Children and Young People Overview and Scrutiny Committee

Agenda

15 January 2019

A meeting of the Children and Young People Overview and Scrutiny Committee will be held in **Committee Room 2, Shire Hall, Warwick** on **15 January 2019 at 10.00 a.m.**

Please note that this meeting will be filmed for live broadcast on the internet and can be viewed on line at warwickshire.public-i.tv. Generally, the public gallery is not filmed, but by entering the meeting room and using the public seating area you are consenting to being filmed. All recording will be undertaken in accordance with the Council's Standing Orders.

1. **General**

   (1)   **Apologies**

   (2)   **Members' Disclosures of Pecuniary and Non-Pecuniary Interests**

   Members are required to register their disclosable pecuniary interests within 28 days of their election of appointment to the Council. A member attending a meeting where a matter arises in which s/he has a disclosable pecuniary interest must (unless s/he has a dispensation):

   - Declare the interest if s/he has not already registered it
   - Not participate in any discussion or vote
   - Must leave the meeting room until the matter has been dealt with.
   - Give written notice of any unregistered interest to the Monitoring Officer within 28 days of the meeting

   Non-pecuniary interests must still be declared in accordance with the Code of Conduct. These should be declared at the commencement of the meeting.

   (3)   **Minutes**

   To agree the minutes of the meeting held on 13 November 2018

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2.   **Public Speaking**

Any member of the public who is resident or working in Warwickshire, or who is in receipt of services from the Council, may speak at the meeting for up to three minutes on any matter within the remit of the Committee. This can be in the form of a statement or a question. If you wish to speak please notify Janet Purcell in writing at least two working days before the meeting. You should give your name and address and the subject upon which you wish to speak. Full details of the public speaking scheme are set out in the Council's Standing Orders.

3.   **Children and Young People Participation Strategy 2019-2023**

The Participation and Targeted Youth Support Service have worked with the Warwickshire Youth Council (VOX), members of the Youth Parliament and the Children in Care Council (CiCC) to develop an updated participation and engagement strategy.

This is enclosed for the Committee's consideration.

4.   **Achievement of Young People and Children in National Tests in 2018**

The enclosed report sets out the provisional data for performance of pupils and young people at Warwickshire state-funded schools in national tests.

Dr Peter Kent, Chair of the Warwickshire Education Challenge Board, will also be attending to give the Committee an overview of the role of the Challenge Board in monitoring school improvement.

5.   **Question Time**

5A   **Questions to Cabinet Portfolio Holders**

Up to 30 minutes of the meeting are available for members of the Committee to put questions to the Cabinet Portfolio Holder for Education and Learning and Cabinet Portfolio Holder for Children Services on any matters relevant to the remit of the Committee.

The enclosed report lists information items circulated to the Committee and any items listed in the Council's Forward Plan for decision by Cabinet, individual Cabinet Portfolio Holders or the Council over the coming months which fall within the remit of the Committee.

5B   **Updates from Cabinet Portfolio Holders/Heads of Service**

Cabinet Portfolio Holders and Heads of Service are invited to provide any updates they have on issues within the remit of the Committee.

6.   Work Programme

To consider the enclosed work programme, updated following the meeting of the Chair and Group Spokespersons.

7.   Any Urgent Items

At the discretion of the Chair, items may be raised which are considered urgent (please notify Democratic Services in advance of the meeting).

8.   Date of Next Meeting

The next meeting has been scheduled for 10.00am on 12 March 2019, Shire Hall, Warwick.

9.   Reports Containing Confidential or Exempt Information

To consider passing the following resolution:

'That members of the public be excluded from the meeting for the items mentioned below on the grounds that their presence would involve the disclosure of exempt information as defined in paragraph 2 of Part 1 of Schedule 12A of the Local Government Act 1972'.

10.   Celebrating the Achievements of Young People in Warwickshire

To consider any questions members may have regarding the case studies on the achievements of individual children.

<u>Children and Young People Overview and Scrutiny Committee Membership</u>

Councillors:
Jo Barker, Margaret Bell, Jonathan Chilvers, Yousef Dahmash (Chair),
Corinne Davies, Pete Gilbert, Daniel Gissane, Jerry Roodhouse,
Chris Williams (Vice-Chair), Pam Williams.

Co-opted members for Education matters:
Joseph Cannon and Reverend Elaine Scrivens - Church representatives
John McRoberts - Parent Governor representative

Non-Voting Representative:
Sean Taylor – Chair of Warwickshire Teachers' Representative Panel

<u>Portfolio Holders relevant to the remit of the Overview and Scrutiny Committee</u>

Councillor Colin Hayfield, Portfolio Holder for Education and Learning
Councillor Jeff Morgan, Portfolio Holder for Children's Services

<u>Contact Details</u>

For queries regarding this agenda, please contact:
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DAVID CARTER
Joint Managing Director
Warwickshire County Council
January 2019

**Minutes of the meeting of the
Children and Young People Overview and Scrutiny Committee
held on 13 November 2018**

Present:

Members of the Committee

Councillors:
Jo Barker, Margaret Bell, Jonathan Chilvers, Yousef Dahmash (Chair), Corinne Davies, Pete Gilbert, Jerry Roodhouse, Andy Sargeant and Pam Williams.

