Community Organisations, Lithuanian Saturday School and had they made contact with them to inform them of the services being offered. *The Cabinet Member for Children's Services informed Members that it was important to ensure that services were available to all communities in Peterborough and that she was conscious that officers needed to make contact with all the communities in the City and ensure they understood all the services that were available to them. The Assistant Director for Safeguarding, Families and Communities informed Members of a recent initiative around adoption and fostering. There had been a number of children who had entered the system from Eastern European National Communities and this had posed a challenge in trying to match them in terms of*

foster care and adoption. Work was being undertaken with a range of communities to help them to understand that adoption and fostering was available to them and that support and help was available to assist them to foster or adopt.

The Chair thanked the Cabinet Member for Children's Services for her progress report.

ACTION AGREED

The Committee requested that the Cabinet Member for Children's Services report back to the Committee in six months on the progress made on her portfolio and to include:

1. Early Intervention and Prevention. A detailed report on the work being completed by Janet Dullaghan regarding coherence of services to families.
2. The 8 – 19 Service. A detailed list of activities provided to young people across the city including specific activities for girls and young woman and further information on the outreach bus.
3. Fostering to adoption. Feedback on the issue of foster carers who wished to adopt but had not been able to due to financial disadvantages.

6. Ofsted Improvement Plan

The report informed the Committee about an Improvement Plan that had been developed in response to the findings and recommendations of the Ofsted safeguarding inspection carried out in August 2011 and the subsequent diagnostic work undertaken. The Executive Director of Children's Services presented the report and informed the Committee that support had been brought in from other local authorities and sector led specialists to undertake the diagnostic work which had been an in depth piece of work. The improvement plan presented would be reworked on a thematic basis but the basis of the improvement plan was the need to ensure that social work practice was consistent and effective. The general approach to improvement being adopted was to take good practice strategies, policies and material from other local authorities and implement them locally rather than designing new arrangements for Peterborough. The current social care information system, RAISE had not been fit for purpose and as a consequence case recording had been far too variable. The system would therefore be replaced with a product called LiquidLogic in April 2012. An external Improvement Board had been set up that would be independently chaired and would meet monthly to monitor the progress of the Improvement Plan. There would be some performance indicators to measure performance of the Improvement Plan but there was also a need for a better and more qualitative based approach to monitoring performance. An example of this would be to increase capacity to audit individual case files.

The Executive Director of Children's Services proposed that the Committee form a Scrutiny Task and Finish Group to monitor the Improvement Plan. Proposed terms of reference and objectives of the Task and Finish Group were included in the report.

Observations and questions were raised and discussed including:

- How much of a risk assessment has been conducted to evaluate the impact of the extent of change that was going to happen in the short term through the actions from the development plan. *Members were informed that there was a high level of awareness that the service was currently in a period of high risk due to the changes taking place. Progress and capacity was constantly being monitored at weekly meetings. Measures were being taken to address this; one example of this was that all partner agencies had been written to reminding them of the escalation process should they have concerns about individual cases. Quality assurance of cases had also been a key focus. Project management methodology was being used to manage some parts of the development plan an example of this was putting new technology in place. The development plan*

covered a period of eighteen months and there would be times when the timeline would be challenging and would need to be reevaluated.

- *Members sought assurance that the day to day running of the service would continue while the changes were being made. Members were informed that the biggest area of concern had been the volume of work that had been coming into the contact, referral and assessment function. Discussions had taken place to decide how to deal with the high level of case loads that were in that team and the main focus had been on quality, detail and ensuring that there was enough capacity to deal with demand.*
- *What progress had been made with employing more social workers? Members were advised that there were vacancies in the reception and assessment team and only three vacancies outside of that team. Attendance at a recent career fair had attracted 120 enquiries. A large number of agency staff had been brought in to cope with demand while an assessment had been done to establish how many social workers would be required. There was an ongoing recruitment campaign for social workers in the reception and assessment team and for team managers in other areas.*
- *Were all social workers following the same set of procedures now? Members were informed that this had not been happening and this was currently one of the areas being looked at. Whilst new processes, practices and systems were being developed areas such as effective supervision was being focused on as a performance indicator.*
- *Were other authorities being looked at for examples of good practice? Members were informed that support had been drawn upon from other authorities such as Hertfordshire, Tower Hamlets and Southend.*
- *Could you provide further detail of the outcomes from the audit of 190 case files? The Director of Children's Services advised that a summary of the key findings would be provided.*
- *Have the temporary staff alleviated the capacity issues. Members were advised that filling the establishment had been relatively successful but there were still some concerns around some key teams and this was being monitored on a daily basis. A piece of work was being done to look at what the establishment should be in the longer term, this would cover all teams across the establishment.*
- *The report stated that the current social care information system RAISE was not fit for purpose and would be replaced by April 2012. What is being done in the mean time to alleviate the problems with case recording? Various solutions had been looked at to reduce the time social workers had to spend logging cases. Extra business support had been brought in to help with this. Social workers had the option to dictate the information for business support officers to put the information onto the system.*
- *Can the social workers and legal team ensure they are prepared when they have to go to court? How many adjournments have there been recently. The Assistant Director was unaware of any recent adjournments. A lot of issues around delayed court proceedings were not necessarily due to social workers. Issues in the past had been about the quality of work and timeliness but this had been addressed. Regular meetings were held with the legal team, Solicitor to the Council and Clerk for the Courts to ensure issues were resolved before going to court.*
- *Is the remuneration package offered when recruiting new staff causing a problem in obtaining the right calibre staff? Members were informed that this was not an issue and that the Council paid relatively well compared to neighbouring authorities. The package being offered was competitive.*

The Committee agreed to set up a Task and Finish group to oversee the implementation of the Improvement Plan for Children's Services. The Terms of Reference were agreed by the Committee.

The Senior Governance Officer took note of those committee members who wished to be nominated for the Task and Finish group and advised the Committee that a letter would be sent to the Group Secretaries asking for further nominations to the task and finish group. Nominations were received from the following Members of the Committee:

Councillors S Day, Elsey, Benton, Harper, Saltmarsh

Parent Governor Representative Alistair Kingsley also wished to be nominated.

The Chair thanked the Executive Director of Children's Services and the Cabinet Member for Children's Services for the work completed so far on the Improvement Plan and wished it noted that the Committee were fully supportive of the actions being taken. The Cabinet Member for Children's Services thanked the Committee for their support.

ACTIONS AGREED

The Executive Director of Children's Services to provide a summary of the key findings from the audit of 190 case files.

RECOMMENDATION

1. The Committee recommend that a task and finish group be formed to oversee the implementation of the Improvement Plan for Children's Services.
2. The Committee agreed the following terms of reference for the task and finish group:

Purpose

The Task and Finish Group will oversee the implementation of the Improvement Plan for Children's Services.

This will be achieved through the following activities:

- Attending facilitated meetings with social care teams
- Observation through office visits and panel activities
- Presentation of anonymised recent case examples by social workers
- Direct contact with Foster Carer Support Groups
- Assessing and validating relevant performance data
- Participation in Children's Social Care training courses
- Gaining an overview of Children's Social Care Quality Assurance work

The Task and Finish Group members to be given training opportunities on the Council's arrangements for Children's Social Care in relation to its services and structures, the statutory framework for services and the member's role and;

Advice on whistle blowing and also potential conflict of interests to be provided

Reporting

- A standard format will be adopted for recording member visits to teams (suggested format attached)
- Reports of Task and Finish Group to accompany progress reports to the Committee on the Improvement Plan at each meeting of the parent Scrutiny Committee.
- A final report will be presented to the parent Scrutiny Committee with recommendations.

The Task and Finish Group to be in existence for a period of 18 months until the completion of the implementation of the improvement plan.

7. Academies

The report had been written in response to a request from the Committee for a briefing on academies to raise their awareness of how they operated and what were the key differences from maintained schools. Key points highlighted were:

What was an academy?

- An academy was an independent school.
- An academy received funding directly from the Secretary of State.
- As part of the funding arrangements, it cannot charge fees.

Areas of freedom that an academy had were:

- **Staff pay and conditions:** Academies were not required to follow national Teachers' Pay and Conditions.
- **The Curriculum:** Must be broad and balanced, include English, maths and science, and the National Curriculum assessment arrangements.
- **School Organisation:** Academies can change the length of terms and school days.
- **Financial and accounting arrangements:** Academies do not have to comply with local authority finance arrangements but follow company accounts.

The contract for an academy was a legally binding agreement between the Secretary of State and the academy. The termination would require a seven year notice period.

There were seven academies in Peterborough with another one due to convert in April 2012. There were three types of academies.

Phase 1 Academies were Academies formed from a school or a cluster of schools achieving less than 25% A-C GCSE grades over three consecutive years or significant re-organisation. These academies were established from sponsors from business, faith or voluntary groups in collaboration with partners from the local community. Thomas Deacon Academy had been sponsored by Perkins Engines.

Phase 2 - Sponsored Academies where existing schools had been identified as underachieving and a strong sponsor agreed to run / operate the school. Sponsors come from a wide range of backgrounds including education trusts, charities, and commerce but typically were successful schools elsewhere.

Phase 3 – Converter Academies. In 2010, schools rated 'outstanding' or 'good with outstanding features' by OfSTED could apply for academy status. Other schools could apply as part of a partnership with a 'outstanding or good school' or existing academy trust with a proven track record of school improvement. 'Outstanding' special schools could apply from January 2011.

Academies received the same level of per-pupil funding as they would receive from the Local Authority as a maintained school plus additions to cover the LA services that are no longer provided for them.

Observations and questions were raised and discussed including:

- With a number of schools moving to the academy format and choosing potentially to provide their own administrative services how will this impact on the Local Authority Services for the remaining schools who do not move to academy status. *The priority for the Council was still very much about improving educational outcomes. The LA would continue to support schools in the way they had done in the past and the services provided would be refined and tailored to the needs of the schools.*
- How will academies impact on the admissions criteria? *The LA would still be responsible for co-ordinated admissions arrangements and supply of school places. The change of schools to academy status had not impacted on admissions.*

- The Thomas Deacon Academy (TDA) admission criteria had caused problems with admissions across the city. The admissions arrangement had been forced upon them by the previous Government. Was there anything that could be done to change this? *The admissions criteria for TDA was out of kilter with the rest of the city and had been continually challenged with the DfE. The new school opening up on the former Hereward site would take some of the catchment from the TDA and would therefore provide an opportunity to write to the DfE again with a co-ordinated response from the Council and schools across the city to try and get it changed.*

ACTIONS AGREED

The Committee noted the report.

8. Educational Attainment of Minority Groups and New Arrivals

The purpose of the report was to inform the Committee of the demographic situation in relation to minority groups and new arrivals, their historical and current educational attainment and the strategies employed in schools to support those groups of learners. The Assistant Director of Education and Resources presented the report which included statistical data provided from two measures that the DfE used to capture information on diverse populations. The first was English as an additional language (EAL), which referred to pupils who were being taught in English to who English was an additional language i.e. not their language of first use. The second being the recording of ethnic minority which was a compulsory requirement of all pupils aged 5 and over. There had been a rapid increase in both these measures over the last five years. Peterborough had been the second largest growing cohort of EAL in the country. There had been a wide gap in the levels of attainment between EAL and non EAL pupils and this was being dealt with as a key priority for schools. Minority Ethnic New Arrivals (MENA) which were children who had been in the country less than two years accounted for 6.3% of the population in the schools. Peterborough had a wide range of cultural diversity across the city and within the schools which had brought a number of positive aspects and richness to the city.

Observations and questions were raised and discussed including:

- How long does a family have to be in the country before their offspring cease to be classed as an EAL? *Members were informed that it was up to the parents to record whether their children were EAL or not when they entered a school. This was a difficult measure to manage and advice and guidance had been given to schools to assist parents.*
- Members commented that there was a myth that non English speaking children in the class room had an effect on the attainment of the English speaking children. The report however indicated that there had been a year on year improvement in attainment at key stage 2 for non EAL pupils therefore dispelling that myth.
- Councillor Shearman commented that he was aware that the Polish and Lithuanian communities ran Saturday schools for their children where English was taught. Had formal contact been made with those groups and were other community groups being encouraged to follow their example. *This was encouraged and all the schools that had significant co-horts of community groups had close links with those groups.*
- The report states that if further funding were available, one of the areas considered to have the most impact upon outcomes for minority groups would be "Being able to employ extra teachers rather than teaching assistants to run directed specific intervention programmes to support EAL learners". Why has this statement been made and what was the evidence that teachers were better at supporting EAL learners than well trained teaching assistants. *Members were informed that the statement had come directly from schools and was part of their own intervention strategies. Teaching assistants who have the bilingual skills and an understanding of curriculum delivery in primary schools was a good model. In secondary schools there was a need to work in smaller groups and for*

more specialist provision. This methodology had proved to provide better outcomes in secondary schools.

- Members commented that it was important to keep a focus on educational attainment of children across the city and requested that an action plan was produced showing all the initiatives and strategies for raising attainment across the city. This could then be monitored by the Committee. *The Assistant Director for Education and Resources advised that there were many areas being looked at and educational outcomes remained critical. An action plan could be produced.*
- Members noted that there had been no mention of school attendance within the report. Was there a strategy in place to ensure children were in school? *Members were informed that the attendance team had been very active and a lot of work had been done with various communities to ensure they understand the importance of getting children to school. Statistical data was kept on school attendance including a breakdown by ethnic groups and this could be provided to the Committee.*
- Members were advised that there was a new national funding formula for schools being developed which would change the way funding for EAL would be allocated to Local Authorities. There had been consultation and a strong representation from Peterborough had gone forward to Nick Gibb MP Minister for Schools regarding the specific issues faced by Peterborough. The needs of the city were being more recognised and hopefully this would mean additional funding. The results of the new funding formula would be announced in the New Year. The Committee would be advised of the outcome when announced.

ACTIONS

The Committee requested that the Assistant Director for Education and Resources:

1. Provide an action plan showing all the initiatives for short term and long term strategies for raising attainment across the city. The action plan to include examples of working with other authorities.
2. Provide a briefing note to the Committee on school attendance.
3. Provide a briefing note to the Committee when the outcome of the new funding formula had been announced.

9. Forward Plan of key Decisions

The Committee received the latest version of the Council's Forward Plan, containing key decisions that the Leader of the Council anticipated the Cabinet or individual Cabinet Members would make during the course of the following four months. Members were invited to comment on the Plan and, where appropriate, identify any relevant areas for inclusion in the Committee's work programme.

ACTION AGREED

The Committee noted the Forward Plan and requested further information on the following key decisions:

- Hampton Community School – KEY/07OCT/11
- Peterborough's Transport Partnership Policy for pupils aged 4-16 years – KEY/01NOV/11
- Review of Play Centres in Peterborough – KEY/09OCT/11

10. Work Programme

Members considered the Committee's Work Programme for 2010/11 and discussed possible items for inclusion.

ACTION AGREED

To confirm the work programme for 2010/11 and the Scrutiny Officer to include any additional items as requested during the meeting.

11. Date of the Next Meeting

16 January 2012

The meeting began at 7.00pm and ended at 9.04pm

CHAIRMAN

This page is intentionally left blank

| | |
|--|--------------------------|
| CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE | Agenda Item No. 5 |
| 16 JANUARY 2012 | Public Report |

Report of the Executive Director of Children’s Services

Contact Officer(s) – Brian Roberts, Head of the Virtual School for Children in Care
Contact Details - brian.roberts@peterborough.gov.uk 01733 863909

EDUCATIONAL ATTAINMENT OF CHILDREN IN CARE

1. PURPOSE

- 1.1 Review of the educational achievement of children in care, who are the responsibility of the City Council wherever they are educated.

2. RECOMMENDATIONS

- 2.1
- Recognise the achievements of this Vulnerable Cohort of Young people for whom we all have a Corporate Parenting responsibility
 - Acknowledge the contribution made by the Virtual School in supporting young people and partners so that they are able to achieve and in the role that it plays in ensuring that Peterborough is able to honour its Promise to Children in Care
 - Recognise the impact that any change in resources will have on the ability of the Virtual School to continue to provide this level of service delivery

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 Peterborough City Council has a statutory duty to Promote the educational attainment of Children in Care – “local authorities as their ‘corporate parents’ should demonstrate the strongest commitment to helping every child they look after, wherever the child is placed, to achieve the highest educational standards he or she possibly can. This includes supporting their aspirations to achieve in further and higher education.” DCSF-00342-2010 Promoting the Educational Achievement of Looked After Children Statutory Guidance for Local Authorities March 2010

Specifically in the past the team was responsible for National Indicators 99 to 101.

- The percentage of Children who had been looked after for 12 months or more, educated in their chronological class, who achieved level 4 or better in Key Stage 2 English
- The percentage of Children who had been looked after for 12 months or more, educated in their chronological class, who achieved level 4 or better in Key Stage 2 Maths
- The percentage of Children who had been looked after for 12 months or more, educated in their chronological class, who achieved level 5 or more A* to C grades at GCSE

4. BACKGROUND

- 4.1 Peterborough City Council is responsible for 320 children who are in Public Care. Of these 240 are of statutory school age. The Council is also responsible for young people who have recently left the care system. Currently 10 of this group are completing Higher Education Courses. There are also 32 children from other Local Authorities who are educated in Peterborough schools and colleges. The educational achievement of these children is supported by the Virtual School for Children in Care, previously the Education Team for Children in Care. In addition to promoting educational achievement, the Virtual School is also responsible for improving the wider opportunities offered to our children in care, for participation activities and for the management of the Children in Care Council.

The team currently consists of 4 members of staff; the Virtual School Head, 2 Advisory Teachers and the Children in care Participation and Rights Officer.

The reports in Appendices 1 to 3 summarise the working of the Virtual School for the calendar year 2011 and analyse the results at Key Stage 2 and GCSE.