Cabinet Portfolio Holders:
Councillor Colin Hayfield, Portfolio Holder for Education & Learning
Councillor Jeff Morgan, Portfolio Holder for Children's Services

Other County Councillors:
Councillor Richard Chattaway
Councillor Alan Webb

Officers:
Bill Basra, Service Manager, Early Help, Children and Families
John Coleman, Assistant Director, Children and Families
Robert Harris, Administrator, Innovation and Transformation
Helen King, Deputy Director of Public Health
Marina Kitchen, Service Manager, Innovation and Transformation
Chris Malone, Interim Assistant Director, Education Services
Nigel Minns, Strategic Director, People Directorate
Marie Rooney, Strategic Lead for Alternative Provision, Education and Learning
Ramandeep Sandhu, Initial Response Team, Children and Families
Paul Senior, Interim Assistant Director, Education Services
Sushma Soni, Performance and Improvement Officer
Paul Spencer, Senior Democratic Services Officer

1. **General**

    (1) Apologies

    Apologies were submitted on behalf of Councillors Daniel Gissane and Chris Williams and Mr Sean Taylor, Teacher Representative (NASUWT). Councillor Andy Sargeant was in attendance in place of Councillor Williams.

    (2) Members' Disclosures of Pecuniary and Non-Pecuniary Interests

    Councillor Jo Barker declared an interest in Agenda Item 4, as the Chair of an Academy Trust.

(3) Minutes of the meeting held on 25 September 2018

Resolved:

That the minutes of the meeting held on 25 September 2018 be approved as a correct record and signed by the Chair. An update was sought on the requested report to the Committee about retention of social workers. John Coleman, Assistant Director, Children and Families confirmed that a draft report had been prepared for consideration by the Council's Corporate Board. He asked if this item could be submitted to the Committee at its meeting in January. It was requested that members have sight of the draft report and this was agreed.

Education Entitlement in Warwickshire
The Chair sought an update on the progress made following the decisions reached at the last Committee meeting in regard to education entitlement in Warwickshire. Marie Rooney, Strategic Lead for Alternative Provision provided a verbal update. The key points were that the strategy was being rolled out, the vision for collective accountability for vulnerable children had been embraced and significant progress was being made in getting children back into education, both in primary and secondary schools. Marie gave an update on funding bids to the Department for Education. Two schemes had been submitted and discussions would continue to determine which schemes would be taken forward. If neither were successful, there were contingency plans. Engagement with Her Majesty's Inspectorate for Schools had started regarding categorisation and an ethical inclusion charter, which had been well received. This included the authority's involvement in a national case study and being a consultee for a new national framework.

The Chair invited questions from Members. Councillor Bell sought more information about internal exclusion, where children were placed in isolation, with a lack of education, particularly as some of these children had additional learning difficulties. She asked how this was monitored. Marie Rooney confirmed that inclusion units were used, that the team had been looking at school behaviour policies as one of the many facets they were investigating. She acknowledged the impact for children and the different stages that could lead to their exclusion from mainstream education. Councillor Chilvers referred to the third resolution of the previous minute for this item and the tension between some children not wanting to return to mainstream education and the aims of the County Council to secure this outcome. Additional detail was sought. Marie responded that a holistic assessment took place, that profiling of the children had taken place and some did become disengaged. There was a need to leave open the option for them to return to mainstream education.

Paul Senior, Interim Assistant Director, Education Services
The Chair introduced Paul Senior, who had been appointed for six months to cover the period from Chris Malone's retirement to the appointment of a permanent replacement.

2. **Public Speaking**

There were no questions from members of the public.

3.   **Questions to Cabinet Portfolio Holders and Officers**

The Chair reminded members that the approach for all meetings would be to reduce the number of items on agendas, to enable more in-depth scrutiny of one or two areas. This had resulted in reports originally planned for the agenda as items for discussion, being circulated separately to members, along with any other briefing notes, with a view to members asking any questions on them under this item. In addition both Cabinet Portfolio Holders and senior officers were invited to provide updates on any issues within the remit of the Committee and to answer any questions members may have.

The items circulated to the Committee comprised:

(i)   Customer feedback briefing paper
(ii) Multi Agency Safeguarding Hub (MASH) annual report
(iii) People not participating in education, employment and training (NEETS) 2017
(iv) Ofsted outcomes

The following questions were considered:

Customer Feedback
Councillor Jerry Roodhouse referred to a section of the report on recorded difficulties for 2017/18, seeking assurances that things were improving and how they would be addressed. Councillor Jeff Morgan, Portfolio Holder for Children's Services responded that the number of complaints from young people had reduced significantly. John Coleman added that there were a number of different elements and he offered to supply a briefing note for members. There had been a turnover of staff with a loss of some knowledge of complaint processes. At the same time, there had been a reduction in the number of people accessing advocacy services from Barnardos. This had been addressed in recent months with additional work and an upturn in those having an advocate, able to support young people in making representations. The current position wasn't positive, but work was continuing across the Directorate and with Customer Services to improve the recording of complaints and how they were handled. Nigel Minns, Strategic Director, People Directorate added that the authority was historically better at recoding complaints than compliments, but this was now improving.

Councillor Pam Redford spoke of the difficulties for vulnerable children and families in making complaints and the benefits of responding to them quickly. The authority shouldn't fear complaints. There were a high number of complaints classified as other and these should be broken down to enable further service improvements. John Coleman replied that complaints were welcomed, as they provided an opportunity to learn and to improve services. A practice learning panel had been established to look at complaints and share the learning across the business unit. The staff valued feedback from younger people, and one example was a two-weekly opportunity for them to address senior managers at a leadership forum. Nigel Minns added that the 'other' complaint category had now been removed and wouldn't appear in future reports.