Appendix 4 represents a snapshot of case studies to give a flavour of how the school supports children in care education

5. KEY ISSUES

- 5.1
- The results achieved by Peterborough children in care reflect favourably with the national average result, given the nature of the cohort of children taken in to care.
 - The level of achievement in almost every case reflects or exceeds the predicted level from the school attended by each child in care.
 - To date we have successfully ensured that almost every child in care has a school place within statutory time scales. Those children for whom we have not achieved this are commented on in the report (Appendix 1).
 - The level of children with Statements of Special Educational Needs for this cohort of children is exceptionally high and therefore there are implications to levels achieved by some of these children.
 - A very significant proportion of our children in care are educated outside the City as this is where they live. The educational achievement of these children is much harder to influence.
 - The success of the children in care must be seen as a result of the close working relationship between the Virtual School, Children's Social Care, The Foster Carers or Residential Workers, the schools and the young people themselves.
 - As a result of Central Government Policy and the decisions made by Peterborough City Council the Virtual School has experienced a considerable drop in funding. There has also been a loss of control about how additional resources are targeted on our children in care.
 - The structure, staffing and resourcing of the Virtual School will be a key consultation issue in the restructuring of Children's Services during the spring of 2012

6. IMPLICATIONS

- 6.1
- The implications of the work of the Virtual School directly relates to the life chances of individual children in care. However, this does have wider implications for the wider Council and the UK as a whole. Improved education achievement means that children in care are less likely to be homeless, unemployed, have criminal records and will form better social networks. In addition their children will be less likely to become known to Social Care Services. Therefore the work that we do now with these vulnerable children is likely to pay dividend in the future and save future tax payers money.

7. CONSULTATION

- 7.1
- No Consultation has taken place regarding the educational achievement of children in care, although the Corporate Parenting Panel receives a report on an annual basis that related to the working of the Virtual School for Children in Care. Cllr Holdich is responsible for the scrutiny of the work of the Virtual School as Educational Champion for Children in Care.

The structure and function of the Virtual School will feature in the Consultation that will take place in the spring (2012) as part of the reorganisation of Children's Services. The current plan is to reduce the staffing by the Two Advisory Teachers, with the Virtual School Head post reduced to a four day a week appointment allowing for the appointment of a part time co-ordinator of Personal Education Planning for children in care

8. NEXT STEPS

- 8.1
- Members of the committee and all Elected Members as part of their Corporate Parenting role should consider the impact that the proposals for reorganising Children's Services will have on

the ability of Peterborough City Council to discharge its Statutory Duties towards the educational achievement of Children in Care. Then need to be aware of the affects that the proposals will have. This should be considered against the backdrop of an increasing number of Children in Care and the increase in the age when children can leave full time education or training.

9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 9.1 DCSF-00342-2010 Promoting the Educational Achievement of Looked After Children Statutory Guidance for Local Authorities March 2010

10. APPENDICES

- 10.1 Appendix 1 Virtual School report – January 2012 to cover the educational work streams of the Virtual School
Appendix 2 SATs results at Key Stage 2 for 2010/11
Appendix 3 GCSE results for CiC 2010/11
Appendix 4 Illustrative case study

This page is intentionally left blank

Appendix 1 - Virtual School report – January 2012 to cover the educational work streams of the Virtual School

Brian Roberts

Head of Learning & Opportunity for Children in Care / Virtual School Head

This report looks at the progress made by the Peterborough Virtual School since the last report to the corporate parenting panel in January 2011. This report covers the period since then and specifically focuses on the academic year 2010/11.

The highlights

- Rebranding of the Education Team for Children in Care as Peterborough Virtual School for Children in Care.
- Continued training to empower partners and stakeholders to improve the achievements and outcomes of children in care and care leavers. This includes on going training for Foster Carers on the Induction Standards, Sections 4 & 5, Education, Play and caring for children with / affected by Foetal Alcohol Spectrum Disorder, (FASD).
- The development of a strategy to successfully support students enrolled on to Higher Education courses.
- The implementation of a policy to ensure that care leavers who become 18 or are older during their post 16 education can remain in their foster home until the end of the academic year, with carers who continue to receive their fostering allowance.
- Successful organisation of the National Virtual School Heads conference in Peterborough
- Extensive programme of training, including providing face to face and online training on the education of traumatised children

During 2011 the management of the Virtual School transferred from the Learning and Skills Division to Children's Social Care.

The staffing of Peterborough Virtual School has reduced during 2011. Since January 2011, one advisory teacher has taken voluntary redundancy, one remains seconded to the Early Years Team and one has been on long term sick leave for 6 months. In addition the Team Administrator has moved to a private company as part of corporate reorganisation and we were with out administrative support for four months.

This means that the staffing for 6 months of the year was as follows:

The Head of Learning and Opportunity / Virtual School Head – Brian Roberts
1 Advisory Teacher – Dee Glover and
The Children in Care Participation Officer – TJ Trambadia

1 advisory Teacher – Gillian Lee returned to work in mid December following her sick leave and a new Business Administrator was appointed in Mid October by Manor Drive Solutions (now Serco).

The caseload of the Advisory Teachers is relatively high when compared with other virtual schools and this has been added to due to the long term illness. All staff in the Virtual School have been responsible for visiting schools and classrooms to provide advice support and guidance on educational issues. However, this has meant that the hands on, work that teachers once undertook is impossible. The focus of the team has been to empower others to support children in care so that their educational achievement will increase. We have the aim of ensuring that all children in care are supported so that they are able to reach their full potential.

Our priorities at the current time are included in appendix A.

Results:

See separate reports for Years 6 and 11.

Peterborough Children in Care achieved the best results ever in the summer of 2010. In the results for 2011 we have not quite reached these levels, but as before, all children performed at or above the levels predicted by their schools. The results reflect the hard work of the Advisory Teachers and an increased emphasis on the educational achievement of children in care from our partners.

The results that Peterborough children in care achieve are in line with national expectations. Given that over 60% of our children have full statements of special educational needs (the national average for children in care is 27%) achieving the national average is a very real achievement.

Funding to promote educational attainment:

Peterborough City Council has taken the decision that funding that was once used to fund Personal Education Allowances (PEAs) for some of our children in care has been removed since the Pupil Premium came into being. This means that as a team we have been unable to transfer funds to carers or other partners to use to promote education as we were able to do with the PEA.

The passing on of funds to schools relating to the Pupil Premium (£488 per child who had been looked after for 6 months or more) has been delayed due to the lack of funds to administer payments and in some cases the reluctance of schools to furnish the Council with bank details so that the payments could be made. We believe that both are now resolved and payments for the spring and summer terms 2010/11 and autumn 2011/12 have now been distributed. The decisions about the way that these funds are used are totally down to the individual schools and we have little control over this. We are attempting to monitor this via the Personal Education Plan reviews and also Child Care Reviews. It is too early to comment about the effectiveness or other wise of this source of funding in improving the educational attainment of children in care.

In the past many children in care in Post 16 education were eligible for Educational Maintenance Allowances (EMA's). These ceased in August 2011. A transitional payment has been put in place for young people in Year 13 to ensure that they continue to receive a payment. From September, all children in care and care leavers are entitled to the full 16 to 19 bursary which is valued at £1,200 per young person per year. We will be able to comment next year on the effectiveness of this as promoting Post 16 education, but early indications are that there has been a patchy response to ensuring that funds reach our children in care on Year 12 courses.

The Schools Forum continues to contribute funding from the Designated Schools Grant to support the role of the designated teacher for children in care in our schools.

This is a sum of £600 per annum for very Peterborough School plus £200 per term per child on role.

Attendance and Admissions:

Peterborough continues to be successful in finding school places for children in care and in making sure that they attend school. Our attendance figures for children in care are better than for all Peterborough children and this reflects the hard work of our carers.

In the academic year 2010/11 there were two children, both year 11's, who came into care late in the academic year that were recorded as being without a school place. Both young people faced complex problems, one was assessed as placing other children under considerable risks and the other was pregnant. Both were placed with foster carers 60+ miles away from the City. In both cases, the Virtual School was unable to secure a mainstream school placement for the young people concerned. In the case of the pregnant young lady we were able to work alongside the Fostering Agency to ensure that she received tuition while in a stable placement. Unfortunately, the other young person moved through a series of foster placements and we were not able to provide the same degree of tuition or alternative education for them.

Exclusions:

Increasingly, the team is becoming involved in a number of exclusions of children in care. The team works with carers to ensure that all educational providers fulfil their statutory requirements with regard to finding alternative placements for children within the care system. However, since September 2011 there has been an increase in official and unofficial exclusions that children and carers are facing. The virtual School alongside the Pupil Referral Unit is working hard to attempt to address these issues.

Higher Education:

While a place on a University course is not for everyone, Peterborough City Council is very successful in getting Care Leavers to University. In 2010/11, there are 10 care leavers who are at University. This reflects the work of the Leaving and After Care workers supported by the Advisory Teachers. Carers also play a key role in raising aspirations and supporting the care leavers while studying.

As an Authority, we are currently committed to providing course fees, accommodation costs and support with materials and books to support our children in their studies. This is a generous offer compared to most Local Authorities across England and is currently under review following announcements relating to Higher Education fees in particular.

Children in Care Participation:

Listening to and working with children in care must be central to the work that we all do. We have been very fortunate to be allowed to develop the role of the Children in Care Participation Officer as part of the Virtual School. This has allowed us to develop a more integrated approach to the work that is undertaken. We have come a long way with the plans that we had in place to develop the role and integrate the views of children throughout the system.

We are supporting successful and growing Children in Care Council which includes a formal group of young people who meet on a monthly basis as well as satellite 1 in 100 clubs in some of our Secondary Schools.

Mutli-agency & National Virtual School Heads Conferences and Training:

As part of empowering partners who work with children in care we have developed an extensive programme of training including a multi-agency conference in March 2011. This was open to designated teachers, foster carers and social workers. For the first time a group of carers from an independent agency attended this event.

The multi-agency conference was attended by over 100 people and was run in conjunction with Akamas. The theme was supporting traumatised children and all participants and all schools in the City gained access to an on line learning resource provided through Akamas. Feedback from the conference was very positive.

The Virtual School has also provided bespoke training for Designated Teachers and some of our schools, for Independent Reviewing Officers, Foster Carers, Educational Psychologists, School Governors, Clerks to Governing Bodies and Social Workers. This has included specific training for foster carers on Learning, Education, Play, Communication and FASD.

In March 2011, Peterborough hosted the national Virtual Heads conference which was addressed by OfSTED and HMI representatives.

The Future:

The structure and function of the Virtual School will feature in the Consultation that will take place in the spring (2012) as part of the reorganisation of Children's Services.

The current plan is to reduce the staffing by the Two Advisory Teacher posts, with the Virtual School Head post reduced to a four day a week appointment allowing for the appointment of a part time co-ordinator of Personal Education Planning for children in care. This will mean that the way that the school can work and the support that we are able to give to individual children, schools, social workers and carers will change.

The budget of the Virtual School suffered a considerable cut in the financial year 2011/12. This reflected the transfer of funding from central government that the Council used to receive to direct funding of individual schools and colleges. Further savings from reducing the staffing of the Virtual School were pencilled in to the budget for this year, however for a variety of reasons this has not been possible.

Brian Roberts
January 2012

Appendix A



Workload Priorities for the VSCiC from January 2012.

If either of the proposals is accepted for restructuring the VSCiC it will mean that the Virtual School will be a less hands on organisation. The new Virtual School staff will not be able to support partners as we have in the past.

This means that there will be a new set of priorities for the work that we undertake. The following represents the priorities:

Education

- 1) **Initial Personal Education Planning** – co-ordination and holding the initial meetings.
- 2) Securing an **educational placement** for CiC without a suitable school place
- 3) CiC in **educational crisis**
- 4) Providing **Information, Advice and Guidance**
- 5) **Training** of partners to empower them to deliver the best for our children.
- 6) **Monitoring any statutory requirements** relating to CiC education, including progress and attendance.
- 7) **CiC transitioning** to new schools
- 8) **Panels, networking meetings and working groups** as determined by the Governing Body
- 9) Anything else determined from time to time by the Governing Body and Director of Children's Services

Participation

- 1) **CiC Council**
- 2) **Holiday & other activities** Programme
- 3) Direct **Communication with Children in Care** to update them and inform them of their rights.
- 4) Providing **Information, Advice and Guidance** from the young persons perspective
- 5) Quality Assurance via **Something to say** cards & monitoring the use of the **Active Card**
- 6) Social care **interviews & consultations**
- 7) **Training** of partners to empower them to deliver the best for our children.
- 8) **Panels, networking meetings and working groups** as determined by the Governing Body
- 9) Anything else determined from time to time by the Governing Body and Director of Children's Services

This page is intentionally left blank

**Appendix 2 - SATs results at Key Stage 2 for 2010/11
January 2012**

Key Stage 2 former NI 99 & NI 100

| | 2011 | 2010 | 2009 |
|---|---------|------|------|
| Number of pupils in OC2 cohort | 15 | 11 | 16 |
| Number of pupils Statemented | 8 (53%) | 55% | 50% |
| Number of Pupils School Action + | 2 (13%) | 18% | 13% |
| Number of Pupils School Action | 1 (7%) | 0 | 0 |
| Total with SEN interventions | 73% | 73% | 63% |
| Number of Pupils dis-applied from SATs | 3 (20%) | 55% | 6% |
| CiC obtaining Level 4 in English writing | 4 (27%) | | |
| CiC obtaining Level 4 in English reading | 8 (53%) | | |
| English over all published figures | 7 (46%) | 46% | 25% |
| Average 2011 figure for all CiC in English LA's | | 53% | |
| CiC obtaining Level 4 in Maths | 5 (33%) | 37% | 31% |
| Average 2011 figure for all CiC in English LA's | | 52% | |
| CiC obtaining Level 4 in English and Maths | 3 (20%) | | |
| Average 2011 figure for all CiC in English LA's | | 46% | |

A further two children become Looked After during Year 6, neither achieved Level fours in the core subjects and one was dis-applied from the assessment by their school.

6 (40%) pupils were educated in settings outside the City, as far away as Kent and Shropshire and 3 (20%) were educated in specialist schools to address their individual needs.

Due to personal circumstances one child moved residential placement from the City to a specialist provision in Shropshire at the time that the SAT s were being taken. This meant that she was unable to take any of the tests.

Narrative:

The health warning for this data is that the cohort is small and therefore the fluctuations in percentages recorded may well be as much due to the numbers of children in the cohort as it is to changes in attainment. In addition each year relates to different children, each of whom has had very different experiences and therefore direct comparisons of the percentage figures should be treated with a degree of caution.

From studying the predictive grades from the young people's schools these results are in line with the schools predictions. In comparison to last years results the overall

figures for achievement are lower, but the number of children with a degree of SEN intervention is very high. The virtual school believes that this cohort of children achieved in line with their expectations and fulfilled their potential. It is difficult to see what more in terms of support could be put in place as short term measures to further stretch the results given the experiences and educational needs of these children and their previous educational performance.

There is no real pattern relating to the length of time a child had been in care compared to their results. In this cohort many of the children had been part of the care system for a considerable time. Up to 10 years +. However, from the results, there was a tendency that those that had been in care longer faced more significant educational challenges. Therefore, on this occasion, it has been hard to draw any conclusion about the way that the length of time in care has impacted on the results.

In addition to the universal support that the schools gave to these children to support their preparation for the SAT's we supplied funding for 1 to 1 tuition for 6 children (40%) and additional funding to enhance their education as personal education allowances to 4 children (26%). 6 children also benefited from 1 to 1 tuition in their schools under the making good progress initiative.

The level of children with full statements of Special Educational Needs in this cohort is significantly high. This reflects the general situation within the Looked After Cohort in Peterborough. It is over 20 times higher than the population in general and twice as high as the national level for children in care. This is significant for our overall performance. We are confident that these Statements have been awarded for legitimate reasons. The high level of Statementing was tested by OfSTED in the full Children's Services inspection as they too were concerned about the high numbers. The conclusion that OfSTED came to then was that all of the children in care living in Peterborough met our thresholds for a statement.

Last year we recorded that there was evidence that there is a need for further work with foster carers (and fostering Social Workers). At that time, one child did not attend their Maths SAT despite being predicted a level 5, the reason that this happened was that the carers had a family emergency and took the child away, because *'it was only a SAT!'* This year one child missed their maths SAT again, but they were not predicted a level 4. This time it was due to genuine illness.

There is still evidence that next year we need to work more closely with carers and schools to ensure that the Pupil Premium is used to the best benefit of our children in care.

Next year, if the cohort remains the same we have 16 children who will take SAT's. Only 1 is educated in a Special School, although 4 have Statements. 7 are currently educated outside the City.

National figures are now using the cohort of children who have been in the care system for 6 months or more, rather than the current figures based on being in care for 12 months or more. This means that the national comparisons are not quite like for like.

Brian Roberts
Virtual School Head
January 2012

Appendix 3 - Statement on the GCSE achievement for Children in Care for 2010/11

Key Stage 4 former NI 101

| | 2011 | 2010 | 2009 |
|---|----------|-------------|------|
| Number of pupils in OC2 cohort | 29 | 36 | 23 |
| Number of pupils Statemented | 11 (38%) | 58% | 52% |
| Number of Pupils School Action + | 7 (24%) | 14% | 13% |
| Number of Pupils School Action | 2 (7%) | 0 | 4% |
| Total with SEN interventions | 71% | 72% | 69% |
| Children of Year 11 chronological age working in Year 10 | 2 | | |
| Did not take any GCSE level examinations | 13 (45%) | | |
| UASC / Recent arrivals | 3 | | |
| In foster placements in City schools | 12 (41%) | | |
| OOA Schools | 12 (41%) | | |
| OOA residential / education providers | 4 | | |
| Without a School Place | 2 | | |
| (Although neither were in care for 12 months not included in reported or analysed figures, but discussed in my report to members) | | | |
| | 2011 | 2010 | 2009 |
| 5 A* to C including Eng & Maths English LAs 2011 Results | 3 (10%) | 14% (12.8%) | 4% |
| 5A* to C English LAs 2011 Results | 10 (31%) | 31% (31.2%) | 13% |
| 1+ GCSE | 16 (55%) | 44% | 43% |

16 (55%) pupils were educated in settings outside the City, spread throughout England and 11 (38%) were educated in special schools to address their individual needs.

Narrative:

The health warning for this data is that the cohort is small. At GCSE the results obtained by our children in care reflect or exceed the predicted grades made by the schools that the children attended. It is difficult to make a clear comparison with previous years as the children are different and their experiences are different. In addition the cohort is made up of children who have been in care for

varying lengths of time and those who were not in care when they started their Secondary education.

Having said that the overall figures for some of the measured of achievement are lower, but the changes in percentages often reflect the impact made by one child achieving slightly better than in previous years. It is difficult to see what more in terms of support could be put in place as short term measures to further stretch the results given the experiences and educational needs of these children and their previous educational performance.

In addition to the universal support that the schools gave to these children to support their preparation for the SAT's we ensured that we supplied funding for 1 to 1 tuition in schools in preparation for their examinations. All tuition started early this year, before Easter, so that we could ensure that it could continue after the beginning of the new financial year. In total, 5 young people accepted the offer for additional tuition.