MASH Annual Report
Councillor Jerry Roodhouse referred to the data on re-referrals which was statistically higher than the national average and significantly out of balance when compared to other local authorities. He sought assurances on how this would be

addressed. A particular element was the priority on strengthening the early help pathway and family support and he would be interested to understand how this would work. He added that many of the points had been responded to by John Coleman in response to similar questions in the Customer Feedback section above. Mr Coleman spoke about the high rate of re-referrals, which were much higher than those of statistical neighbours. A redesign of the MASH had commenced. This was all part of the transformation work to provide the right support to children and families the first time. A high number of consultations and enquiries came from professionals, notably in schools, that were not safeguarding issues. A proactive approach was being taken to meet with 'top referrers' to provide guidance on issues through consultation clinics involving a range of service providers, so that the issues for individuals could be referred to the appropriate agency. It had resulted in a significant decrease in the number of referrals through the MASH from these top referrers, when compared to the same period for the previous year. Mr Coleman spoke of the bids being submitted to seek additional Department for Education (DfE) funding to be able to locate social workers and other specialists in schools to provide comprehensive support.

Councillor Barker referred to a recent newspaper article regarding assessment and treatment units (also known as independent assessment units) for people with learning difficulties and/or mental health issues. There was an impact for the NHS primarily, but also potentially for the MASH. It concerned young people being kept in the units for assessment, but in reality for longer periods than was necessary. She asked how many Warwickshire children were in such units, for how long and how it was monitored. John Coleman explained that these were known as tier four assessment beds, where individuals had been assessed that their mental health was so poor as to require continual support to avoid risks to themselves or others. A multi-agency meeting did look at tier four provision for young people in crisis and the package of support they would need when they left tier four provision. He offered to provide a joint briefing with Public Health with the requested data. Councillor Barker welcomed the briefing. There was a perception that this was managed 'behind closed doors' and there was a need for councillors to be kept informed as well as a reputational perspective.

Councillor Barker then spoke about youth service provision and the difficulties in securing grant funding. She asked how work in the community through youth clubs was being included as part of youth provision. John Coleman responded that a lot of support was provided to voluntary agencies through both the County Council and Warwickshire CAVA. An example at the last meeting was the outreach work with local centres on child sexual exploitation.

Ofsted Outcomes
In response to a question from Councillor Corinne Davies about the Ofsted judgements of schools requiring improvement, it was confirmed by Councillor Colin Hayfield, Portfolio Holder for Education & Learning that the presented data was for all schools, both maintained and academies. Of those listed, the number of maintained schools was relatively low and in line with national comparators, but a high proportion of these were in the Nuneaton area.

Councillor Margaret Bell pursued this point, stating the stark contrast between the north and south of Warwickshire, with one in five children attending a school rated as inadequate or requiring improvement. This was an unacceptable difference and she asked what was being done to address it. Chris Malone, Interim Assistant

Director, Education Services referred the Committee to the circulated report and particularly the Nuneaton School Improvement Strategy. This was one example of the ways that this disparity would be addressed. Underpinning the Ofsted outcomes in schools was attainment of progress data. This provided examples of further issues being faced and inequities, but also the high performance in some schools in the north of the County, which could be shared with other schools. Councillor Hayfield added that there were existing areas of work too, such as the closing the gap project. However, it was proving very difficult to find a solution to close the gap between performance in the north and south of the County.

Councillor Chattaway asked for further information about pupil and school numbers for those schools that were classified as inadequate or requiring improvement. He also asked for the budget positions of those schools. Councillor Hayfield replied that the report provided most of the information, other than the budget positions. There was concern at the proportion of pupils being educated in low performing schools, but the figures were at least equal to or better than the national average. However there was no intention to be satisfied at this position. It was agreed that Chris Malone would circulate the additional information requested to the Committee.

4.   Children and Families Transformation Plan 2018-2020

John Coleman, Assistant Director, Children and Families, introduced this item. The draft transformation report was presented for comments on the proposed future strategic direction for children's services within Warwickshire. It established a new approach to delivery of strategic objectives, in particular focusing upon a change of culture within the Children and Families Business Unit. A key part of the transformation was the approach to early help, particularly children & family centres. An update on progress of the children and family centres was also provided.

Marina Kitchen, Service Manager for Innovation and Transformation, took members through the key sections of the report. She spoke about the inclusive nature of the review, the vision and the change of culture to restorative principles, with a support and challenge approach. She outlined the six new delivery approaches, the new risk management approach based on the principles created by Professor Barry Mason, known as 'safe uncertainty'. The County Council was an outlier in terms of case numbers submitted to the MASH when compared to local, regional and national statistics and data was provided to evidence this. Previously a safe and certain approach was used which could intervene too much in some cases. The proposal was to take a more proportionate approach to assess the risks on an individual basis, by a number of agencies. This approach had worked well in other areas where children's services were rated as good. Comment was provided on measuring success and the key performance indicators, the strengthened governance structures with three extra panels and workforce aspects including the restorative principles, also being an employer of choice. The resources and finance aspects were also discussed, including current savings proposals and the additional financial gap, where additional savings would need to be identified.

Councillor Morgan asked officers to demonstrate the difference in approach from safe/certain to safe/uncertain by means of anonymised examples, which would be useful to the public. Marina Kitchen gave examples to members of the current arrangements and how the safe uncertain approach would be implemented on a tailored basis. John Coleman offered to provide the requested anonymised case

studies. Beneath the strategy, there would need to be a lot of detail to give guidance for each agency's practitioners, managers and elected members. This would provide a useful topic for a member development session.