The level of children with full statements of Special Educational Needs in this cohort is high, but significantly lower than we have experienced in other years. The figures are slightly higher than the national averages for English children in care. However, the figures for all of the children in care who have received some type of SEN intervention remain the same as previous years and is significant for our overall performance. Most of the children who did not take any examinations were not able to do so because of their specific educational needs associated with their Statement.

In addition, two 16 year old young people did not take any examinations last year as their specific experiences meant that at some point in the past they were moved back one school year. These young people will take examinations in 2012, will not contribute to our official results next year as they are now within the correct year chronological group.

We are confident that these Statements have been awarded for legitimate reasons. The high level of Statementing was tested by OfSTED in the full Children's Services inspection as they too were concerned about the high numbers. The conclusion that OfSTED came to then was that all of the children in care living in Peterborough met our thresholds for a statement.

There is still evidence that next year we need to work more closely with carers and schools to ensure that the Pupil Premium is used to the best benefit of our children in care. The Virtual School would suggest that this needs to be targeted to provide tuition as we were able to do in the past using the funds available for the Personal Education Allowance. This will be difficult as the decision on how schools use the Premium remains solely with the school.

Next year, if the cohort remains the same we have 28 children who will be in the chronological Year. 10 (36%) are educated in special schools. 12 (43%) are currently educated outside the City.

Brian Roberts
Virtual School Head
January 2012

Appendix 4 – Illustrative Case Study

Brian Roberts

Head of Learning & Opportunity for Children in Care / Virtual School Head

This case study has been selected as being illustrative of the integrated work undertaken by the Virtual School, other staff in Children's services and professionals elsewhere to support the educational attainment of children in care.

The case study relates to the transition between the Primary and Secondary phases of education and is representative of the situation that nearly half of our young people finds themselves in when placed outside the City.

This has been selected as we believe that we need to establish a secure school place and working ethos as early as possible if a child is to achieve their full potential. It is much harder to achieve the same degree of success with a child who entered the care system later and possibly has an extended history of poor educational experiences.

The intensive work in this case study was undertaken by one of our Advisory Teachers

Case Study – MB

October 2009 – on going

The VSCiC involvement with M began in 2009 when he was in Year 5 in a small primary school in Lincolnshire. He was finding it difficult to relate to both his peers and staff and was at risk of being placed on a part time timetable despite being predicted as above average levels for his age in all core subjects. This in turn was putting his care placement under strain. The VSCiC was sought by the social worker.

A planning meeting was held at the school and a support programme was put in place.

In addition to the work of the school the VSCiC undertook the following:

An initial in class observation which highlighted the need for intense work with M and additional guidance for teachers.

Twice weekly 2 hour sessions with M in school to focus on behaviour and to provide strategies for coping with peer isolation and to avoid confrontation with teachers

Discussions with the headteacher and class teacher to devise a behaviour strategy to support M's learning

A meeting with carers and M to advise on completion of homework and assist with organisation

M remained on a full time timetable for Year 5 and continued to make progress academically and socially. The VSCiC was able to reduce the one to one input with

M but continued to communicate with the headteacher and carers and on occasions would go back into school to meet again with M when required.

At the start of Year 6 M again experienced difficulties so another planning meeting was held resulting in the following:

Resumption of in school support sessions

Weekly meetings with Head Teacher and class teacher

Support with choice of secondary school – Bourne Grammar – discussions with Head at this school to support application

Provision of home tuition for entrance examination

In school tuition by ETCiC for literacy in preparation for SATS

Transition planning meeting with DTCiC and Head of Year at Bourne Grammar

Transition PEP meeting with carers and social worker at Bourne Grammar – July 2011

SATs results: ~M did achieve good SATs results and is one of the pupils who gained level 4 in both English and Maths.

PEP review meeting November 2011 when it was reported that M had settled very well and was enjoying school and making good academic progress.

The support provided by the VSCiC to M, carers and school resulted in M remaining in school full time and achieving above average results at the end of Key Stage 2. He has settled well at his new school and is being encouraged by all to achieve his desire to be a vet.

The VSCiC role is currently one of monitoring but the Advisory Teacher continues to support the carers and organise and attend PEP reviews.

Dee Glover
Advisory Teacher
January 2012

| | |
|--|--------------------------|
| CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE | Agenda Item No. 6 |
| 16 JANUARY 2012 | Public Report |

Report of the Executive Director of Children's Services

Contact Officer(s) – Sian Peer, Commissioning Officer

Contact Details - Tel: 864111

CHILD POVERTY ACTION PLAN

1. PURPOSE

- 1.1 The purpose of this report is to provide Members with an update on the nature and characteristics of poverty within the city and to outline the effectiveness of action planning to support local families in moving out of poverty.
- 1.2 To be mindful that we have a Statutory Duty to work collectively, as equal partners, to do everything possible to reduce child poverty. To ensure, as far as we are able, that today's children don't become tomorrow's poor adults. Childhood experience lays the foundations for later life and we want that experience in Peterborough, to be as positive as possible.
- 1.3 Growing up in poverty can damage physical, cognitive, social and emotional development and can affect what is achieved in adult life. While some children who grow up in low income households will go on to achieve their full potential, many others will not.

2. RECOMMENDATIONS

- 2.1
 - Committee should give consideration of the progress made against the original recommendations of the Draft Poverty & Social Mobility Strategy
 - Understand the breadth of the workforce who need to be aware of child poverty in their work and decision-taking
 - Elect a poverty Champion who can drive this agenda forward across partner agencies
 - Consider how poverty underpins all our work and commit to make this part of our core business
 - Target resource/capacity where it can have the greatest impact by focusing on tipping points that impact on a families ability to cope

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 Family Poverty is part of the Single Delivery Plan - Programme 2 – Creating Opportunities and Tackling Inequalities
- 3.2 There have been two local child poverty measures that estimate the number and proportion of children in low income poverty.

The local child poverty proxy measure (formerly NI 116 proxy measure) is defined as the proportion of children living in families where at least one parent or guardian claimed one or more of the following out of work benefits: Job Seeker's Allowance, Income Support, Employment and Support Allowance, Incapacity Benefit/Severe Disablement Allowance, or Pension Credit at 31 May 2010. The most up to date DWP data prepared for Peterborough is based on 31st May 2010 and indicated 5210 households with children, claiming some form of benefit.

The proportion of dependent children in a Local Authority who live in households whose equivalised income is below 60% of the contemporary national median. IFS (2011) indicated this grew in Gt. Britain by 0.9% from 410 to 414 per week. One factor that has lifted household

income was an increase in benefits, a situation that is likely to reverse following the introduction of welfare reform. Gross median income levels in Peterborough are already significantly lower than the national average (498) at 430.

Statistics for Peterborough (March 2011) demonstrated that an unacceptably high level of 25.3% of our children, 12,144 under 19 years old, are recorded as living in relatively low income households.

4. BACKGROUND

- 4.1 In June 2010, the Child Poverty Act received Royal Assent. This enshrines in legislation a long held government ambition to eradicate Child Poverty by 2020 and places a number of statutory duties on both Central and Local Government.
- 4.2 Local Authorities are required to co-operate with partners (Health Authorities, Job Centre Plus, Police, Youth Offending and Probation Services) to produce a local Child Poverty Strategy and Child Poverty Assessment.
- 4.3 Child poverty is relatively high in Peterborough (25.3%), compared to 16.4% in the East of England region and 21.6% nationally, and rising year on year current projections – although with a health warning - are moving us closer to 29%.
- 4.4 The city also has a high percentage of people earning low wages meaning a high proportion of children are low income yet working households.
- 4.5 There are high levels of debt and poor money management which impacts on the disposable income families have.
- 4.6 The links between poverty and deprivation, poverty and health inequalities, poverty and poorer mental health outcomes, and low levels of educational attainment have been well documented. Growing up in poverty can damage physical, cognitive, social and emotional development, which are all determinants of outcomes in adult life. (Ending Child Poverty: Everybody's Business 2008)
- 4.7 Peterborough has acknowledged key deprived localities where extra resource need to be targeted but also hidden pockets of deprivation that leave families isolated from community support mechanisms that might help.

5. KEY ISSUES

- 5.1 Peterborough's population has a high proportion of children and young people compared to the rest of England.

'In work' poverty and low income levels impact on a significant proportion of our local families at a higher rate than the national average.

Peterborough has a higher percentage of children living in families receiving out of work benefits than the national average.

The percentage of adults qualified to Level 2 is lower than the national average.

Peterborough's average weekly rent is much higher than both the national average and when compared to one of our statistical neighbours.

The take-up of the childcare element of working tax credits among eligible parents in Peterborough has fallen and is below the national average.

Peterborough has a higher rate of children in care per 10,000 population than both the statistical neighbour and national averages.

Peterborough has a higher number of houses of multiple occupation than the two of its statistical neighbours with the closest overall population figures.

Peterborough has a lower percentage of students achieving 5 A*-C GCSEs with English and Maths than both the statistical neighbour and the England averages.

It is expensive to support families once poverty has taken a grip on families budgets and resilience is diminished. Often these families go on to experience multiple and complex problems.

Poverty calls for a multidimensional approach and multiagency teams. It is a framework that potentially offers up the possibility of bringing together many longstanding issues (Teenage Pregnancy, Domestic Violence) and thinking interventions through with a new and critically, yet innovative approach.

The Peterborough Poverty & Social Mobility Strategic Development Plan set out 11 Outcomes it wanted to achieve to tackle Poverty locally. These tool into consideration the building blocks set out by the national Child Poverty Unit (Financial Support, Parental Employment and Skills, Life Chances, Place),and an extensive programme of local consultation and engagement.

Mapping out City Wide Outcomes for partners

| |
|--|
| SO1 : Strong leadership across agencies that is strategic and inspirational |
| SO2: A Commissioning process designed with strategic intent to ensure service providers work with us to lift families out of poverty |
| SO3: Tools that measure poverty and social mobility so we can all understand what is working and what needs changing |
| SO4: First Contact with families that maximise the opportunity to explore household circumstance and respond to need in a timely way |
| SO5: A workforce sensitised to the impact of poverty and a think poverty approach embedded in all our work |
| SO6: Resilient communities supporting statutory services in managing risky behaviours |
| SO 7: Improved education and personal development of all children and young people to narrow the gap in achievement between the poorest children and the rest |
| SO 8: Better money management, increased employability and take-up of benefits amongst families |
| SO 9: Improved health, Healthier lifestyles including a reduction in mental health stress within the local population |
| SO 10: Creation of inspirational places to live and cohesive communities |
| SO 11: A Decent Home for All |

Update on Action Planning

A Poverty Action Team has been established that will act as a cross partnership strategic group and management framework for work stream leads and be directly responsible for SO 1, 2, 3 & 4.

Work streams that have effectively mobilised are 5, 7, 8, and 10.

Actions we have jointly considered important are detailed below.

| | |
|---|---|
| <p>1. Improve Processes & Better Communication across Partners</p> | <p>Poverty Action Team established between Children's Services, Operations, Health, Financial Inclusion Forum and Registered Social Landlords.</p> <p>Poverty impact assessment and outcomes framework for service providers currently being developed by Childrens Services</p> <p>Embed Child Poverty Needs Assessment in Joint Service Need Analysis</p> <p>Embed Family Poverty in Core Strategy & Business Planning Frameworks</p> <p>Ensure Poverty central to Health and Wellbeing Board</p> <p>Commitment to develop a suite of poverty indicators to monitor what we are doing and what is working</p> <p>Develop a Central Communication Portal</p> |
| <p>2. Developing Excellence at the First Point of Contact (Steering Group Established)</p> | <p>Identify training needs so that all staff understand the cause and effect of poverty and embed in Induction training</p> <p>Critically thinking at every opportunity to make poverty a priority for referral and assessments, neighbourhood teams, home visits, and face to face work across agencies.</p> <p>Ensure staff are able to signpost to services currently provided without delay</p> <p>Empower staff to use their initiative</p> <p>Link with Ofsted Improvement Plan</p> |
| <p>3. Support for families through transitional (tipping points) times (Steering Group Established PAT)</p> | <p>Draft Early Intervention & Prevention Strategy to focus on integrated working</p> <p>Target groups at critical times through short term interventions including joint visits i.e. Camhs (Child and Adolescent Mental Health Services) & IAG (Information, Advice and Guidance) to de-escalate need</p> <p>Promotion of better quality and earlier IAG for key groups:</p> <p>Families at the point of diagnosis</p> <p>Birth</p> <p>Relationship Breakdown</p> <p>Temporary Accommodation (inc Homeless)</p> <p>Data set profiling these groups to be</p> |

| | |
|---|---|
| | developed |
| 4. Improving Access to resources for Families in acute need | <p>Re-commissioning of Family Information Service</p> <p>Co- ordination of the emergency services providing for basic human needs including Food Bank, Blankets and clothing and medical needs and for those moving into accommodation i.e. Paint, Furniture, white goods.</p> <p>Innovative delivery of welfare and legal advice for these groups.</p> <p>Support for those with no recourse to public funds.</p> |
| 5. Increase Revenue Flows in Households (Financial Inclusion Forum re-launched, led by CAB supported by CS & SO) | <p>Poverty Conference</p> <p>Reducing the level of debt in the city</p> <p>Increase Levels of Benefit Take Up</p> <p>Promotion of FSM</p> <p>Reduce mental health/depression caused by financial stress</p> <p>Information via Employer Induction Letter for staff on low incomes or part time work</p> <p>CAB based in GP surgery Pilot</p> <p>Promotion of Free Child Care Offer</p> <p>Leaflet of Key Welfare Reforms</p> <p>Disseminated to all Staff</p> <p>Link to Worklessness Group established</p> |
| 6. Addressing Troublesome Behaviour to increase learning opportunities for young people (Steering Group Running) | <p>Consortium of Early Years, Camhs, Education, Youth Offending, Schools. three strategic areas of focus for the group.</p> <p>Supporting children and young people in homes where parents abuse drugs and/or alcohol</p> <p>Engaging parents in recognising and understanding the value and importance of education</p> <p>Securing effective and timely support for children and young people at key transition points 0 -19</p> <p>EHWB Screening Tool – training and support needs of staff</p> <p>Developing Community Parent Peer Champions</p> |
| 6. Community Entrepreneurs embedded within disadvantaged communities (scoping Potential) | <p>Early stages of scoping the potential for Community Gateways Project</p> <p>Skills training for Communities</p> <p>Advise to families about loan sharks, credit unions and debt</p> <p>Target Domestic Violence to improve emotional health and well being of children in those households.</p> |

6. IMPLICATIONS

- 6.1 The implications of the failure to address the poverty agenda is that there will be an increase in numbers and significant implications upon the future lives of Children within Peterborough.

7. CONSULTATION

- 7.1 The Child Poverty needs assessment has been through a formal consultation period.

8. NEXT STEPS

- 8.1 Suggest this becomes a Standing Item to report on urgent progress needed if we want to lift 2000 children out of poverty by 2014.

9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 9.1 Draft Poverty & Social Mobility Strategy (2011)
Child Poverty Needs Assessment (2010)

10. APPENDICES

- 10.1 None

| | |
|--|--------------------------|
| CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE | Agenda Item No. 7 |
| 16 JANUARY 2012 | Public Report |

Report of the Executive Director of Children’s Services

Contact Officer(s) – Malcolm Newsam
Contact Details - 863606

CHILDREN’S SERVICES IMPROVEMENT PROGRAMME

1. PURPOSE

1.1 The purpose of this report is to update the Committee on the Improvement programme.

2. RECOMMENDATIONS

- 2.1
- To consider the draft Improvement Plan
 - To note the core strategy and the early steps being taken to deliver progress

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

3.1 The Sustainable Community Strategy identifies “Improving Health” and “Supporting Vulnerable People” as priorities. Improvement in Children’s Social Care is key to the delivery of these priorities.

4. BACKGROUND

4.1 Following an Ofsted Inspection in August 2011, the Council has engaged in a programme to secure rapid improvement. This improvement will be driven by three key elements:

- The Children’s Services Improvement Programme
- The Core Strategy which focuses effort on what we must prioritise
- The leadership of Members and officers in delivering the required changes

4.2 The Council’s progress will be closely monitored both internally and externally by this Committee, the Scrutiny Task and Finish Group and the External Improvement Board.

5. KEY ISSUES

5.1 The Council has established an External Improvement Board independently chaired by Jane Held, a former Director of Social Services with LB Camden. Membership of the Board includes the Council’s Chief Executive, Director of Children’s Services and representatives from the police, health organisations, schools, the Department for Education and the Peterborough Safeguarding Children’s Board. The Improvement Board met for the first time in December and received a report on progress by the interim Director of Children’s Services and a draft copy of the revised Improvement Plan.

5.2 The Council also received a first draft of the Improvement Notice in December. This is attached as Appendix 1 and will inform the final content of the Improvement Programme. The draft Improvement Plan is attached as Appendix 2. It has been constructed under six key themes which will support sustainable improvement.

These are as follows:

Theme One: Providing confident leadership across children's services

Theme Two: Putting in place effective front-line practice

Theme Three: Creating an organisation fit for purpose

Theme Four: Strengthening partnerships to make a difference

Theme Five: Becoming the employer of choice in the region

Theme Six: Robustly managing performance

This Improvement Plan will deliver sustained improvement across all of children's services leading to improved outcomes for children and young people in Peterborough. Our core strategy, however, focuses on tackling those areas of greatest risk first and laying the foundations for more effective practice.

The core tasks are as follows, and will be implemented over the next six months:

1. Bring in additional staff to reduce the number of unallocated cases, reduce numbers of incomplete assessments and restore timely assessment timescales.
2. Restore reasonable workloads by rebasing the establishment to ensure sufficient qualified staff and team managers
3. Strengthening the quality of work undertaken in the assessment teams through better organisation and supported by robust supervision, audit and performance monitoring.
4. Reducing workloads by restoring throughput, pruning caseloads and reducing the number of children in need.
5. Making structural changes for handling contacts referrals and assessments and introducing family support teams.
6. Strengthening leadership, accountability and the quality of supervision through recruitment, training, and performance management.
7. Implementing an effective management information and quality assurance framework.
8. Filling resource gaps by more effective recruitment and putting in place a compelling workforce
9. Building an effective commissioning framework and range of preventive services
10. Providing front line teams with suitable ICT arrangements, business support and working arrangements

5.3 Early steps have been taken to progress elements of this core strategy. We have commenced the procurement of a peripatetic team of experienced social workers to help with the high workloads across the service and in particular within the Referral and Assessment Teams. We have strengthened the leadership of the service by appointing Ann Goldsmith as the interim Assistant Director, following the departure of the previous post holder Andrew Brunt and prior to Christmas, the Employee Committee appointed a permanent Assistant Director Mrs. Sue Westcott to the permanent role. Mrs. Westcott is a highly experienced officer and has a track record of supporting improvement in a number of authorities. It is anticipated that she will commence her post in March of this year. A review of the business processes within the Contact Centre was undertaken with support from Hertfordshire County Council and this has led to an immediate improvement in effectiveness and we have re-engineered the working processes within the Referral and Assessment Teams to improve productivity. A new suite of performance reports has been developed to provide a transparent view of performance and a new audit tool is being developed to monitor the quality of the service provided.

5.4 The improvement programme will be closely monitored by Members. The first meeting of the Scrutiny Task and Finish Group met in December and this will continue to meet on a monthly basis and will receive all reports that go the External Improvement Board. In addition the Director of Children's Services has initiated weekly performance monitoring meeting with senior and middle managers to ensure that a clear focus and grip is kept on the programme.

6. IMPLICATIONS

6.1 The cost of the improvement programme can be met from within existing budgets. Resources are available to secure improvement in the immediate and longer term.

6.2 The Secretary of State has the power to issue a statutory notice if he is not satisfied that sufficient progress is being made.

7. CONSULTATION

7.1 Partner agencies, parents and children will be involved in the improvement activity.

8. NEXT STEPS

8.1 This Committee will continue to receive a regular update on progress and the Task and Finish Group will meet monthly to support the improvement.

9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 9.1
- Ofsted Inspection of Safeguarding: Peterborough 6th September 2011
 - Ofsted Unannounced Inspection of contact referral and assessment arrangements 3rd March 2011
 - Ofsted Safeguarding and Looked after Children Inspection: Peterborough 21st May 2010

10. APPENDICES

- 10.1 Appendix 1 - Improvement Notice
Appendix 2 - Peterborough City Council Safeguarding Improvement Plan – December 2011

This page is intentionally left blank

Improvement Notice

To: Name PETERBOROUGH CITY COUNCIL(“the Council”)
Address TOWN HALL, BRIDGE STREET, PETERBOROUGH, PE1 1HL

This Improvement Notice is being issued due to poor performance in:

Children’s social care services

on the basis of evidence contained in:

- the report of the inspection of safeguarding children’s services carried out by Ofsted (published September 2011) which judged the overall effectiveness and capacity for improvement of Peterborough’s safeguarding services to be ‘inadequate’; and
- the diagnostic review carried out by Peterborough Council.

The following measure(s) are needed for you to comply with this Improvement Notice:

The Council must take action to:

- (i) put in place arrangements to sustain and build on the improvements secured; and
- (ii) improve the areas of weakness identified in the Ofsted inspection report having regard to the recommendations contained therein.

In respect of (ii) above the Council must demonstrate evidence of improvement in outcomes by:

Social Care Practice

- Improving and sustaining the quality and timeliness of assessments and care plans to comply with ‘Working Together to Safeguard Children 2010’ taking appropriate account of risk and recording the views of key agencies and children themselves where appropriate to inform effective decision-making and planning. This should be measured and evidenced through regular case and supervision auditing.
- Reviewing and revising the Council’s quality assurance framework and ensure it is in place, in line with standards set out in statutory guidance. The framework must include regular auditing arrangements of the quality of case files with independent challenge and scrutiny; the frequency of which should be agreed by the Board. A report of the results must be made available to the Board which demonstrates how the Council has taken action against the recommendations in order to maintain and to continue to improve the quality of social work practice;

- Using the revised quality assurance framework, ensure effective supervision of social work practice is in place with rigorous management oversight and decision making on individual cases, which will identify strengths and areas for development in practice with a view of improving further the quality of social care practice;
- Reviewing and developing a system that sets out thresholds and criteria for access to children's social care. Ensuring these thresholds and criteria are communicated, understood and applied consistently across all partner agencies;
- Working with partners, develop a preventative and early intervention strategy and as part of this increase the quantity and effectiveness of CAF's and ensure the Council is monitoring the use and impact of CAF by partner agencies
- Ensuring that an implementation plan is in place for the Council's new ICS which includes interim arrangements to ensure that the quality of case recording continues to take place prior to implementing the new system. The Council must present regular updates on the development and implementation to the Improvement Board highlighting where issues have occurred what action has been taken to address them.

Capacity and Capability

- Develop an overall workforce strategy, informed by a service need analysis, to ensure a stable workforce which requires fewer agency staff with a view to improving the quality of services within the Council.
- Taking account of the findings of the Inspections and Diagnostic review, the Council must ensure the social care teams have sufficient numbers of staff and staffing numbers and roles are clearly defined with clear lines of accountability;
- Reviewing social workers' responsibilities and workloads to ensure they are clearly defined and that workloads are manageable; ensuring staff have a manageable range of work and a caseload consistent with their level of experience and competence; and ensure that the Improvement Board receives management information to confirm that this is achieved and sustained;
- Developing and implementing a programme of induction, training and mentoring and continuous professional development for all social care staff and ensuring that staff have access to training and development opportunities that meet their needs and the needs of the service.

Partnership and Governance

- Ensuring the Council sets out clearly its **vision and ambition** for children's safeguarding services (with a clear set of objectives and timescales) and that this is communicated and implemented with staff and partners such that they have a clear understanding of their roles and responsibilities in delivering this vision, and overall improvement;

- Developing a strong strategy for strengthening the leadership team across the assessment and safeguarding service with clear plans for permanency and effective lines of accountabilities to ensure an effective delivery of children's services;
- Establishing a clear remit for the Improvement Board, Children's Trust and the Local Safeguarding Children Board with clear governance, lines of accountability and specific roles of each body in driving forward improvement;
- Ensure that all elected members of the Council take responsibility and are accountable for improving the quality of the service; ensure there is close oversight and scrutiny in order to be confident that outcomes for children are being delivered.

Support measures

Improvement in these circumstances places additional pressures and higher expectations in terms of the performance of both senior officers and members. Therefore the Council must:

- Work with representatives of the Children's Improvement Board to formalise a package of sector support to address the issues set out in the inspection and diagnostic review. The package of support should include peer mentoring arrangements for the Lead Member for Children's Services to support her in leading the change required and peer challenge and scrutiny at the Improvement Board. A further package of peer support for managers and front line staff may be considered subject to the direction of the Improvement Board;
- Continue to ensure the scrutiny arrangements that are in place, allow elected members and the LSCB to scrutinise and challenge social care practice once the necessary improvements have been made

Taking account of the measures set out in this Improvement Notice

With members of the Improvement Board, the Council must agree a dataset of performance targets with clear and realistic targets and timescales. The Council must report to the Improvement Board on progress against this, and reporting must include analysis of performance trends that are failing to meet the targets and timescales set. The Council should aim for all targets to be met by XXX

We expect the Council to put in place an Improvement Board which shall have an Independent Chair and which we expect will meet once a month and include in its membership key partners and agencies. An official from the Department for Education will attend as an observer.

The Improvement Plan should be developed with partners and agencies to carry out the recommendations identified in the Ofsted inspection report, diagnostic review and those set out in this Improvement Notice. This plan should be approved by the Improvement Board by the end of February 2012.

Improvement against the above measures will be assessed as follows:

The Chair should provide an initial report within six weeks of this Improvement Notice to the Parliamentary Under Secretary of State for Children and Families setting out the challenges and plans the Council has put in place, followed by quarterly progress reports including specific commentary against the targets set out in this notice. Additional external validation of progress, such as a peer review, should be commissioned and carried out before the end of this notice to inform decisions on next steps.

The progress reports from the Chair will inform the formal reviews of progress will take place after six and twelve months with a further review planned within 18 months of issuing the Improvement Notice which will be supported by the external validation of progress. The six month review should be supplemented by a report on progress from the Leader. Such reviews may result in further action being required.

Failure to comply with this Improvement Notice by the assessment dates may lead to:

The Secretary of State for Education using statutory powers of intervention (s497A Education Act 1996) directing the Council to enter into an appropriate arrangement to secure the necessary and rapid improvements required in children's services.

Signed: **Date:**

Peterborough City Council
Safeguarding Improvement Plan

December 2011

Contents

| | |
|--|---------|
| Commitment of Improvement Board Members | Page 3 |
| The Improvement Plan | Page 4 |
| Governance arrangements | Page 4 |
| Overall context | Page 5 |
| National and local context – challenges | Page 5 |
| Partnership vision for children and young people | Page 5 |
| Strengths | Page 6 |
| Areas for Improvement | Page 7 |
| Approach to improvement | Page 9 |
| Our leadership style to secure the improvements | Page 11 |
| The Peterborough core strategy – Ten Core tasks | Page 12 |
| Improvement Plan detailed actions | Page 13 |

Appendices

| | |
|------------------------------------|---------|
| Appendix 1: Ofsted recommendations | Page 37 |
| Appendix 2: Leads and job titles | Page 39 |

Commitment of Improvement Board Members

As members of the Improvement Board, we confirm our commitment to the impacts and actions described in this Improvement Plan. We endorse the actions as appropriate and plausible. We agree to work collaboratively to secure the impacts set out in the plan and to embed the changed practices designed to ensure better and sustainable life chances for the children and young people of Peterborough.

List of Board Members:

Signed.....Dated.....
Jane Held, Independent Chair

Signed.....Dated.....
Cllr John Holdich, Cabinet Member for Education, Skills and University

Signed.....Dated.....
Cllr Sheila Scott, Cabinet Member for Children’s Services

Signed.....Dated.....
Gillian Beasley, Chief Executive Peterborough City Council

Signed.....Dated.....
Malcolm Newsam, Executive Director of Children’s Services

Signed.....Dated.....
Mark Hopkins, Assistant Chief Constable Cambridgeshire Constabulary

Signed.....Dated.....
Flick Schofield, Chair of Peterborough Safeguarding Children Board

Signed.....Dated.....
Debbie Jenkins, Department for Education

Signed.....Dated.....
Mandy Renton,

Signed.....Dated.....
Mike Sandeman, Head Teacher of Arthur Mellows Village College

The Peterborough Improvement Plan

This document describes the planned actions to improve services to children in Peterborough. It outlines immediate as well as longer term actions to embed an understanding of the type of focus that should be maintained, irrespective of various ongoing external and internal challenges.

Partners across a range of agencies including Health, Education, Police and Probation have contributed to this plan and will be actively involved in its achievement.

Governance Arrangements

An Improvement Board was established in November 2011 to support rapid and sustainable improvement of services that safeguard children. Its key roles are to agree, monitor and report progress on the actions in the Improvement Plan. This will include monitoring the targets set out in the Peterborough City Council Improvement Notice issued by the Secretary of State in January 2012. The Board has an independent chair, Jane Held, who has been approved by the Parliamentary Under Secretary of State for the Department for Education. She will report directly to the Minister and the Leader of the Council on progress on a quarterly basis.

The Board will meet monthly and its membership will include:

- Jane Held, Independent Chair
- Cllr Sheila Scott, Cabinet Member for Children's Services
- Cllr John Holdich, Cabinet Member for Education, Skills and University
- Gillian Beasley, Chief Executive, Peterborough City Council
- Malcolm Newsam, Interim Director of Children's Services
- Mandy Renton, Executive Nurse for NHS Cambridgeshire and Peterborough
- Mark Hopkins, Assistant Chief Constable Cambridgeshire Constabulary
- Flick Schofield, Independent Chair of Peterborough Safeguarding Children Board
- Debbie Jenkins, Department for Education
- Mike Sandeman, Head Teacher of Arthur Mellows Village College

The Board's work will also be reporting to:

- Peterborough Children's Trust Board
- Peterborough Safeguarding Children's Board
- Members of Peterborough County Council
- NHS PCT Board

Overall Context

Peterborough received a safeguarding and looked after children inspection in March 2010 which found that safeguarding arrangements were inadequate. In February 2011 an unannounced inspection of Peterborough Council's contact and referral arrangements found some areas of improvement from the earlier inspection although 10 areas for development were identified. The purpose of the follow up inspection in August 2011 was to evaluate the progress and contribution made by relevant services in the local area since the previous inspections towards ensuring that children and young people were properly safeguarded. This inspection rated safeguarding services delivered by the partners in Peterborough as inadequate

National and Local Context – Challenges

The demography of Peterborough is rapidly changing. There are 44,300 children and young people aged 0 – 19 years in the council area with 24% of this population living in poverty. There has been a particularly high influx of families from Eastern Europe but other cultures and ethnic groups are represented in the city. Within the current child population 99 different languages are spoken and 27% of school pupils have English as their second language. There are marked differences in the levels of deprivation and affluence in Peterborough with some wards represented in the highest quartile of deprivation and others in the top quartile for affluence

Partnership Vision for Children and Young People

'All children and young people in Peterborough have the right to be safe, to be healthy and happy and to be given the opportunity to achieve their aspirations.'

We recognise that our aspirations for achieving our vision have to be tempered by the reality of the challenges that we face. It is more important than ever that we focus on our core priorities in order to make progress toward our vision. Financial challenges require us to make decisions that will impact on our capacity to achieve our vision. We therefore need to ensure that every penny we spend and every decision we make has the greatest impact on improving children's lives.

Strengths

Despite the inspection judgement of 'inadequate' (including some serious and significant areas of concern) there are many commendable aspects of the service currently in place to support vulnerable children. Inspectors highlighted these in their feedback and report. These included:

- Safeguarding awareness across the partnership is generally good and agencies are appropriately identifying children and young people who may be at risk of harm. Arrangements within schools for safeguarding are suitably robust and processes in health are also effective
- Despite the concerns about capacity, elected members have demonstrated a consistent and sustained commitment to strengthen safeguarding arrangements in Peterborough, including the allocation of additional resources. There is assurance that this commitment will continue as the council and partners respond to the recommendations arising from this inspection
- Caseloads are reducing towards the average target of 25 per social worker
- The council's existing recruitment practice is safe and is continuously reviewed and updated
- Children and young people interviewed as part of the inspection confirmed that they generally felt safe in the community
- There is a strong corporate commitment to community cohesion and safety exemplified by recent proactive work to respond to the potential for riots witnessed elsewhere in the country. Action taken was comprehensive and young people worked well with the Police to communicate positive messages using social networking sites which clearly had an impact in maintaining calm and order in the city
- A good anti-bullying strategy (Becoming Brave) promotes the use of mentors, buddies and the provision of support for children and young people who may be witnessing parental domestic violence at home
- A robust missing from school protocol has been developed and is currently the subject of consultation within the partnership
- Safeguarding in schools has been judged mostly good and some outstanding by Ofsted inspections. All schools, including faith schools have designated and trained safeguarding staff. There is good awareness of safeguarding within schools leading to appropriate contacts and referrals to social care services

- An unannounced inspection of the adoption service in November 2011 rated the service as good.
- An unannounced inspection of the fostering service in November 2011 rated the service as satisfactory overall with some good features
- One children's home has been judged as good and two as outstanding
- One children's centre provides a broad range of preventative services to families in a high quality physical resource

Areas for Improvement

The Improvement Notice has reinforced the Ofsted report recommendations and has stated that the council must demonstrate evidence of improvements by:

Social Care

1. Reviewing the council's contact centre arrangements to ensure that the service has the right capacity and capability and roles are clearly defined and ensure that there are clear lines of accountability for decision making and planning decisions between the contact centre and the referrals and assessment service
2. Ensuring that staff in the contact centre have a clear understanding of the council's thresholds to be able to respond to contacts and referrals with the aim of reducing the number of inappropriate referrals passed onto the referral and assessment service
3. Reviewing the council's policies and guidance on access to children's social care including establishing clear definitions of 'contact' and 'referral' and ensuring that these thresholds are understood and implemented consistently by all staff, partners and agencies of the council
4. Increasing the understanding and use of the CAFs across all partner agencies and ensure the council is monitoring the use of and impact of CAF by partner agencies
5. Review and revise the council's quality assurance framework and ensure it is in place and in line with standards set out in statutory guidance. The quality assurance framework is to include regular auditing arrangements of the quality of case files with independent challenge and scrutiny. The proportion of cases to be audited and frequency in which they will be audited should be agreed by the Improvement Board. A report of the results of the auditing process must be made available to the Board for consideration and the council must demonstrate how they have taken action against the recommendations in order to maintain and to continue to improve the quality of social work practice

6. Using the revised quality assurance framework, ensure that all management oversight and decision making on cases is set out in details on each case file, and audit management information confirms that this has been carried out satisfactorily
7. Improving the quality of assessments and risk assessment by ensuring that staff understand what a good assessment or care plan must contain as set out in 'Working Together to Safeguard Children 2010'. This should be measured and evidenced through regular case and supervision auditing
8. Ensuring assessments should contain a level of detailed analysis as set out in 'Working Together to Safeguard Children 2010' and include the views of children and young people, their parents/carers and other agencies and ensure they are reflected in decision making and review processes
9. Ensuring that all children and young people within the social care system are given the right level of protection and those who are subject to a 'children in need' or 'child protection' plan are given an appropriate plan within timescale with clear and focused outcomes which highlight specific needs and risk
10. Ensuring that a robust implementation plan is in place for the council's new ICS and regular updates on the development and implementation are presented at the Improvement Board highlighting where issues have occurred and what action has been taken to address them
11. Informed by a service needs analysis, develop an overall workforce strategy, clearly identifying the council's recruitment and retention strategies and how it will link to improving the quality of services with the council
12. Review social workers' responsibilities and workloads to ensure they are clearly defined and that workloads are measured and manageable; ensure that the Improvement Board receives management information to confirm the improvements are achieved and sustained
13. Developing and implementing a programme of induction, training and mentoring and continuous professional development for all social care staff and ensuring that staff have access to training and development opportunities that meet their needs and the needs of the service
14. Ensuring that the council's supervision policy and procedures are developed and embedded and all staff are given the right level and quality of supervision and management support which will identify strengths and areas for development in practice, training and professional development that will contribute to improved service delivery

Partnership and Governance

15. Ensuring the vision for the service is implemented across children's services, and that partners and all staff have a clear understanding of the ambition and vision for the council and how they contribute to the overall improvement