The Chair invited questions from the Committee. Councillor Corrinne Davies was concerned about cuts in services and centres, that some people may not be heard, for example those needing support with life skills, or were subject to bullying. There was poor school attainment in some areas, pockets of deprivation across the County and outcomes were not changing for those children. There weren't always youth clubs or drop in centres where young people could access information on sexual health or employment issues. Some aspects of the report seemed contradictory referring to service reductions in terms of the number of people supported and them becoming more independent. She was concerned some people may not receive the support they needed or receive it early enough to make a positive change to their outcomes and that people could be left vulnerable. John Coleman replied that children could walk in to County Council youth centres. Summer clubs were held at the centres across the County and were well attended. He offered to provide further information to Councillor Davies on this. John also spoke about the Nuneaton health store, where young people could get advice on contraception, sexual health, homelessness and other wellbeing matters anonymously. He offered a briefing on the youth clubs and the health store. He agreed that there was a need to identify and get support to those needing it earlier. This was part of the early help strategy for all agencies. Family group conferencing was an example of this. Previously, it would only be offered at a late stage, when removing a child seemed likely. In future, the service would be available earlier. Edge of care services would also be provided earlier, when families needed them. The approach would provide targeted assessment and support to find solutions in a timely way.

Councillor Roodhouse spoke about targeted youth work, rather than it being a universal service and the challenges in securing funding for continuation of centres. He recognised the amount of work officers had undertaken on this service review. He asked whether this was a strategy rather than a plan. There was a need for consistent wording to be used. On disabilities, he noted there was a significant amount of work to be completed by 2020 and questioned how this would be achieved, making the same point about integration with the NHS. He spoke about the aspects of this document which referenced children and family centres and the need for corresponding key performance indicators (KPIs) or measures to enable members to monitor that the outcomes from commissioned services were being delivered. A map showing the linkages would be helpful. He was surprised that the document had been approved by Corporate Board in the context of the current organisational changes and planned revisions to budgetary arrangements. He considered that the corporate governance aspects would need to be revisited.

John Coleman confirmed this was a strategy and Councillor Roodhouse asked that the documents be named consistently. Beyond 2020, there was less certainty of the financial position and it would be reviewed at that time. There was certainty over the finance and officer structures until 2020. There had been two sessions at Corporate Board to ensure the strategy was appropriate for Warwickshire. In terms of the points on disabilities and integration with the NHS, disabilities was an area of concern. John Coleman offered to bring a further report to the Committee to focus on the integration of services for children with disabilities. There were some areas where the NHS was visible within the work of Children and Families. Further areas

to strengthen joint work would take place through discussion at the Joint Commissioning Board. Nigel Minns added that a significant step forward in commissioning terms was the amalgamation of the Public Health and Strategic Commissioning. Endeavours continued to integrate effectively with the NHS, through dialogue and where appropriate challenge. On the governance model, he considered that there was nothing within it likely to require revision as a result of the transformation programme. The strategic review of Children's Services had been the first undertaken under that programme. Helen King offered to share a briefing on the services that the County Council commissioned around maternity and the integration work.

Councillor Hayfield gave a controversial perspective that the County Council was too risk averse in terms of the number of children being taken into care, the number of education and health care plans (EHCPs) and the number of incidents reported through the MASH. He questioned how success was measured, in terms of higher or lower statistics being an indicator of success. Resources were finite and there was a need to focus them on the areas to achieve the best outcomes. John Coleman agreed there was a need to consider the performance framework and how success was measured. He outlined some of the current measures and those which would be more meaningful, such as the speed of adoption placements, ensuring that intervention was early enough and that the people most needing support were targeted effectively. Councillor Hayfield reiterated that the number of MASH referrals was still twice the national average. Nigel Minns didn't consider that there was a right number of EHCPs or those for child protection. However, the County Council was outside what could be viewed as a reasonable range and it was appropriate to seek to reduce the numbers.

Councillor Pam Williams was concerned at the proposed Barry Mason model. She spoke of her work on foster panels, the points about the Council being risk averse and the need to develop confidence in social workers, to assess risk factors. This was key to developing confidence in the families to manage themselves. The terminology within the report of 'certainty' could have a negative impact on social workers' confidence and she was not in favour of this model. John Coleman welcomed the feedback. This was an overarching model, which would be underpinned by a lot of guidance and support for social workers. There would be the opportunity for social workers to talk to their managers and peers, to have time for reflection and the social worker caseload had reduced. There would be an environment and culture to give social workers confidence in assessing risk. The language was important around this topic and needed to be shared with practitioners. Councillor Williams was supportive of social workers and did not want them to be under more pressure to achieve 'certainty'. John agreed that social workers would be supported and clarified that workers are currently expected to achieve certainty and that the proposed shift was to a model of 'safe uncertainty'. It was about creating the right environment. Marina Kitchen commented on the recent staff roadshows and the positive feedback received on the new model from social workers. Councillor Morgan noted the level of interest and some concerns from members, enquiring whether this topic could be discussed further through a member development session.

Councillor Chilvers spoke about the high number of MASH referrals, giving the perspective that the Council should be proud of its success in encouraging people to raise concerns. However, there was a need to move forward and he acknowledged the work done with those who had referred a high volume of cases. It

was noted that only 15.8% of cases moved forward to assessment. On EHCP's he knew that schools were trying to achieve the best for their pupils, but acknowledged that they did receive financial support through EHCPs. He then spoke about the risk assessment process and the move to safe uncertainty, questioning why social services nationally had got to a strict rules-based approach, without use of professional judgement. There was a fear of making a mistake and the ramifications of that mistake. He asked if a social worker did make a serious mistake under the new model, what the response would be, in terms of who was blamed.

John Coleman commented that social workers in the MASH should be focussing on cases where children were being abused, but currently were responding to a wide range of enquiries and referrals, which could be channelled differently. Of the 15% of cases that moved forward from referral to assessment, 47% of these resulted in no further action being taken, so improvements to triage would be a significant benefit. He acknowledged the points about social work and serious case reviews, reiterating the need for a good system and leadership to create the right environment. Social workers would be told about the leadership and member support for them. Consideration was being given to how to cascade this message to social workers. There were areas of good practice already. However, the latest Ofsted inspection and other evidence did show that the authority was intervening in too many cases.