16. Establishing a strong safeguarding leadership team with clear and effective line of accountabilities to ensure an effective delivery of children's services
17. Establishing clear remits for the Improvement Board, Children's Trust and the Local Safeguarding Children Board so partners are aware of the overall governance, lines of accountability and specific roles of each in driving forward improvement

Support Measures

Improvement in these circumstances places additional pressures and higher expectations in terms of the performance of both senior officers and members. Therefore the council must:

- Work with representatives of the Children's Improvement Board to formalise a package of sector support to address the issues set out in the inspection and diagnostic review. The package of support should include peer mentoring arrangements for the Lead Member for Children's Services to support her in leading the change required and peer challenge and scrutiny at the Improvement Board. A further package of peer support for managers and front line staff may be considered subject to the direction of the Improvement Board
- Put in place scrutiny arrangements to allow Members and the Local Safeguarding Children's Board, to scrutinise and challenge social care practice once the necessary improvements have been made

Our Approach to Improvement

Our action plan has been built around six pillars of improvement. These are:

Pillar One: Providing confident leadership and management across children's services

- A clear vision and sense of direction
- Modeling professional competence, confidence and self belief
- Providing leadership at every level
- Prioritising and pacing the actions to achieve change so that it is manageable, achievable and sustainable
- Communicating clear expectations throughout the organisation and across the Peterborough Children's Trust partnership
- Supporting, problem solving and listening (including high quality supervision)
- Rewarding and celebrating excellence
- At all levels, holding people to account for poor performance
- Management that is responsible, proactive and solution-focused

Pillar Two: Putting in place effective front-line practice

- Effective multi-agency early intervention and prevention
- Consistent implementation of thresholds, appropriate management of risk and confidence in knowing when to intervene
- A robust, consistent system for responding to referrals, underpinned by high quality practice standards
- A high quality child centered social work assessment service supported by timely decision making
- A high quality family support service
- Building a range of services which support families and their children at the earliest possible point

Pillar Three: Creating an organisation fit for purpose

- Putting in place an effective and sustainable structure
- Ensuring accountability and compliance throughout the organisation
- Establishing clear priorities and aligning resources to meet them
- Promoting a culture that embeds the Peterborough behaviours and competencies
- Ensuring front-line teams receive the infrastructure support they need
- Front door services delivered from offices that are fit for purpose and adequately supported by IT and other systems

Pillar Four: Strengthening partnerships to make a difference

- A shared vision by all partners and a commitment to work together to improve services to safeguard and look after children and young people
- A Children's Trust that drives better outcomes for all children and young people
- A Safeguarding Children's Board that supports high quality safeguarding and is open, challenging and honest across the partnership
- Joint commissioning of services that keep children safe and free from harm

Pillar Five: Becoming the employer of choice in the region

- Effective source and supply of social workers and managers
- A compelling offer (reward package for recruitment and retention)
- Ongoing recruitment and retention actions
- Induction for a range of staff recruited from different countries and at different levels
- Long term focus on the growth and development of the children's workforce
- Sufficient line management and supervision capacity to guide and support front line workers so they feel safe in carrying out their duties
- An excellent supervision, training and development programme for staff at every level in the organisation

Pillar Six: Robustly managing performance

- A comprehensive performance system
- Accurate and timely management information
- A personal accountability structure
- Individual analysis and intervention
- Individual achievement measured
- An effective model of management and supervision
- Supervision and support is informed by management information
- Effective quality assurance of practice

Our Leadership Style to Secure the Improvements

Members and officers are determined to deliver rapid, visible and sustainable improvement to our children's services. Our approach will be steered by the following characteristics:

- **A sense of urgency** – we know that the current situation is unacceptable and we will not rest until services for children are safe
- **Connection to the Front-Line** - listening, understanding, supporting and taking action to assist front-line staff to do a good job
- **An unremitting focus on what is important** - fixing the most important things first
- **Management grip** - driven by strong performance management and tackling problems as they arise in an ongoing way
- **Intolerance of the unacceptable behaviours** - the first step of our improvement journey will be to eradicate unacceptable practice and unacceptable behaviours
- **Complete transparency** - we will produce information that allows elected members, partners, government and the public to understand our progress. Creating a culture of openness to encourage staff to raise concerns/issues

OUR CORE STRATEGY – THE TEN CORE TASKS

This Improvement Plan will deliver sustained improvement across all of children's services leading to improved outcomes for children and young people in Peterborough. Our core strategy, however, focuses on tackling those areas of greatest risk first and laying the foundations for more effective practice. The core tasks are as follows, and will be implemented over the next six months:

1. Bring in additional staff to reduce the number of unallocated cases, reduce numbers of incomplete assessments and restore timely assessment timescales.
2. Restore reasonable workloads by rebasing the establishment to ensure sufficient qualified staff and team managers
3. Strengthening the quality of work undertaken in the assessment teams through better organisation and supported by robust supervision, audit and performance monitoring.
4. Reducing workloads by restoring throughput, pruning caseloads and reducing the number of children in need.
5. Making structural changes for handling contacts referrals and assessments and introducing family support teams.
6. Strengthening leadership, accountability and the quality of supervision through recruitment, training, and performance management.
7. Implementing an effective management information and quality assurance framework.
8. Filling resource gaps by more effective recruitment and putting in place a compelling workforce
9. Building an effective commissioning framework and range of preventive services
10. Providing front line teams with suitable ICT arrangements, business support and working arrangements.

Detailed Actions

OR = Ofsted Report (See appendix one, page 35 of this report)

IN = Improvement Notice (See page 7 of this report)

| Pillar One: Providing confident leadership and management across children's services | | | | | |
|--|---|-----------|-----|---------------|---|
| Key Objectives: Communication regarding the expectations of leaders and managers; Developing a culture where leaders and managers fulfill their roles and responsibilities and demonstrate recognition that they are accountable for delivering high quality services; Well targeted, clear communications that ensure all staff and stakeholders are informed and able to influence the way forward; Rewarding and celebrating high quality practice; Corporate parenting that is effective. | | | | | |
| Accountable Leads: Malcolm Newsam | | | | | |
| Reference | Actions | Timescale | RAG | Delivery Lead | Targets and Measures |
| 1.1 Outcome: Leaders and managers are clear about expectations and gaps in knowledge and good management practices are identified | | | | | |
| 1.1.1 <i>Links to OR 1</i> | Conduct and complete a leadership and management survey with senior managers. Engage managers and leaders in identifying leaderships gaps and strengths in order to fulfill their roles in delivering high quality services | 31.01.12 | | | <ul style="list-style-type: none"> A gap analysis completed that will link guidance to practice, against which management can assessed |
| 1.1.2 <i>Links to OR 5</i> | Produce and issue clear guidance for leadership and management roles. Principles to include responsibilities and accountabilities for managers and staff | 31.03.12 | | | <ul style="list-style-type: none"> Leadership and management best practice guide published to all managers and supervisors |
| 1.1.3 <i>Links to OR 11</i> | Across the department, put in place a programme which establishes and promotes the new leadership competencies and required behaviours and expectations of leaders, managers | 31.03.12 | | | <ul style="list-style-type: none"> Programme developed and timetable implemented Evaluation and review of the impact of the programme |

| | | | | | |
|--|--|---------------------|--|--|--|
| | and staff to ensure they are clear about what is required | | | | informed by staff feedback |
| 1.1.4 <i>Links to OR 1</i> | Validate findings from leadership and management survey with mandatory questionnaire | 29.02.12 | | | <ul style="list-style-type: none"> Engage staff in assessment of leadership and management Feedback obtained to inform amendments to leadership and management programme |
| 1.1.5 | All senior managers to complete 360° assessment based on competency in role | 31.03.12 | | | <ul style="list-style-type: none"> Engagement of senior managers in their continuous professional development |
| 1.2 Outcome – Leadership and management capability is evaluated and action is take to result in improvement as required | | | | | |
| 1.2.1 | Assess leadership and managerial capability at the senior management level via an assessment centre to identify gaps in knowledge | | | | <ul style="list-style-type: none"> Agreed assessment centre schedule developed and implemented with details of the agreed areas of competency that are to be measured Produce report on findings within two weeks of assessment completion |
| 1.2.1 | Deliver targeted performance management workshops for senior managers and team leaders focusing on key performance themes identified through leadership and management survey and outcomes from assessment centre. The workshops will be linked to case studies pertinent and relevant to the delivery of high quality children’s services | | | | <ul style="list-style-type: none"> Managers start to personify, demonstrate and communicate high quality leadership behaviours to staff |
| 1.2.3 | Develop a targeted response to identified needs in relation to essential leadership and management skills (for individuals | 31.01.12 – 29.02.12 | | | <ul style="list-style-type: none"> Action plan designed with two weeks of assessment completion |

| | | | | | |
|---|--|---------------------|--|--|---|
| | and the management team) | | | | |
| 1.2.4 | Implement individual leadership and management development plans | 31 March 2012 | | | <ul style="list-style-type: none"> Individual learning and development plans are updated in response to the recommendations of the assessment centre |
| 1.2.5 | Provide access to coaching, and/or mentoring for the senior management team. | | | | <ul style="list-style-type: none"> Coaching/mentoring Sessions offered/delivered to individual staff. Additional sessions offered as appropriate |
| 1.2.6 | Develop succession planning/talent management systems to nurture and utilise new leadership/managerial capabilities to meet immediate priorities and plan for continued performance improvement Complete HR review of teams to identify staff with potential and underperformance | 31.01.12 – 31.03.12 | | | <ul style="list-style-type: none"> Existing 'talent' is utilised effectively, good practice is role modelled and shared. To be measured via staff feedback and written evidence of sharing mechanisms/activities and timetables Use newly established Capability framework to inform personal development reports |
| 1.3 Outcome: Staff and stakeholders report that they are kept abreast of developments in the improvement agenda and feel able to influence future developments. Well targeted, clear communications that ensure all staff, partners and service users are informed and able to influence the way forward | | | | | |
| 1.3.1 | Produce a communications and engagement strategy including face-to-face and online interaction and written information (Internal and external) | | | | <ul style="list-style-type: none"> Strategy developed and signed off with implementation plan Strategy implemented Use InSite page to help teams to access practice tools and research. |
| 1.3.2 | Corporate Director, to carry out a series of open forums communicating the improvement plan to all staff | | | | <ul style="list-style-type: none"> Visible leadership in communicating expectations and desire for excellence in safeguarding children to all staff |

| | | | | | |
|---|---|--|--|--|--|
| 1.3.3 | Obtain feedback from staff, partner agencies and service users (including children and young people) and use their views to inform the improvement actions including the re-design of the service | 31.01.12 – 31.07.12 Review regularly thereafter | | | <ul style="list-style-type: none"> • Feedback gathered and used when improvement actions are being undertaken and when services are being developed or commissioned • Termly meetings established with Head Teachers |
| 1.4 Outcome: Social work staff are engaged in the excellence award process, have aspirations to be part of it, and report that it makes them feel valued | | | | | |
| 1.4.1 | Ensure that PCC's excellence awards reward and recognition mechanisms are appropriately, fairly and transparently applied to recognise good/high performance | 03.01.12 – 31.03.12 | | | <ul style="list-style-type: none"> • Surveys confirm that managers and staff are confident that good performance is recognised and reinforced through the reward system |
| 1.4.2 | Encourage managers to recognise individual and team contributions and nominate staff appropriately | 03.01.12 onwards | | | <ul style="list-style-type: none"> • Recognition mechanisms are understood and supported by staff and feedback confirms this |
| 1.5 Outcome: Elected members and senior officers are provided with information to enable them to understand their roles, responsibilities and accountabilities | | | | | |
| 1.5.1 | Induction pack for Elected Members and senior officers developed, outlining corporate parenting responsibilities | | | | <ul style="list-style-type: none"> • Induction pack produced and distributed • Induction workshops agreed and undertaken • Pattern of visits to front line teams established |
| 1.5.2 <i>Links to IN 18</i> | Peer mentoring arrangement to be put in place for the Lead Member | | | | <ul style="list-style-type: none"> • Lead member will feel supported in leading change |
| Pillar Two: Putting in place effective front-line practice | | | | | |
| Key Objectives: High quality, rigorous and consistent front-line practice to safeguard children and young people, including those who are looked after. Appropriate duty and initial assessment arrangements; manageable workloads; robust procedures, processes | | | | | |

| | | | | | |
|--|--|---|--|--|---|
| <p>and actions which analyse risk and lead to consistent plans and actions to manage those risk. Front line staff and managers are clear about the arrangements regarding the throughput of work between teams. Effective child protection conference process to ensure multi-agency working which supports effective plans for children and young people. Improved Care Planning and permanence for Looked After Children. Health Needs of Looked After children and young people are addressed. Improvements in educational outcomes for looked after children</p> | | | | | |
| <p>Accountable Leads: Ann Goldsmith</p> | | | | | |
| <p>2.1 Outcome – Deliver a robust programme to improve the quality of assessment and casework, and provide qualitative and quantitative information about the impact of services on outcomes for children and young people</p> | | | | | |
| <p>2.1.1</p> <p><i>Links to OR 2 OR 9 IN 8 IN18</i></p> | <ul style="list-style-type: none"> • Managers review open cases and take action to safeguard children • Develop and implement mandatory Quality of Practice audits to be undertaken by all managers • Ensure that the work required in respect of risk assessment and report writing are completed before cases are presented to case conferences and that work with families is not delayed until the conference is held • Follow up processes developed and monitored for all cases judged Inadequate • Children are seen and their views recorded in all assessments • Review current assessment templates • Develop and disseminate practice standards for practitioners • Adoption of user friendly conferencing arrangements • Implement quality standard leaflet for parents • Review workforce development | <p>December 2011 and monthly thereafter</p> | | | <ul style="list-style-type: none"> • Average of 20 audits per month achieved • Audit results and follow up reported monthly to Performance Monitoring Group and EIB • User feedback on the delivery of practice standards to be collated and used to inform delivery protocols. • Verification of improved quality to be evidenced over time (specific targets to be developed as the programme embeds).Evidence of use of tools to support communication and focus in work with children and families • Performance in terms of numbers of children with a Children in Need plan improves • Improvement in evaluation of social work training • Number of children with a Child Protection Plan are reduced |

| | | | | | |
|-------|--|---|--|--|--|
| | <p>strategy</p> <ul style="list-style-type: none"> • Focus training and support on improved analysis in assessment • Introduce regular practitioner workshops • Children in Need procedures to be strengthened • Public Law Outline processes strengthened to ensure timely intervention – practice protocols to be strengthened (to include holistic overview of the child) | | | | <ul style="list-style-type: none"> • A package of peer support for managers and front line staff to be considered by the Improvement Board • Secure email in place to support Domestic Violence notifications • Multi-agency response unit arrangements in region supported • DV guidance and risk assessment tools shared with teams • Tracking systems in place to track key actions for Child Protection CLA and court proceedings |
| 2.1.2 | Regular thematic audits undertaken on specific practice areas as defined by QA framework timetable | Rolling programme to be drawn up by 31 January 2012 | | | <ul style="list-style-type: none"> • Regular robust reports delivered to Performance Monitoring Group • Remedial action is taken within clearly defined timescales |
| 2.1.3 | <ul style="list-style-type: none"> • PSCB to establish multi-agency audits as part of the PSCB Quality and Effectiveness Framework • Proposal to the Board that one audit should be conducted per quarter • Effective audit tools and processes to be developed • QEF subgroup to be established to manage the audit process • Performance monitoring and | 01.01.12 – 31.03.11 | | | <ul style="list-style-type: none"> • Plan developed • Audits timetables • Findings reported to PSCB on a quarterly basis • Analysis review of performance data by the PSCB and subgroup will inform single agency audits and increase the timeliness and effectiveness of work undertaken in response to |

| | | | | | |
|--|---|----------------|--|--|--|
| | analysis reports to be developed and refined | | | | identified areas of poor partnership working |
| 2.1.4 | <p>Monitor and take action to secure appropriate caseload levels for all social workers by:</p> <ul style="list-style-type: none"> • Reviewing individual social work caseloads and complete work/transfer/close cases as required • Identify capacity needs and address as required | Monthly review | | | <ul style="list-style-type: none"> • Performance reporting indicates caseload levels are a maximum of 20 per case holder |
| 2.2 Outcome: Excellent supervision to ensure the quality of casework improves | | | | | |
| 2.2.1 <i>Links to OR 6 OR 10 IN 7 IN14</i> | <p>Action plan to be developed and implemented in response to the full audit of supervision to include:</p> <ul style="list-style-type: none"> • Development of supervision practice guidance to compliment current supervision policy • Commissioning of supervision training for managers • Further develop observation of supervision practice as part of support to managers • Development of practice standards for supervision developed and implemented • Supervision Tool to be rolled out and embedded across the service to allow for the active performance management of cases and of staff delivery • All actions to include clear recommendations and timescales for implementation | 31.01.12 | | | <ul style="list-style-type: none"> • Full audit undertaken • Evidence of improvement in the quality of supervision identified in QoP monthly audit • Deep dive audit to be repeated in 12 months to confirm progress • Feedback from supervising managers in respect of the quality of their own supervision |

| | | | | | |
|---|---|---------------------|--|--|---|
| | <ul style="list-style-type: none"> Put in place appropriate spans of control to ensure compliance with supervision policy | | | | |
| 2.3 Outcome: Independent Reviewing Officers quality assure the effectiveness of care planning and where appropriate challenge casework decisions or delays | | | | | |
| 2.3.1 | <ul style="list-style-type: none"> Each review ensures that required actions are in place and exceptions reported to the appropriate managers and escalated where necessary for resolution Escalation policy developed, implemented and monitored Monitor effectiveness of escalation policy and implement recommendations | 31.01.12 | | | <ul style="list-style-type: none"> Quarterly report by Independent Reviewing Officers service produced and submitted to Director's Leadership Team Progress on permanence planning, health assessments, core assessments, care plans and Personal Education Plans is measured through performance reporting and demonstrates improvement in key areas |
| 2.3.2 <i>Links to OR 6</i> | <ul style="list-style-type: none"> Ensure statutory visits are monitored (via monthly/quarterly performance reports), and that there is good recording of information on LAC cases Audits of LAC to be conducted on a monthly basis via Quality of Practice Audits IRO reports produced on a quarterly basis | 03.01.12 – 31.03.12 | | | <ul style="list-style-type: none"> Performance in relation to stat visits improves and is maintained Numbers of LAC routinely audited increases Performance of 16+ monitored, evaluated and reports produced |
| 2.4 Outcome: Strengthen safeguarding of children on a Child Protection Plan. Ensure Child Protection Plans are only in place when there is a clear need for them. Child protection planning processes are effective, responsive to children and young people's needs, facilitate multi-agency working and are robust in ensuring that children are safeguarded | | | | | |
| 2.4.1 <i>IN 9</i> | <ul style="list-style-type: none"> Support implementation of strengthened child protection and Children in Need planning processes through multi-agency training | 03.01.12 – 31.03.12 | | | <ul style="list-style-type: none"> All children and young people within the social care system have the right level of protection |

| | | | | | |
|-------|--|---------------------|--|--|--|
| | <ul style="list-style-type: none"> Strengthen and re-launch Children in Need procedures Review Children in Need Plan template | | | | <ul style="list-style-type: none"> Those children and young people who are subject to a 'children in need' or 'child protection' plan are given an appropriate plan with timescale that has clear and focused outcomes which highlight specific needs and risk Multi-agency training programme developed Programme implemented Increased confidence of agencies resulting in Children in Need plans replacing Child Protection Plans where appropriate |
| 2.4.2 | <ul style="list-style-type: none"> Reduce the number of children subject to a child protection plan for 18 months or more Policy to be developed requiring a review of every case beyond the third conference (at the nine month stage) to ensure that robust decisions are made to prevent as many cases as possible from going into conferences beyond 15 months | 03.01.12 – 31.03.12 | | | <ul style="list-style-type: none"> Review and undertake change promotion work on current cases where children have been subject to a Child Protection Plan for over 18 months Cohort reduced to below 6% Performance reporting monitors the number of children who are progressing towards, or have, a child protection plan for 18 months or more Information used to inform and develop agreed plan to reduce Child Protection Plan cohort |
| 2.4.3 | Reduce the number of children who become subject to a Child Protection | 03.01.12 – 31.03.13 | | | <ul style="list-style-type: none"> In collaboration with operational managers produce a |

| | | | | | |
|-------|---|--|--|--|--|
| | Plan for a second or subsequent time | | | | <p>report to the Improvement Board setting out a plan for how to reduce the number of children subject to a Child Protection Plan for a second or subsequent time to below 14.4%</p> <ul style="list-style-type: none"> • Plan agreed and recommendations implemented • Performance reporting monitors the number of children who are made subject to a plan for a second or subsequent time • The number of children subject to a child protection plan for a second or subsequent time reduced to below 14.4% |
| 2.4.4 | <p>Ensure there is a consistent approach to the application of thresholds:</p> <ul style="list-style-type: none"> • Robust thresholds to be agreed with the Child Protection Plan conference chairs • Thresholds are consistently applied in Child Protection Plan conferences • Multi-agency agreement to be obtained on thresholds for taking children off a Child Protection Plan • Establish process to support hospital discharge arrangements • Ensure Child protection review conferences in timescale • Increase child and family participation from 80% to 90% | | | | <ul style="list-style-type: none"> • Consistent standards are applied to all Child Protection Plans • Agency expectations around thresholds are coherent and constant • The number of children being taken off a Child Protection Plan increases • Reduction of contracts into social care • Reduction in the conversion of contacts to referral • Reduce inappropriate referrals by increasing the number diverted to early intervention • Maintain conversion rate of |

| | | | | | |
|---|--|---------------------|--|--|--|
| | <ul style="list-style-type: none"> Child Protection Coordinators to track and report on core group meetings and presence of appropriate parallel plans | | | | referrals to IA |
| 2.5 Outcome: The Safeguarding Children Board is compliant with statutory requirements, supported by a robust performance framework which enables it to hold agencies to account in ensuring the children of Peterborough are safeguarded | | | | | |
| 2.5.1 | <ul style="list-style-type: none"> Membership and Governance Implement the multi-agency audit and performance framework and audit plan | | | | <ul style="list-style-type: none"> To be discussed with Chair of Peterborough Safeguarding Children Board Audit programme implemented and audits carried out Audit findings reported to PSCB and used to inform multi-agency response to safeguarding |
| 2.6 Outcome: Children's Services and its partners are well prepared for the next full Ofsted inspection | | | | | |
| 2.6.1 | Develop an "inspection ready programme" to prepare for the next full Ofsted inspection | 31.01.12 | | | <ul style="list-style-type: none"> Programme is implemented and is effective |
| 2.6.2 | <ul style="list-style-type: none"> Undertake mock inspections of Duty and Initial Assessment Teams Address any points of concern/areas requiring improvement; remedial action to be recorded and evidenced | 03.01.12 – 29.02.12 | | | <ul style="list-style-type: none"> Mock inspections find children are appropriately safeguarded Ofsted unannounced inspection is received positively |
| 2.7 Outcome: The Family and Assessment Support Team (FAST) has sufficient capacity, the threshold for access is safe and clear and the processes for reviewing the team's impact on outcomes are explicit | | | | | |
| 2.7.1 <i>Links to OR 17</i> | <ul style="list-style-type: none"> Consider how resources can be most effectively deployed to meet the improvement notice objectives and improve outcomes for children and young people. Includes re-provision of contact service and costs of replacement activity | | | | <ul style="list-style-type: none"> Contact service in place which has capacity to meet demand for contact Use remaining contact resource in FAST team to build |

| | | | | | |
|---|--|----------|--|--|---|
| | <p>to cover life story work and parenting assessment</p> <ul style="list-style-type: none"> To review potential re-investment of existing resources Align activity of AIM, Multi-Systemic Therapy and Peterborough Safeguarding Board | | | | <p>new service to save money on external purchase of sessional staff</p> |
| <p>Pillar Three: Creating an organisation fit for purpose</p> | | | | | |
| <p>Key Objectives: Appropriate decisions about the responses required to referrals; functioning ICT infrastructure that enables effective use of systems that support practice (including the Integrated Children's System); Logistical working arrangements and office accommodation support social work task. Effective commissioning, procurement and contracting</p> | | | | | |
| <p>Accountable Leads: Ann Goldsmith</p> | | | | | |
| <p>3.1 Outcome: Contacts are dealt with efficiently and effectively and referrals made to the appropriate service with sufficient information for the right action to be taken</p> | | | | | |
| <p>3.1.1</p> <p><i>Links to OR 13</i></p> | <ul style="list-style-type: none"> Complete a comprehensive and detailed audit of all cases that have referred through the contact service and passed to referral and assessment and other teams or services in the past six months Examine whether cases referred to children in need services are appropriately held within that service | | | | <ul style="list-style-type: none"> 190 cases audited findings and learning shared through workshops with teams and cases needing further attention |
| <p>3.1.2</p> <p><i>Links to OR 4 IN 3</i></p> | <ul style="list-style-type: none"> Review the effectiveness of the current initial screening arrangements for social care cases Define the use of contacts and referrals by referring agencies, the standard of recording of contacts and referrals and the process for decision making in respect of each and the actions arising | 03.01.12 | | | <ul style="list-style-type: none"> Report with recommendations presented to Corporate Management Team) and decision made about appropriate actions Implementation plan developed and agreed recommendations implemented |

| | | | | | |
|---|--|----------|--|--|--|
| 3.1.3 <i>Links to IN 2</i> | Ensure that staff in the contact centre have a clear understanding of the council's thresholds | | | | <ul style="list-style-type: none"> • Staff are able to respond to contacts and referrals appropriately • Inappropriate referrals are reduced |
| 3.1.4 <i>Links to OR 1 OR 8 IN 1</i> | Map existing social work establishment against demand and need and ensure there is a coherent and sufficient distribution of fieldwork resources to provide an effective service. Produce a report with outcome of analysis and recommendations for action with clear implementation plan which also includes management and business support capacity | 03.01.12 | | | <ul style="list-style-type: none"> • Report submitted to CMT outlining recommendations • Agreed recommendations implemented |
| 3.1.5 <i>Links to OR 7</i> | Decide on a model and structure for children's social care to enable effective support for children in need | 31.01.12 | | | <ul style="list-style-type: none"> • Report on recommendations submitted to DCS • Agreed recommendations implemented being mindful of the need for safe transfer to the new arrangements |
| 3.1.6 | Protocol document developed outlining roles and responsibilities of new teams as well as transfer arrangements | 31.01.12 | | | <ul style="list-style-type: none"> • Protocol agreed by Children's Social Services Management Team, approved by Managing Director, used as part of implementation of the new structure |

| | | | | | |
|---|---|---------------------|--|--|---|
| 3.1.7 <i>Links to OR 6 OR 7</i> | Implement new structure supported by appropriate protocols and procedures | 29.02.12 | | | <ul style="list-style-type: none"> • New structure in place and work safely managed during restructuring • Procedures/protocols published for all staff • Performance reporting indicates that caseloads, staffing levels and supervisory capacity are at appropriate levels • Performance report confirms new arrangements are facilitating timely assessments and good practice |
| 3.2 Outcome: Peterborough's ICT systems effectively support practitioners and managers to carry out their role. Practitioners and managers are accountable for recording case work decisions and ensuring that this is used to influence decision making | | | | | |
| 3.2.1 <i>Links to IN 10</i> | <ul style="list-style-type: none"> • Implementation of the new Integrated Case Management System • Agree the business processes underpinning the ICS, create procedures and practice guidelines that stipulate responsibilities across all levels of the organisation • Agree management sign-off functions in ICS • Full and comprehensive training programme for all staff including managers • Provide in-house support for the ICS • Provide ICS user manuals | 03.01.12 – 31.03.12 | | | <ul style="list-style-type: none"> • Robust implementation plan is in place • Regular updates on the development and progress of the plan to be given to the Improvement Board |
| 3.2.2 | <ul style="list-style-type: none"> • Review the function and role of administrative staff in relation to the use of ICS and address capacity | 03.01.12 – 31.03.12 | | | <ul style="list-style-type: none"> • Business requirement for the recording of children's case information is embedded in |

| | | | | | |
|--|---|---------------------|--|--|--|
| | implications if applicable <ul style="list-style-type: none"> Appoint floor walkers to support the successful implementation of ICS | | | | Peterborough's Information recording system |
| 3.2.3 <i>Links to OR 6</i> | Performance reporting is utilised to confirm that the systems are being used to support effective recording and managerial input | 31.03.12 | | | <ul style="list-style-type: none"> Audit reports on system usage are produced quarterly on agreed areas (logins, user generated reports, signoff, field completion) Data quality reports on errors or blanks in data recording are reported monthly. Data quality errors/blanks do not exceed 5% of the total number of entries per field |
| 3.2.4 | Develop a broader ICT strategy that takes account of desktop hardware and mobile technology | 03.01.12 – 31.03.12 | | | <ul style="list-style-type: none"> ICT Strategy developed and presented to the Performance Monitoring Group/Improvement Governance Board |
| 3.3 Outcome: Users complaints and representation are dealt with in a timely fashion with regular reviews to identify trends which are then acted upon | | | | | |
| 3.3.1 <i>Links to OR 17</i> | <ul style="list-style-type: none"> Senior Leadership Team to report on timeliness Current Service Level agreement and procedures to be reviewed | | | | <ul style="list-style-type: none"> Complaints are responded to within statutory timescales |
| 3.4 Outcome: The vision for the service is implemented across the department | | | | | |
| 3.4.1 <i>Links to IN 16</i> | Ensure that 'Making Every Day Count' is implemented across children's services | 03.01.12 – 31.03.03 | | Jonathan Lewis Janet Dullaghan Ann Goldsmith | All staff and partners have a clear understanding of the ambition and vision for the Council and how they contribute to the overall improvement |
| Pillar Four: Strengthening partnerships to make a difference | | | | | |
| Key Objectives: Development of the Peterborough Children's Trust and the Peterborough Safeguarding Children Board (PSCB) to | | | | | |

| | | | | | |
|--|--|------------------------------|--|--|---|
| meet their statutory requirements; Improve the effectiveness of the Safeguarding Children Board; Secure Multi-agency understanding about the range of services available and when they should be used to respond to children and their families; Clear multi-agency referral pathways that are responsive to children's needs; Regular and robust auditing of multi-agency practice including good use of performance information | | | | | |
| Accountable Leads: Janet Dulagan | | | | | |
| 4.1 Outcomes: The Common Assessment Framework (CAF) process operates effectively: the number of CAFs increases, there is greater and more effective participation by partner agencies, and the impact of CAFs is improved in terms of ensuring that children with additional needs are responded to before their needs become acute and require specialist children's services. Clear baselines and outcomes to be put in place around delivery for every Team Around the Child | | | | | |
| 4.1.1 <i>Links to OR 6</i> | <ul style="list-style-type: none"> CAF arrangements are strengthened to ensure that children with additional needs are responded to before their needs become acute and require specialist children services Review of the access and allocation processes (screening and Single Point of Access) to ensure efficient and timely identification of Team Around the Child/Family Transfer procedures between CSS and CAF to be embedded to ensure that children and families are effectively supported in the community when they are closed to CSS Access and allocation arrangements are streamlined and guidance and protocols developed and disseminated Establish a baseline of the time taken from the CAF assessment to the first TAC and set guideline timescales Identify top 100 families that require a TAC and put in place TAC | 12.12.11 – 31.03.12 (review) | | | <ul style="list-style-type: none"> Increase in understanding and confidence of partner agencies in applying the Threshold Criteria Increase in total number of CAFs by 25% in a ration of 58.9 per 10,000 over the 2011/12 financial year in comparison to 2010/11 Reduction of contacts into social care Reduction in the conversion of contacts to referral Reduction in the proportion of referrals going on to Initial Assessment Positive feedback from providers and services e.g. schools that children's needs are being met Quarterly multi-agency performance management report to be sent to SCS POSC |

| | | | | | |
|-------------------------------------|--|------------------------------|--|--|--|
| | <p>arrangements</p> <ul style="list-style-type: none"> Establish baseline for number of cases being transferred to TACs following CSS case closure and identify targets to reduce re-referral rates for these cases | | | | |
| 4.1.2 | <ul style="list-style-type: none"> Develop and introduce method for collection of outcome information against CAF action plans Monthly monitoring of CAF update and outcomes is reported to the Improvement Board, and key Partner boards User-friendly CAF recording system to be included in ICS replacement and rolled out across KCC and partner agencies CAF/TAC audit on outcomes to be undertaken to inform the revised CAF Action Plan Outcome information to be monitored to ensure that the CAF process is making a difference to children and families | 12.12.11 – 31.03.12 (review) | | | <ul style="list-style-type: none"> Relevant Boards identified and in receipt of reports Reporting proforma agreed Regular monthly reports produced Reports reviewed and monitored by the PSCB |
| 4.1.3 <i>Links to OR 14 IN 4</i> | <ul style="list-style-type: none"> The Early Intervention and Preventative Strategy developed outlining the role of universal, targeted and specialist services and is clear about when a CAF should be completed Above effectively disseminated across partners communicated using a variety of methods Action plan implemented | 12.12.11 – 31.03.12 (review) | | | <ul style="list-style-type: none"> Staff and partner agencies have clear guidance about when CAFs should be completed Key partners receive and adhere to Strategy framework Role of the LSCB to be agreed |

| | | | | | |
|---|---|----------------------------------|--|--|--|
| 4.3 Outcome: Practitioners are able to access information on range of interventions and services available with clear indications of when best to use (e.g age group; universal, targeted or specialist), evaluation findings and cost effectiveness. Secure multi-agency understanding about the range of services available and when they should be used to respond to children and their families | | | | | |
| 4.3.1 | In collaboration with partners, complete the development of the Early Intervention and Preventative Strategy which outlines the services available at universal targeted and specialist levels | 03.01.12 – 31.03.12 Review | | | <ul style="list-style-type: none"> • Report on proposals and implementation plan submitted to Peterborough Children’s Trust • Recommendations agreed and implemented |
| 4.3.2 | Address the accessibility of the multi-agency Directory of Services (which outline services at county and district levels) and make it available to all professionals and parents in Peterborough | | | | <ul style="list-style-type: none"> • Web based resource directory implemented which ensures existing resource directories are joined and replaced |
| 4.3.3 | Develop a commissioning register and keep it up to date and available to Children Services practitioners | 31.03.12 | | | <ul style="list-style-type: none"> • Register established with links to Adult Services Register |
| 4.4 Outcome: Staff across all agencies are clear about referral pathways and report that these are responsive to children’s needs | | | | | |
| 4.4.1 <i>Links to OR 3</i> | Peterborough Safeguarding Children Board and the Children’s Trust agree thresholds for intervention at various levels, including those for social care intervention | | | | <ul style="list-style-type: none"> • Eligibility and threshold protocol agreed and signed off by the Children’s Trust and PSCB, including implementation plan |
| 4.4.2 <i>Links to OR 3</i> | Launch of the eligibility criteria for specialist children services and secure understanding of thresholds, eligibility, referral and assessment processes (Including linkage with CAF) through multi-agency, localised workshops | 1/01/12 | | | <ul style="list-style-type: none"> • Eligibility and threshold criteria implemented • Multi-agency staff survey undertaken |
| 4.4.4 | Work with multi- agency partners to ensure the correct understanding about what constitutes appropriate referrals to Specialist Services (making use of the | | | | <ul style="list-style-type: none"> • Multi-agency referral form and clear guidance about criteria for referral to Specialist Services produced, launched and action |

| | | | | | |
|--|---|--------------------------------|--|--|--|
| | new eligibility and threshold criteria) | | | | <p>taken to ensure that it is embedded</p> <ul style="list-style-type: none"> • Workshop with the PSCB resulting in plans being produced by represented agencies about the actions they will take to communicate the criteria for referrals to specialist services |
| 4.4.5 <i>Links to IN 4</i> | Embed multi-agency implementation of the Common Assessment framework including the Lead Professional role | 03.01.12 – 03.03.12 and review | | | <ul style="list-style-type: none"> • The number of CAFs undertaken increase across a variety of partner agencies |
| 4.4.5 <i>Links to IN17 IN 19</i> | Establish clear remits for the Improvement Board, Children’s Trust and the LSCB | | | | <ul style="list-style-type: none"> • Partners are aware of the overall governance, lines of accountability and specific roles of each in driving forward improvement • Scrutiny arrangements are in place to allow Members and the LSCB to monitor and challenge social care practice once the necessary improvements have been made |
| 4.5 Outcome: Arrangements for jointly managing domestic abuse cases are reviewed to ensure notifications are sufficiently comprehensive, joint assessment of risk is robust and actions arising are appropriately implemented and monitored | | | | | |
| 4.5.1 <i>Links to OR 15</i> | <ul style="list-style-type: none"> • Identify and implement shared processes to support the risk assessment of domestic abuse notifications • Agree threshold to trigger core assessment for notifications assessed as high risk • Review information sharing arrangements with partner agencies | | | | |