Councillor Bell was nervous at the proposed model and took comfort from the current risk adverse approach to child safety. She drew comparison to authorities such as Birmingham, also asking if the new approach had been applied to current cases and if so, how the case would have been handled differently under the revised approach. Perhaps through such a process, criteria could be established to guide social workers. She questioned how much support would be provided to a social worker if there was a serious case review and concluded that she wasn't yet convinced by the approach proposed. Councillor Morgan clarified that Birmingham City was a geographic rather than a statistical neighbour.

John Coleman referred to a recent research document published by Isabelle Trowler, the Chief Social Worker for England. There was conflict between the bias to seek legal guidance at an early stage on removing children from the family home as compared to the practitioners working together to make this a measure of last resort unless there were safety concerns. There needed to be a clear evidence trail that every option had been considered before intervening, particularly before removing a child. It was about supporting social workers to identify and manage risks, rather than looking immediately at removing a child from their family. Nigel Minns supported these points adding that a lot of time had been taken to look at what worked best in the authorities judged to be the best and where children were deemed to be safest. There were better ways to support families, than the current service model.

Councillor Barker spoke about alternatives to referring people to the MASH and the poor signposting currently. She declared an interest as the Chair of an Academy Trust, which had made referrals to the MASH, on some occasions where another option would have been more appropriate. This was important to ensure the MASH staff focussed on the most serious cases. On EHCPs, she also declared an interest, but noted that schools paid the first £6,000 towards the additional costs. EHCPs were appropriate, ensuring that the education of the other children in the class was not impacted, as well as assisting the child in need of support. She concluded that

there was a need for clear communication. Marina Kitchen outlined two distinct projects being early help redesign (formerly 0-5 services) and the MASH redesign, which were closely linked. This was a sizeable and complex process, which included signposting and would also involve partners.

Councillor Roodhouse noted the reference by John Coleman to underlying plans and suggested the Committee should look at these at a future meeting. On KPIs he referred members to sections of the report regarding finance, resources and local delivery. He asked that the Committee examine how this would all dovetail and how elected members could monitor it. He stated the need for clear language and for appropriate KPIs for the vast majority of families that were trying to access services. He also sought an update on the position with regard to the independent advisory boards.

Bill Basra, Service Manager for Early Help responded that it was intended to retain the advisory boards as they provided a good external validation, but the boards would be reviewed to ensure a degree of consistency in terms of composition and frequency of meetings. The boards would be on a district or borough wide basis, supplemented by more localised provision. Rich feedback was received from the boards which assisted future service design and delivery. He outlined the process for this review. The current KPIs in the draft strategy needed to be finalised and Mr Basra outlined a wider review planned to ensure the correct KPIs were embedded in the document going forward and this would include children and family centre indicators.

Councillor Peter Gilbert commented on vulnerability, that people could be vulnerable irrespective of the affluence of an area or a family. He was concerned at the potential for some vulnerable people to be missed. Councillor Chilvers noted that the MASH website invited contact about any abuse, neglect or cruelty concerns. Therefore he would be concerned if referrals were deemed inappropriate and there was a need to consider the language used. John Coleman referred to the communication strategy and its current review. There was no intention to discourage public referrals, which were increasing. There was an online offer to provide such things as parenting courses. The main aim currently was to educate, support and manage the anxieties of professionals who at times were making the inappropriate referrals. There was training for professionals on making referrals, for which there was a significant take up.

Councillor Webb stated the need to ensure information was gathered effectively. Amongst some vulnerable groups there may be different tolerance levels. The concern of members was that services didn't become aware of the vulnerability of individuals. John Coleman reassured that the MASH sought to collate information between agencies to uncover unknown harm. Professionals challenged each other and if they weren't happy with the outcome of a referral, there was an escalation process. The restorative approach was about high support and challenge to ensure the analysis of each case was correct. Marina Kitchen clarified that calls which weren't safeguarding matters would be channelled in a different way through to the appropriate agency or service, such as the early help team and the matter would be pursued on a locality basis in schools or at family centres.

The Chair thanked the contributors for the report and for responding to the Committee's questions.

Resolved:

(1) That the Committee notes the revised Children & Families Transformation Plan 2018-2020.

(2) That the Committee notes the progress of Children & Family Centres.

5. **One Organisational Plan Progress Report - 2018/19 Quarter Two Performance**

The One Organisational Plan (OOP) Quarterly Progress Report for the period April 1st to September 30th 2018 was considered and approved by Cabinet on 8th November 2018. A tailored report was presented which provided the Committee with information relevant to its remit. The OOP 2020 Plan aimed to achieve two high level outcomes, measured through 62 Key Business Measures (KBMs) which were grouped under, and reported against, the seven agreed policy areas. A table within the report provided an overview and key lines of enquiry regarding performance for a total of 21 KBMs across three policy areas relevant to the Committee.

Chris Malone and John Coleman, Assistant Directors presented the sections of the report relating to their services, highlighting areas of good progress and areas of concern, including remedial actions. Chris Malone confirmed that the consultation for services on special educational needs and disabilities and inclusion had now gone live and was available on the Ask Warwickshire pages. She encouraged members to view and respond to this consultation. John Coleman focussed particularly on the recruitment and retention of social workers. This had resulted in a reduction in caseloads for social workers. Councillor Chilvers asked that the Committee record its congratulations about this reduction in social worker caseloads.

Councillor Jo Barker spoke about the increase in EHCPs in October and possible causes. The data related to the period 20 weeks earlier (in May) and Chris Malone explained that there was a challenge at that time due to the conversion to EHCPs. New requests from September and October would be reported 20 weeks later.