| | | | | | |
|--|---|---------------------|--|--|--|
| | including schools | | | | |
| Pillar Five: Becoming the employer of choice in the region | | | | | |
| Key Objectives: Permanent staff are attracted to working and remaining in Peterborough, actions to find and supply locum social work staff are prompt when there are temporary gaps in permanent staffing levels, high calibre front-line staff are selected by managers with the appropriate standards and expertise, induction is responsive to the different cohorts of new recruits, professional development and opportunities are effective in addressing areas for development | | | | | |
| Accountable Leads: Mandy Pullen | | | | | |
| 5.1 Outcome: Peterborough recruits and retains a balance of experienced and newly qualified staff and has a qualified social worker vacancy rate of 10% or less | | | | | |
| 5.1.1 <i>Links to OR 6 IN 11</i> | <ul style="list-style-type: none"> Monitor the impact of the recruitment and retention strategy, compelling offer and marketing campaigns to ensure there is adequate capacity to meet workload Reduction in the number of agency staff | 03.01.12 – 31.03.12 | | | <ul style="list-style-type: none"> Performance reports show a consistent reduction of qualified social work vacancy rate to 10% or below 'Temperature checks' conducted to gauge the impact of the compelling offer with staff Bi-monthly reports tracking impact to be submitted to improvement governance bodies Agency staff reduced by 30% |
| 5.1.2 <i>Links to IN 12</i> | <ul style="list-style-type: none"> Use the Health Check developed by the Social Work Task Force to review social workers' responsibilities and workloads to ensure they are clearly defined | | | | <ul style="list-style-type: none"> Workloads are measured and manageable Improvement Board receives management information to confirm the improvements are achieved and sustained |
| 5.1.3 | Review recruitment process to ensure a positive experience for applicants | 03.01.12 – 31.03.12 | | | <ul style="list-style-type: none"> Review of recruitment process to be undertaken |
| 5.1.4 | Review selection process | | | | <ul style="list-style-type: none"> New structure for selection process provides more opportunity to "sell" KCC to applicants |

| | | | | | |
|---|---|--------------------------------|--|--|--|
| | | | | | <ul style="list-style-type: none"> • New structure allows applicants to give feedback on process and improve it • New 'standard' based assessment provides more consistency and quality in appointment decisions |
| 5.1.5 | Act on exit interview feedback | 03.01.12 | | | <ul style="list-style-type: none"> • Information from exit interviews helps improve recruitment and retention |
| 5.1.6 <i>Links to IN 13</i> | Review the workforce and take the necessary steps to address capacity and capability shortfalls | 03.01.12 – 30.09.12 and review | | | <ul style="list-style-type: none"> • Assess the recruitment and retention strategy to ensure Peterborough is maintaining adequate capacity to meet workload requirements |
| 5.1.7 <i>Links to IN 13</i> | Review recruitment planning | 03.01.12 – 31.03.12 and review | | | <ul style="list-style-type: none"> • Vacancies and staff turnover monitored monthly, and action plans amended to improve progress • Monitoring data used to develop annual recruitment plan |
| 5.2 Outcome: Induction programme aligns with expectations and approaches in practice | | | | | |
| 5.2.1 <i>Links to IN 13</i> | Review current arrangements, and materials including staff booklets, and report with proposals | 03.01.12 – 31.03.12 and review | | | <ul style="list-style-type: none"> • Induction process fit for purpose including induction of overseas staff |
| 5.2.2 | Reinforce workplace induction to ensure staff have reasonable facilities | | | | <ul style="list-style-type: none"> • New staff feel valued and retention rate improved |
| 5.3 Outcome: The learning and development programme is needs driven and is responsive to new and existing areas for improvement, identified risk and issues associated with the potential for significant harm as well as new developments in social work practice | | | | | |
| 5.3.1 | Complete a training needs analysis that is informed by information about the areas | 03.01.12 – 30.06.12 | | | <ul style="list-style-type: none"> • Analysis produced and new development programme for |

| | | | | | |
|---|---|----------|--|--|---|
| <i>Links to OR 12 IN 13</i> | for attention outlined by inspection findings and other information | | | | implementation developed |
| Pillar Six: Robustly managing performance | | | | | |
| Key Objectives: Practice and management across the council and partners is supported by an effective performance and accountability framework to ensure business intelligence and information is shared and exploited in order to achieve better outcomes for children, young people and their families in Peterborough; Managers understand accountabilities and ensure tools are used effectively to meet performance requirements; Strong performance management culture and an understanding of how performance management is used effectively | | | | | |
| Accountable Leads: Marcus Richardson | | | | | |
| 6.1 Outcome: A comprehensive framework is developed in consultation with managers and is supported by clear governance arrangements | | | | | |
| 6.1.1 <i>Links to OR 6</i> | Develop a comprehensive children's services performance management framework which links with the wider Council's and partnerships' performance | 01.02.12 | | | <ul style="list-style-type: none"> • Senior and operational managers consulted in development of performance framework • Performance framework developed to include governance arrangements • Performance framework developed and signed off by DCS and Senior Management Team |
| 6.1.2 <i>Links to OR 6</i> | Develop an operational model (report card) for the delivery of the performance framework, which includes the quality assurance, data quality and reporting principles framework | | | | <ul style="list-style-type: none"> • Operational model developed, with corporate input, and agreed by DCS, Director's Leadership Team and Children's Social Services Management Team |
| 6.1.3 <i>Links to OR 6</i> | Implement operational model for the delivery of the performance framework | | | | <ul style="list-style-type: none"> • Implementation programme developed • Operational model is implemented |

| | | | | | |
|---|---|----------------------------|--|--|---|
| | | | | | <ul style="list-style-type: none"> • Consultation (including workshops and survey) with managers/Elected Members to refine operational model • Model refined accordingly |
| 6.2 Operational: Performance measures are in place and managers know how to access reports to support strategic and operational actions. Staff, managers and Elected Members are provided with performance information with analysis, which enables them to understand the impact of service delivery on outcomes for children and young people | | | | | |
| 6.2.1 <i>Links to OR 6</i> | In collaboration with managers, develop an agreed set of targets and measures which reflect appropriate aspects of practice and management | | | | <ul style="list-style-type: none"> • Targets and measures are established and reflected in the report card |
| 6.2.2 <i>Links to OR 6</i> | An agreed suite of performance monitoring reports is developed | 31.12.11 | | | <ul style="list-style-type: none"> • Performance monitoring reports developed and made available to managers at all levels |
| 6.2.3 <i>Links to OR 6</i> | Within the performance framework, incorporate the requirement to analyse the data to inform actions taken to improve and develop services | 31.11.12 | | | <ul style="list-style-type: none"> • Performance framework incorporates requirement to analyse data |
| 6.2.4 <i>Links to OR 6</i> | Delivery of training to managers on the use of data and the importance of good data quality. Training to include focus on how to formulate questioning, analyse information and take action | 03.01.12 rolling programme | | | <ul style="list-style-type: none"> • Training delivered and needs analysed to result in action being taken to prevent any ongoing difficulty • Ongoing support is provided to address any technical difficulties with obtaining performance reports/information |
| 6.3 Outcomes: A strengthened quality assurance framework is in place which ensures rigorous quality assurance processes across the service and across the range of agencies responsible for safeguarding and looking after children and young people. The framework ensures transparent reporting to operational managers, senior managers and the Safeguarding Children Board | | | | | |
| 6.3.1 | <ul style="list-style-type: none"> • In collaboration with managers develop a comprehensive quality | | | | <ul style="list-style-type: none"> • Quality assurance framework agreed by the |

| | | | | |
|---|---|--|--|---|
| <p><i>Links to OR 6 IN 5 IN 6 IN 16</i></p> | <p>assurance framework (as part of the overall performance framework) which includes peer and multi-agency auditing and audits of referrals. Supervision is incorporated in all aspects of quality assurance</p> <ul style="list-style-type: none"> • Establish a strong safeguarding leadership team • The proportion of cases to be audited is to be agreed by the Improvement Board • A report of the results of the auditing process to be made available to the Improvement Board for consideration | | | <p>Children's Social Services Management Team</p> <ul style="list-style-type: none"> • Quality assurance framework includes regular auditing arrangements of case files with independent challenge and scrutiny • The council will demonstrate how they have taken action to maintain and continue to improve the quality of social work practice • Leadership team has clear and effective lines of accountabilities to ensure an effective delivery of service |
| <p>6.3.2 <i>IN 6</i></p> | <p>Ensure that all management oversight and decision making on cases is set out in details on each case file and audit management information confirms that this has been carried out satisfactorily</p> | | | <ul style="list-style-type: none"> • File audit indicates compliance with recording of management decisions |

Ofsted Recommendations

Areas for Improvement

Immediately:

1. Review staffing and management capacity within the contact service to ensure the service is able to respond to the range of contacts and referrals in an informed manner. The review should also evaluate the potential for closer working with the Police and health colleagues to increase the effectiveness of contact arrangements
2. Ensure that the work required in respect of risk assessment and report writing are completed before cases are presented to case conferences and that work with families is not delayed until the conference is held
3. Ensure that thresholds for service access are clearly understood across the partnership
4. Define the use of contacts and referrals by referring agencies, the standard of recording of contacts and referrals and the process for decision making in respect of each and the actions arising
5. Ensure that management accountabilities for decision making are explicitly defined so that actions in relation to contact, referral, assessment and care planning are clear and consistently implemented
6. Strengthen the use of the performance monitoring framework and audit tools to ensure that service quality, service impact and safeguarding outcomes are routinely evaluated and reported to the Improvement Board
7. Establish a monitoring framework for work flow between contact, referral and assessment teams and subsequent teams to ensure work transfer is timely and conducted in the interests of children and young people

Within three months:

8. Complete an evaluation of staffing capacity within the contact centre, referral and assessment and other teams to ensure staff working in these services are sufficiently experienced and have adequate support to respond to need and risk appropriately
9. Facilitate the engagement of users in case conferences through more user friendly conferencing arrangements
10. Monitor the frequency and quality of staff supervision and ensure that remedial action is taken where required
11. Monitor the quality of management decision making and ensure case decisions and plans are routinely recorded and fully supported by a clear management narrative
12. Develop specific joint training on risk identification and issues associated with the potential for significant harm

Within six months:

13. Complete a comprehensive and detailed audit of all cases that have been referred through the contact service and passed to referral and assessment and other teams or services in the past six months. As part of the audit also examine whether cases referred to children in need services are appropriately held within that service
14. Develop an overarching preventative strategy, including the use of the common assessment framework (CAF)
15. Review the current arrangements for jointly managing domestic abuse cases to ensure notifications are sufficiently comprehensive, joint assessments of risk are robust and actions arising are appropriately implemented and monitored
16. Review capacity within the Family and Assessment Support Team (FAST), to ensure that the threshold for access to this service is safe and clear and that processes for reviewing the team's impact on outcomes are explicit
17. Strengthen processes for user complaints and representations to ensure these are dealt with in a timely fashion and that complaint trends are regularly reviewed and acted upon
18. Complete a review of arrangements for the notification and referral of domestic abuse to ensure improved consistency of response and quality of outcomes for children at risk of harm

Appendix 2

Leads and Job Titles

(First name alphabetical order)

| | |
|--------------------|---|
| Ann Garratt | Service Manager, Assessment and Care Planning |
| Ann Goldsmith | Interim Assistant Director for Children's Social Care |
| Christine Bellairs | Head of Complex Health Needs and Disabilities |
| Damian Elcock | Service Manager, Integrated Case Management |
| Iain Easton | Head of Youth Offending Service |
| Jackie Coventry | Service Manager, Family First Response |
| Jane Scannell | Interim Service Manager |
| Janet Dullaghan | Assistant Director for Community Health |
| Jenny Sergeant | Head of Work Force Development |
| Jonathan Lewis | Assistant Director of Education and Resources |
| Karen Moody | Head of Early Intervention and Prevention |
| Lyn Chesterton | Service Manager, Safeguarding and Quality Assurance |
| Malcolm Newsam | Executive Director of Children's Service's |
| Marcus Richardson | Head of Performance Management and Information |

This page is intentionally left blank

| | |
|--|--------------------------|
| CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE | Agenda Item No. 8 |
| 16 JANUARY 2012 | Public Report |

Report of the Solicitor to the Council

Report Author – Paulina Ford, Senior Governance Officer, Scrutiny

Contact Details – 01733 452508 or email paulina.ford@peterborough.gov.uk

FORWARD PLAN OF EXECUTIVE DECISIONS

1. PURPOSE

- 1.1 This is a regular report to the Creating Opportunities and Tackling Inequalities Scrutiny Committee outlining the content of the Council's Forward Plan.

2. RECOMMENDATIONS

- 2.1 That the Committee identifies any relevant items for inclusion within their work programme.

3. BACKGROUND

- 3.1 The latest version of the Forward Plan is attached at Appendix 1. The Plan contains those key decisions, which the Leader of the Council believes that the Cabinet or individual Cabinet Member(s) will be making over the next four months.
- 3.2 The information in the Forward Plan provides the Committee with the opportunity of considering whether it wishes to seek to influence any of these key decisions, or to request further information.
- 3.3 If the Committee wished to examine any of the key decisions, consideration would need to be given as to how this could be accommodated within the work programme.

4. CONSULTATION

- 4.1 Details of any consultation on individual decisions are contained within the Forward Plan.

5. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

None

6. APPENDICES

Appendix 1 – Forward Plan of Executive Decisions

This page is intentionally left blank

**PETERBOROUGH CITY
COUNCIL'S FORWARD PLAN
1 JANUARY 2012 TO 30 APRIL 2012**

FORWARD PLAN OF KEY DECISIONS - 1 JANUARY 2012 TO 30 APRIL 2012

During the period from 1 January 2012 To 30 April 2012 Peterborough City Council's Executive intends to take 'key decisions' on the issues set out below. Key decisions relate to those executive decisions which are likely to result in the Council spending or saving money in excess of £500,000 and/or have a significant impact on two or more wards in Peterborough.

This Forward Plan should be seen as an outline of the proposed decisions and it will be updated on a monthly basis. The dates detailed within the Plan are subject to change and those items amended or identified for decision more than one month in advance will be carried over to forthcoming plans. Each new plan supersedes the previous plan. Any questions on specific issues included on the Plan should be included on the form which appears at the back of the Plan and submitted to Alex Daynes, Senior Governance Officer, Chief Executive's Department, Town Hall, Bridge Street, PE1 1HG (fax 01733 452483). Alternatively, you can submit your views via e-mail to alexander.daynes@peterborough.gov.uk or by telephone on 01733 452447.

The Council invites members of the public to attend any of the meetings at which these decisions will be discussed and the papers listed on the Plan can be viewed free of charge although there will be a postage and photocopying charge for any copies made. All decisions will be posted on the Council's website: www.peterborough.gov.uk. If you wish to make comments or representations regarding the 'key decisions' outlined in this Plan, please submit them to the Governance Support Officer using the form attached. For your information, the contact details for the Council's various service departments are incorporated within this plan.

NEW ITEMS THIS MONTH:

City of Peterborough Academy – Free School Academy and free special school - KEY/03JAN/12

Clare Lodge Refurbishment - KEY/04JAN/12

Cowgate Enhancement Scheme - KEY/05JAN/12

Local Broadband Plan - KEY/06JAN/12

Eye C of E Primary School Extension - KEY/02FEB/12

All Saints Junior School - Extension of Age Range - KEY/03FEB/12

School Term Dates 2013-2014 - KEY/03MAR/12

JANUARY

| KEY DECISION REQUIRED | DATE OF DECISION | DECISION MAKER | RELEVANT SCRUTINY COMMITTEE | CONSULTATION | CONTACT DETAILS / REPORT AUTHORS | REPORTS |
|--|---------------------|--|-----------------------------|---|--|--|
| <p>Delivery of the Council's Capital Receipt Programme through the Sale of Land and Buildings - Vawser Lodge Thorpe Road - KEY/04DEC/10</p> <p>To authorise the Chief Executive, in consultation with the Solicitor to the Council, Executive Director – Strategic Resources, the Corporate Property Officer and the Cabinet Member Resources, to negotiate and conclude the sale of Vawser Lodge</p> | <p>January 2012</p> | <p>Cabinet Member for Resources</p> | <p>Sustainable Growth</p> | <p>Consultation will take place with the Cabinet Member, Ward councillors, relevant internal departments & external stakeholders as appropriate</p> | <p>Andrew Edwards Head of Peterborough Delivery Partnership Tel: 01733 452303 andrew.edwards@peterborough.gov.uk</p> | <p>A public report will be available from the governance team one week before the decision is taken</p> |
| <p>Energy Services Company - KEY/03JUL/11</p> <p>To consider potential future developments of energy related products.</p> | <p>January 2012</p> | <p>Cabinet Member for Environment Capital, Cabinet Member for Resources</p> | <p>Environment Capital</p> | <p>Internal and External Stakeholders</p> | <p>John Harrison Executive Director-Strategic Resources Tel: 01733 452398 john.harrison@peterborough.gov.uk</p> | <p>A public report will be available from the Governance Team one week before the decision is taken.</p> |

| | | | | | | |
|--|--------------|--|--|--|--|---|
| <p>Sale of surplus former residential care home - Eye - KEY/01OCT/11 To authorise the Chief Executive, in consultation with the Solicitor to the Council, Executive Director – Strategic Resources, the Corporate Property Officer and the Cabinet Member for Resources, to negotiate and conclude the sale of a former care home now surplus to requirement -The Croft, Eye.</p> | January 2012 | Cabinet Member for Resources | Sustainable Growth | Consultation will take place with the Cabinet Member, & Ward councillors, as appropriate | Simon Webber Capital Receipts Officer Tel: 01733 384545 simon.webber@peterborough.gov.uk | A public report will be available from the Governance team one week before the decision is taken. |
| <p>Section 75 agreement with Cambridge and Peterborough Foundation Trust - KEY/03OCT/11 To approve the section 75 agreement with CPFT for the provision of mental health services.</p> | January 2012 | Cabinet Member for Adult Social Care | Health Issues | Internal and external stakeholders as appropriate. | Terry Rich Executive Director Adult Social Services (interim) Tel: 01733 758444 | A public report will be available from the Governance Team one week before the decision is taken. |
| <p>Hampton Community School - KEY/07OCT/11 To vary the Ormiston Bushfield Academy (OBA) Design and Build Contract with Kier Eastern to allow for the design and build of Hampton Community School.</p> | January 2012 | Cabinet Member for Education, Skills and University, Cabinet Member for Resources | Creating Opportunities and Tackling Inequalities | Public, ward councillors and internal departments | Brian Howard Programme Manager - Secondary Schools Development Tel: 01733 863976 brian.howard@peterborough.gov.uk | A public report will be available from the Governance Team one week before the decision is taken |