Councillor Gilbert referred to the various data sets within the report and requested a breakdown for the Nuneaton and Bedworth areas, which was agreed.

Councillor Corinne Davies sought an update on the transfer of the accommodation for RISE. She then referred to teenage conception and enquired about the ease of access to services. In particular she mentioned the Respect Yourself website and the difficulties in identifying from it when and where free contraception services were available, adding that the Nuneaton and Bedworth area was an outlier for teenage conceptions. Bill Basra confirmed that the RISE accommodation move was still progressing and completion was expected before Christmas.

"Nigel Minns advised that teenage conception rates in the Nuneaton and Bedworth area had reduced significantly from 43% (three years ago) to 29%. A great deal of focused work has been taking place to help raise awareness and improve sexual health outcomes. An example of this work was the increase from 5 to 21 pharmacies providing emergency contraception and a number participating in a pilot for the free distribution of condoms. He agreed to pursue the point about the

Respect Yourself website, speaking also about the 'all about me' programme delivered at 120 primary schools throughout Warwickshire. There was an issue at secondary schools where take up of a Relationships and Sex Education programme was often affected by capacity constraints. Councillor Gilbert asked whether the free condom scheme was well used within the pharmacies, who was using the service and whether it included people who could pay for condoms. Councillor Davies also asked whether the availability of the scheme was widely known among young people. Nigel Minns agreed to provide a briefing with the requested information."

Councillor Gilbert asked about suicide data for the Nuneaton and Bedworth areas, questioning if the authority was working with the new Government Minister Jackie Law Price on suicide prevention. Marina Kitchen confirmed that a bereavement by suicide service had just been commissioned and a lot of work on suicide prevention was led by public health. There was headline data available, but this may not be on a district by district basis and it tended to be historic data. A conference on suicide prevention was planned.

Councillor Bell referred to the Atherstone health store and the difficulties in securing NHS engagement, in particular with a lack of nurse cover for 18 months, which restricted the services on offer. She was pleased with the reduction in teenage conceptions in North Warwickshire but wanted to ensure that services weren't withdrawn subsequently.

Resolved:

That the Overview and Scrutiny Committee notes the progress of the delivery of the One Organisational Plan 2020 for the period as contained in the report and submits the comments as set out above.

6.   **Work Programme**

The Committee reviewed its work programme. Councillor Barker asked about the item on children exceeding expectations which would be submitted as an information item to the January meeting. It was confirmed that the visit for Committee members to the MASH had been arranged and would take place on 15 January at 2pm. The visit to the Keresley Centre was still to be confirmed.

7.   **Any Urgent Items**

The Chair recorded his thanks and the thanks of the Committee to Chris Malone, who would be retiring from the County Council in December. He advised that the format of the minutes would be revised and in future include a column for actions. Councillor Webb noted that a report which had been requested to this meeting had been delayed. He asked in such circumstances if officers would be prepared to give a verbal update ahead of the formal report being received.

8.   **Date of next meeting**

It was noted that the next scheduled meeting would take place at 10.00am on 15 January 2019, Shire Hall, Warwick.

The Committee rose at 12.30pm

.…………………………..
Chair

Children & Young People Overview & Scrutiny Committee

15 January 2019

Children & Young People's Participation & Engagement Strategy 2019-2023

Recommendations:

(1) That the Committee comments on the strategy which acts as the overarching participation strategy for children and young people working with and for Warwickshire County Council.

(2) That the Committee notes that the strategy widens participation to include Child Protection and Children in Need

(3) That the Committee promotes and facilitates the participation of children and young people with Warwickshire County Council, and its partners where possible.

1. Introduction

1.1 Warwickshire County Council has been involved with the participation of children and young people for a number of years but, prior to the Participation Strategy agreed and initiated in June 2014, participation activities had been more basic and without clear direction and structure.

1.2 Children and young people are one of the largest groups of people who use council services. There is a clear responsibility for adults to listen to children and young people's wishes and feelings. Especially when decisions made by adults affect children and young people's lives.

1.3 Involving children and young people in how and what services are delivered to them provides a multitude of benefits including: volunteering opportunities, confidence building, learning new skills and a better understanding of the democratic process, as well as saving time and money on extraneous services.

2. Review of Participation Strategy 2014 – 17

2.1 The Participation Strategy 2014 – 17 defined participation, set out values and principles of participation, outlined standards for good practice and gave examples of how children looked after and young people (CLA&YP) could engage with children's social care services. The Participation Strategy was

designed to raise awareness of staff and to promote positive working practices that take on board views of CLA&YP. The Participation Strategy had also been translated into an action plan which helped to establish and identify a shared understanding of 22 key areas for improvement for the service.

2.2   The 2014-17 action plan was broad and ambitious because of the wide ranging areas of work identified for development. Much of 2014/15 focused on awareness, promotion and implementation of working agreements, arrangements and structures. In 2015/16 momentum was picked up in respect of improving numbers of CLA&YP to engage with the service. Over 2016/17 engagement practices with CLA&YP continued to be expanded.

2.3   Whilst progress on the action plan has been uneven across the 22 areas over the duration of this strategy, there has been positive movement in all 22 key areas identified for improvement.

2.4   The Participation Strategy had proved successful in shifting some of the culture of the service, by raising awareness with staff on the importance of engaging CLA&YP in service activities. The profile of the young people forums and groups is high and provides a model of good practice of engagement with CLA&YP within the service. There is a positive willingness on the part of staff (and foster carers) to support CLA&YP in participation activities, whereas, previously the potential benefits or time to engage CLA&YP may not have been as obvious or apparent.

2.5   However, despite progress there remain challenges of a more detailed and complex nature. There is a risk that participation activities are not being imbedded, can become ad hoc, picked up as an afterthought, as opposed to being a planned and considered part of the work of the service. Service managers need to be supported to think of creative ways in which participation activities can be absorbed within their service areas. In addition, the Participation Strategy 2014 - 17 did not consider or address the needs of C&YP within Child Protection and Children in Need.

2.6   These challenges need to be carefully explored and strategies more clearly defined to enable working practices to build upon and extend beyond the changes introduced to date.

To take a simple example, recruitment practices involve CLA&YP regularly at management level. This practice now needs to be extended to encourage managers towards self-sufficiency, simultaneously cascading and embedding this practice to all levels of the service. The culture exists to enable this to happen. Such areas of work should now be the focus of the next Participation and Engagement Strategy and action plan.

2.7   The Participation Strategy has enabled a good platform from which to take stock and re-visit the vision going forward.

3.   Children & Young People Participation & Engagement Strategy 2019 – 2023

3.1   As the previous strategy now needs refreshing, WCC staff have co-produced a new 5 year strategy with children and young people in Warwickshire. The new Early Help strategy covers the time period 2019 – 2023 so it is proposed that the participation strategy also covers the same time period to better coordinate strategies affecting children and young people.

3.2   The previous strategy predominantly focused on the participation of children looked after but with the increasing numbers of children subject to child protection plans and children in need it was decided to explicitly include these children and young people in the 2019-23 strategy.

3.3   The 2019-23 strategy sets out a commitment from senior leaders within WCC and representative bodies of children and young people to ask children and young people what they think about the services we provide for them and include them in our decision making.

3.4   Warwickshire children and young people define participation as 'to join and work together [with adults] to make things happen that we [children and young people] want'. The network of youth groups in Warwickshire involved in participation include Children in Care Council, Care Leavers Forum, Warwickshire Youth Council and Members of the Youth Parliament.

3.5   Children and young people have set out their priorities for what they feel is important for Warwickshire County and partners to address which are laid out in the strategy document. When asked to name their number 1 priority they chose mental health.

3.6   The themes are currently named along the 'Every Child Matters' terminology and senior leaders have asked if young people can develop their own names for these themes over the coming months.

3.7   There have been some great achievements as part of the 2014-17 strategy, but there are also situations where work has not been co-ordinated properly, which has meant that some important messages from children and young people have been missed, and not shared or acted on, by council staff. Often children and young people are only asked what they think about council services. This approach does not always provide an opportunity for children and young people to work alongside adults to design council services. The 2019-23 strategy sets out 9 work areas that need improvement: recruitment,

training, communication, commissioning, quality assurance, incentives for young people, having a say in what we do, learning from others, campaigns.

3.8 WCC has made a commitment to putting children and young people at the heart of everything we do. To make sure that everyone who works for us does this, we will ask them to think about the following questions when planning their work: How do you listen and collect feedback on C&YP who use your service?, What do you do with the information they tell you?, What does this tell you about the service you provide to children and young people? How have you changed (or will you change) what you do as a result?, How do you make sure that the way you change services is fed back to children and young people?

3.9 A strategy needs an action plan to make sure what we think needs doing gets done and to measure ourselves against something to know we have made a difference. Our measures are: children and young people say they feel more listened to than before the strategy began, managers and workers can provide evidence that children and young people's views have been listened to and acted on and children and young people say services are now better than they were before the strategy began.

3.10 Young people should be aware of the action plan so they are able to monitor whether the changes are really taking place and are able to feedback where there are still improvements to be made. Where improvements are made Warwickshire will celebrate its achievements.

4.   Action planning

4.1 To progress the strategy and develop an action plan, a Participation Advocate Network has been set up. Members are drawn from multiple teams and Business Units and act as advocates for participation in their circles of influence.

4.2 The network's main purpose is to motivate Operational Managers/Service Managers to improve on how their service listens and collects information on the Voice of the Child/Young Person and encourage them to make improvements to their service planning, design and delivery as a result of information received from children and young people

4.3 Ops Managers were asked to complete a Participation Self-Assessment to understand what their teams are currently doing and what they understand by participation. Young Advisors are in the middle of meeting all the Ops Managers to discuss the self-assessment to identify strengths and areas of development.

4.4   From these meetings the Ops Manager and Young Advisor will agree 5-10 key actions/changes that the team will introduce over the 5 years of the participation and engagement strategy (1 or 2 a year). The proposed actions/changes will be in response to the voice of the child/young person and will be added to the Practice Improvement Log, managed by Jenny Butlin-Moran.

4.5   Young Advisors will meet with the Ops Managers every 3 months and provide regular updates to SLT, including an annual progress review each year of the strategy.

4.6   This is just the start of the action planning process and the Participation Advocate Network will look at how we can widen the remit to include the whole Children and Families Service, the wider county council e.g. Education and Learning, and partners where possible.

5.   Instilling a culture of participation

5.1   The Participation Advocate Network is not a closed group and will welcome all participation advocates to instil a culture of participation across the Children and Families Business Unit, as well as across WCC as a whole, and partners where possible. Participation brings so many benefits to those children and young people who participate and to professionals who listen to them that encouraging more participation through the strategy action plan will bring even greater benefits to those who engage.

6.   Next Steps

6.1   Continue to meet with Ops Managers to develop the action plan

6.2   Young Advisors to present action plan to SLT in March 2019

6.3   Monitor progress on action plan throughout 2019

6.4   Review action plan by March 2020.

7.   Appendix

Draft Children and Young People's Participation & Engagement Strategy 2019-23

8.   Background papers

Participation Strategy 2014 – 17

	Name	**Contact Information**
Portfolio Holders	Cllr Jeff Morgan	jeffmorgan@warwickshire.gov.uk
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The report was circulated to the following members prior to publication:

Local Member(s): N/A

Other members:

Cabinet Portfolio Holder: Councillor Jeff Morgan

Committee Chair and Spokespersons: Councillors Yousef Dahmash (Ch), Jonathan Chilvers, Corinne Davies and Jerry Roodhouse.