| | | | | | | |
|--|---------------------|---|---|--|---|--|
| <p>Review of Play Centres in Peterborough - KEY/09OCT/11 To approve recommendations for changes in play centre delivery.</p> | <p>January 2012</p> | <p>Cabinet Member for Children's Services</p> | <p>Creating Opportunities and Tackling Inequalities</p> | <p>Officers and a Councillor Reference Group</p> | <p>Karen Moody Head of Early Intervention and Prevention and Strategic Lead for Adult Learning and Skills Tel: 01733 863938 karen.moody@peterborough.gov.uk</p> | <p>A public report will be available from the Governance Team one week before the decision is taken.</p> |
| <p>Peterborough's Transport Partnership Policy for pupils aged 4-16 years - KEY/01NOV/11 To approve the new policy for September 2012.</p> | <p>January 2012</p> | <p>Cabinet Member for Education, Skills and University</p> | <p>Creating Opportunities and Tackling Inequalities</p> | <p>Internal and public consultation</p> | <p>Isabel Clark Head of Assets and School Place Planning Tel: 01733 863914 isabel.clark@peterborough.gov.uk</p> | <p>A public report will be available from the Governance team one week before the decision is taken.</p> |
| <p>Children's Centres Commissioning - KEY04/NOV/11 To approve the award of contracts for the management and operation of 12 Children Centres in Peterborough.</p> | <p>January 2012</p> | <p>Cabinet Member for Children's Services</p> | <p>Creating Opportunities and Tackling Inequalities</p> | <p>Providers, Councillors, Staff,</p> | <p>Pam Setterfield Assistant Head of Children & Families Services (0-13) Tel: 01733 863897 pam.setterfield@peterborough.gov.uk</p> | <p>A public report will be available from the Governance Team one week before the decision is taken.</p> |

| | | | | | | |
|--|--------------|--|---------------------|---|--|---|
| <p>Section 75 agreement with NHS Peterborough - KEY/02DEC/11 To approve the section 75 agreement with NHSP for the commissioning and provision of learning disability services.</p> | January 2012 | Cabinet Member for Adult Social Care | Health Issues | Internal and external stakeholders as appropriate | Terry Rich Executive Director Adult Social Services (interim) Tel: 01733 758444 | A public report will be available from the Governance Team one week before the decision is taken. |
| <p>Solar Photo-voltaic (PV) Panels Framework Agreement - KEY/06DEC/11 Award of contract for design supply installation operation & maintenance of solar photovoltaic (pv) panels framework agreement.</p> | January 2012 | Cabinet Member for Resources | Sustainable Growth | Relevant internal and external stakeholders. | John Harrison Executive Director-Strategic Resources Tel: 01733 452398 john.harrison@peterborough.gov.uk | A public report will be available from the Governance Team one week before the decision is taken. |
| <p>Traffic Signals LED Project - award of contract - KEY/03SEP/11 Contract to replace all traffic signal head lamps in Peterborough with LED Heads.</p> | January 2012 | Cabinet Member for Housing, Neighbourhoods and Planning | Environment Capital | Internal and external stakeholders as appropriate | Amy Wardell Team Manager - Passenger Transport Projects Tel: 01733 317481 amy.wardell@peterborough.gov.uk | A public report will be available from the Governance Team one week before the decision is taken. |

| | | | | | | |
|---|---------------------|---|---|---|--|--|
| <p>Heltwate Special School Extension - KEY/01JAN/12 To authorise the award of the contract for extension works to Heltwate Special School.</p> | <p>January 2012</p> | <p>Cabinet Member for Education, Skills and University</p> | <p>Creating Opportunities and Tackling Inequalities</p> | <p>Internal and external stakeholders as appropriate.</p> | <p>Alison Chambers Principal Assets Officer (Schools) alison.chambers@peterborough.gov.uk</p> | <p>A public report will be available from the Governance Team one week before the decision is taken.</p> |
| <p>Budget and Medium Term Financial Strategy - KEY/02JAN/12 To approve the draft budget and Medium Term Financial Strategy for public consultation.</p> | <p>January 2012</p> | <p>Cabinet</p> | <p>Sustainable Growth</p> | <p>Internal and external stakeholders as appropriate.</p> | <p>Steven Pilsworth Head of Strategic Finance Tel: 01733 384564 Steven.Pilsworth@peterborough.gov.uk</p> | <p>A public report will be available from the Governance Team one week before the decision is taken.</p> |
| <p>City of Peterborough Academy – Free School Academy and free special school - KEY/03JAN/12 To procure a design and build contractor to carry out remodelling and refurbishment works to the existing school buildings and design and build a new special school building at the former Hereward Community College site, Reeves Way</p> | <p>January 2012</p> | <p>Cabinet Member for Education, Skills and University, Cabinet Member for Resources</p> | <p>Creating Opportunities and Tackling Inequalities</p> | <p>Ward Councillors and local residents.</p> | <p>Brian Howard Programme Manager - Secondary Schools Development Tel: 01733 863976 brian.howard@peterborough.gov.uk</p> | <p>A public report will be available from the Governance Team one week before the decision is taken.</p> |

| | | | | | | |
|---|---------------------|---|---|---|--|--|
| <p>Clare Lodge Refurbishment - KEY/04JAN/12 To award a contract for the refurbishment of two courtyard areas and extension of bedroom wings to provide four additional lounge areas.</p> | <p>January 2012</p> | <p>Cabinet Member for Children's Services</p> | <p>Creating Opportunities and Tackling Inequalities</p> | <p>Relevant internal and external stakeholders.</p> | <p>Sharon Bishop Assets Officer Tel: 01733 863997 sharon.bishop@peterborough.gov.uk</p> | <p>A public report will be available from the Governance Team one week before the decision is taken.</p> |
| <p>Cowgate Enhancement Scheme - KEY/05JAN/12 To award the contract to undertake engineering works as part of the Cowgate Enhancement Scheme.</p> | <p>January 2012</p> | <p>Leader of the Council and Cabinet Member for Growth, Strategic Planning, Economic Development and Business Engagement</p> | <p>Sustainable Growth / Strong and Supportive Communities</p> | <p>Relevant internal and external stakeholders</p> | <p>Stuart Mounfield Senior Engineer Tel: 01733 453598 stuart.mounfield@peterborough.gov.uk</p> | <p>A public report will be available from the Governance Team one week before the decision is taken.</p> |
| <p>Local Broadband Plan - KEY/06JAN/12 To approve the Local Broadband Plan for Peterborough and Cambridgeshire to release funding for Superfast Broadband.</p> | <p>January 2012</p> | <p>Cabinet Member for Resources</p> | <p>Sustainable Growth</p> | <p>Relevant internal and external stakeholders.</p> | <p>Heather Darwin Head of Service Improvement Tel: 01733 452495 heather.darwin@peterborough.gov.uk</p> | <p>A public report will be available from the Governance Team one week before the decision is taken.</p> |

FEBRUARY

| KEY DECISION REQUIRED | DATE OF DECISION | DECISION MAKER | RELEVANT SCRUTINY COMMITTEE | CONSULTATION | CONTACT DETAILS / REPORT AUTHORS | REPORTS |
|---|------------------|--|---|--|--|---|
| Single Equality Scheme - KEY/02SEP/11 To approve the Single Equality Scheme. | February 2012 | Cabinet | Creating Opportunities and Tackling Inequalities. | Public consultation via stakeholders and partnerships. | Paul Phillipson Executive Director Operations Tel: 01733 453455 paul.phillipson@peterborough.gov.uk | A public report will be available from the governance team one week before the decision is taken. |
| Budget 2012/13 and Medium Term Financial Strategy 2022/2023 - KEY/01FEB/12 To approve the final proposed budget including Council Tax for submission to full Council. | February 2012 | Cabinet | Sustainable Growth | Internal and external stakeholders as appropriate. | Steven Pilsworth Head of Strategic Finance Tel: 01733 384564 Steven.Pilsworth@peterborough.gov.uk | A public report will be available from the Governance Team one week before the decision is taken. |
| Eye C of E Primary School Extension - KEY/02FEB/12 Award of contract for 3 additional classrooms and an additional staffroom with refurbishment of reception area. | February 2012 | Cabinet Member for Education, Skills and University | Creating Opportunities and Tackling Inequalities | Relevant Internal and External Stakeholders. | Sharon Bishop Assets Officer Tel: 01733 863997 sharon.bishop@peterborough.gov.uk | A public report will be available from the Governance Team one week before the decision is taken. |

| | | | | | | |
|---|----------------------|---|---|---|---|--|
| <p>All Saints Junior School - Extension of Age Range - KEY/03FEB/12 To commission a new all through Voluntary Aided Primary School to enable the extension of the age range of All Saints Junior School.</p> | <p>February 2012</p> | <p>Cabinet Member for Education, Skills and University</p> | <p>Creating Opportunities and Tackling Inequalities</p> | <p>Relevant internal stakeholders as appropriate.</p> | <p>Alison Chambers Principal Assets Officer (Schools) Tel: 01733 863975 alison.chambers@peterborough.gov.uk</p> | <p>A public report will be available from the Governance team one week before the decision is taken.</p> |
|---|----------------------|---|---|---|---|--|

MARCH

| KEY DECISION REQUIRED | DATE OF DECISION | DECISION MAKER | RELEVANT SCRUTINY COMMITTEE | CONSULTATION | CONTACT DETAILS / REPORT AUTHORS | REPORTS |
|--|-------------------|---|-----------------------------|--|---|--|
| <p>Local Transport Plan Capital Programme of Works (CPW) 2012/13 - KEY/01MAR/12 To approve the Capital Programme of Works for financial year 2012/13.</p> | <p>March 2012</p> | <p>Cabinet Member for Housing, Neighbourhoods and Planning</p> | <p>Sustainable Growth</p> | <p>Neighbourhood Committees, internal and external stakeholders.</p> | <p>Michael Stevenson Project Engineer Tel: 01733 317473 michael.stevenson@peterborough.gov.uk</p> | <p>A public report will be available from the Governance Team one week before the decision is taken.</p> |

| | | | | | | |
|---|-------------------|-----------------------|---------------------------|--|---|--|
| <p>Statement of Community Involvement (including Neighbourhood Planning guidance) - draft - KEY/02MAR/12</p> <p>To approve the draft Statement of Community Involvement (including Neighbourhood Planning guidance) for public consultation.</p> | <p>March 2012</p> | <p>Cabinet</p> | <p>Sustainable Growth</p> | <p>Internal and external as appropriate.</p> | <p>Richard Kay Policy and Strategy Manager</p> <p>richard.kay@peterborough.gov.uk</p> | <p>A public report will be available from the Governance Team one week before the decision is taken.</p> |
|---|-------------------|-----------------------|---------------------------|--|---|--|

CHIEF EXECUTIVE'S DEPARTMENT Town Hall, Bridge Street, Peterborough, PE1 1HG

Communications
Strategic Growth and Development Services
Legal and Democratic Services
Policy and Research
Economic and Community Regeneration
HR Business Relations, Training & Development, Occupational Health & Reward & Policy

STRATEGIC RESOURCES DEPARTMENT Director's Office at Town Hall, Bridge Street, Peterborough, PE1 1HG

Finance
Internal Audit
Information Communications Technology (ICT)
Business Transformation
Strategic Improvement
Strategic Property
Waste
Customer Services
Business Support
Shared Transactional Services
Cultural Trust Client

CHILDRENS' SERVICES DEPARTMENT Bayard Place, Broadway, PE1 1FB

Safeguarding, Family & Communities
Education & Resources
Children's Community Health

OPERATIONS DEPARTMENT Bridge House, Town Bridge, PE1 1HB

Planning Transport & Engineering (Development Management, Construction & Compliance, Infrastructure Planning & Delivery, Network Management)
Commercial Operations (Resilience, Strategic Parking and Commercial CCTV, City Centre, Markets & Commercial Trading, Passenger Transport)
Neighbourhoods (Strategic Regulatory Services, Safer Peterborough, Strategic Housing, Cohesion, Social Inclusion)
Operations Business Support (Finance)
Planning Transport & Engineering (Development Management, Construction & Compliance, Infrastructure Planning & Delivery, Network Management)

**CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
WORK PROGRAMME 2011/12**

| Meeting Date | Item | Progress |
|--|--|---|
| 13 June 2011 <i>Draft report 26 May</i> <i>Final report 2 June</i> | Introduction to Children's Services To receive a report on aspirations and challenges within Children's Services. Contact Officer: Executive Director of Children's Services | |
| | Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2010 To scrutinise the Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2010 and make any necessary recommendations. Contact Officer: Lynn Chesterton | Update report to come back to Committee in six months time. |
| | Review of 2010/11 and Future Work Programme To review the work undertaken during 2010/11 and to consider the future work programme of the Committee. Contact Officer: Paulina Ford | Items identified for scrutiny to be programmed into the work programme. |
| 26 July 2011 <i>Draft report 8 July</i> <i>Final report 15 July</i> | Single Delivery Plan To scrutinise the Single Delivery Plan and identify areas for scrutiny which fall within the remit of the Committee. Contact Officer: Executive Director of Children's Services | |
| | Single Equality Scheme To scrutinise and comment on the Single Equality Scheme as part of the consultation process and make any recommendations. Contact Officer: Denise Radley | |

| Meeting Date | Item | Progress |
|--|---|----------|
| | <p>Safeguarding and Children in Care – Progress report on the Children’s Service Development Plan</p> <p>To scrutinise and monitor the actions being taken in the Children’s Service Development Plan and its impact.</p> <p>Contact Officer: Executive Director of Children’s Services</p> | |
| <p>12 September 2011</p> <p><i>Draft report 25 Aug</i> <i>Final report 1 Sept</i></p> | <p>Young Carers in Peterborough</p> <p>To receive a progress report on Young Carers in Peterborough.</p> <p>Contact Officer: Executive Director of Children’s Services</p> <p>Presentation of 2011 Unvalidated Examination Results, EYFS – Key Stage 4 – A Level</p> <p>To scrutinise the 2011 examination results, assess the impact of the action plan to improve educational results and make any necessary recommendations.</p> <p>Contact Officer: Jonathan Lewis</p> <p>Portfolio Progress report from Cabinet Members relevant to the committee:</p> <ul style="list-style-type: none"> • Cabinet Member for Education, Skills and University <p>To Scrutinise and comment on the progress of the portfolio of the Cabinet Member for Education, Skills and University</p> <p>School Developments across Peterborough</p> <p>To scrutinise School Developments across Peterborough</p> <p>Contact Officer: Jonathan Lewis</p> <p>Peterborough Safeguarding Children Board Annual Report 2010-2011</p> <p>To Scrutinise the Peterborough Safeguarding Children Board Annual Report</p> | |

| Meeting Date | Item | Progress |
|--|--|----------|
| | 2010-2011 and make any recommendations Contact Officer: Andrew Brunt / Felicity Schofield | |
| 14 November 2011 <i>Draft report 27 Oct</i> <i>Final report 3 Nov</i> | Portfolio Progress report from Cabinet Members relevant to the committee: <ul style="list-style-type: none"> • Cabinet Member for Children's Services Educational Attainment of Minority Groups and New Arrivals To scrutinise the educational attainment of minority groups and new arrivals across the City. Contact Officer: Jonathan Lewis | |
| | Academies To scrutinise the development and impact of Academies across the City. Contact Officer: Jonathan Lewis | |
| | Ofsted Improvement Plan To scrutinise and monitor the actions being taken to address the outcome of the recent Ofsted inspection and make any necessary recommendations. Contact Officer: Adrian Loades, Executive Director | |
| 16 January 2012 <i>Draft report 29 Dec</i> <i>Final report 5 Jan</i> | Educational Attainment of Children in Care To Scrutinise the educational attainment of Children in Care and make any recommendations. | |

| Meeting Date | Item | Progress |
|---|--|--------------------------------|
| | Contact Officer: Brian Roberts / Damian Elcock | |
| | Child Poverty – Action Plan To scrutinise and receive a progress report on the outcomes of the implementation of the Child Poverty Strategy and make any recommendations. Contact Officer: Jonathan Lewis/Sian Peer | Requested at the July meeting. |
| | Children’s Services Improvement Plan – Progress Report To Scrutinise the progress of the Children’s Services Improvement Plan and make any recommendations Contact Officer: Malcolm Newsam | |
| 30 January 2012 (Joint Meeting of the Scrutiny Committees and Commissions) | Budget 2012/13 and Medium Term Financial Plan To scrutinise the Executive’s proposals for the Budget 2011/12 and Medium Term Financial Plan. Contact Officer: John Harrison/Steven Pilsworth | |
| 12 March 2012 <i>Draft report 23 Feb</i> <i>Final report 1 March</i> | Children’s Services Improvement Plan – Progress Report To Scrutinise the progress of the Children’s Services Improvement Plan and make any recommendations Contact Officer: Malcolm Newsam | |
| | Single Delivery Plan - Programme 2: Supporting the most vulnerable families and tackling the causes of poverty – Progress Report To scrutinise the progress of Programme 2 of the Single Delivery Plan and make any recommendations. | Requested at the July meeting |

| Meeting Date | Item | Progress |
|--------------|--|--------------------------------|
| | Contact Officer: | |
| | <p>Single Equality Scheme – Action Plan</p> <p>To scrutinise and receive a progress report on the outcomes of the implementation of the Single Equality Scheme and make any recommendations.</p> <p>Contact Officer: Leonie McCarthy</p> | Requested at the July meeting. |
| | <p>Presentation of 2011 Validated Examination Results, EYFS – Key Stage 4 – A Level Follow Up</p> <p>To scrutinise the 2011 examination results, assess the impact of the action plan to improve educational results and make any necessary recommendations.</p> <p>Contact Officer: Executive Director of Children’s Services</p> | |
| | <p>City College</p> <p>Contact Officer: Jonathan Lewis</p> | |

To be programmed in:

2012/2013 Work Programme

June 2012

- **Children’s (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2011**
 - To scrutinise the Children’s (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2011 and make any necessary recommendations.
- **Portfolio Progress Report – Cabinet member for Children’s Services**
- **Provision of School Places for EYF and Secondary Schools**