CHILDREN AND YOUNG PEOPLE'S PARTICIPATION & ENGAGEMENT STRATEGY 2019-23

SECTIONS WITHIN THE STRATEGY

2

Information section

Strategy section

OUR COMMITMENT:
"WE WILL DO OUR BEST."

Warwickshire County Council workers ask children and young people what they think about the services we provide for them:

- What is the best way to listen to children and young people and get their ideas across to adults who make decisions about council services?

- What works?

- What doesn't?

- What could we do better?

- What changes do we need to make?

We make a commitment to young people taking part in a meaningful way in decisions which impact on their lives.

Most decisions about what we provide for children and young people in Warwickshire are made by adults.

Decisions made by these adults have a big effect on the lives of children and young people now and in the future.

This is why it is very important to make sure we listen and take action on what children and young people say about what we are doing for them.

The whole of Warwickshire County Council will do its best to make sure that children and young people's voices are heard.

We will do our best to include children and young people's views and ideas into our everyday work, especially when we make changes to the services we provide.

Councillor Jeff Morgan
Portfolio Holder for Children's Services

Nigel Minns
Strategic Director, People Directorate

Paul Senior
Assistant Director, Education Services

John Coleman
Assistant Director, Children and Families

Children In Care Council

Care Leavers Forum

Warwickshire Youth Council

Members of Youth Parliament

WHAT IS PARTICIPATION AND WHY SHOULD WE DO IT?

There are many explanations of what we mean by 'children and young people's participation'.

"The involvement of children and young people in decision making on issues which affect their lives*"

Survey supported by
- the Children's Right Alliance for England
- the National Children's Bureau
- Participation Works and
- the Children's Commissioner

Children's Participation in Decision-making - survey of Participation Workers. Written by Dr Ciara Davey, Jo Lea, Catherine Shaw and Tom Burke

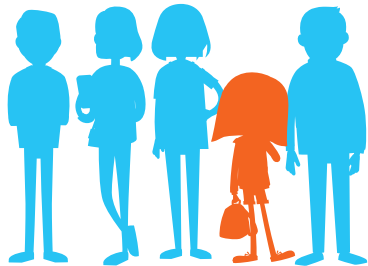**Children and young people in Warwickshire describe participation as,**

"To join and work together [with adults] to make things happen that we [children and young people] want"

It is important to understand that:

Children and young people aged under 18 make up

1 in 5

of the population in the United Kingdom

Children and young people are one of the largest groups of people who use council services.

For this reason we believe there are some simple **standards** that adults must follow when working with children and young people.

Standards to follow:

Respect	Children and young people should be given the time and space to say what they think
Fairness	Children and young people should have a bigger say in decisions that affect their future
Honesty	Children and young people should be told the truth, even if it's bad news
Value	Children and young people's input should be given importance, regardless of their age, or your age
Working Together	Children and young people can save time and money if you provide them with what they want

WHAT IS THE NATIONAL AND LOCAL SITUATION?

There are clear laws and rules which mean children and young people's opinions and views must be taken into account when adults make decisions which affect children and young people, for example:

The United Nations explains in the *Declaration of Human Rights Article 12*, children's rights on education, good nutrition, health care, protection and shelter

The British government makes laws to protect children's rights. For example, the Children Act

The Office of the Children's Commissioner supports the rights, views and interests of children and young people

As well as laws and rules there are charters, offers and pledges that make promises to listen to children and young people. For example: ***1. The Warwickshire Pledge // 2. Care Leaver's Charter // 3. Care Leaver's Offer // 4. SEND Code of Practice***

Warwickshire
Children
Putting children at the heart of all we do.

Warwickshire has a long history of workers listening to children and young people.

The Warwickshire Children and Families Service's motto is "Putting children at the heart of all we do". This includes planning and designing council services.

The Senior Leadership Team for this service is expected to show how they listen to the views of children and young people as part of their work and planning.

The Warwickshire Children and Young People Overview and Scrutiny Committee expects workers who provide council services to listen to the views of children and young people.

We can't always provide what children and young people want, but need to give explanations when we can't.

These youth groups are chosen by children and young people. They educate adults about issues important to children and young people:

- Children in Care Council
- Care Leavers Forum
- Warwickshire Youth Council
- Warwickshire Members of the Youth Parliament

CHILDREN AND YOUNG PEOPLE'S PRIORITIES

Children and young people across Warwickshire have helped put together a list of things that are important to them (Priorities) in the table overleaf.

These priorities will be changed into an 'Action Plan' (a list of things to change).

This Action Plan will support Warwickshire to make council services better for children and young people.

The Children and Young People's Priorities are grouped into **themes**:

1. **Be Healthy** – make healthier choices for yourself

2. **Stay Safe** – know how to keep yourself safe

3. **Enjoy & Achieve** – take part in things and do well in things that interest you

4. **Make A Positive Contribution** – do useful things to help others

5. **Achieve Economic Well-being** – earn money so that you can manage comfortably

The Children and Young People's Priorities have been put together by connecting issues that children and young people voted for through Children in Care Council elections, Warwickshire Youth Council and Members of Youth Parliament.

Their number 1 priority was mental health

Outcomes	Themes	Children & Young People's Priorities
Be Healthy	• Mental Health • Emotional Support • Someone To Talk To And Listen To You	• We should learn about mental health issues and work to address stereotypes and improve services • We need better information on what is available for us • We need better support and access for us to mental health services
	Time With Family Friends And Relatives	We should have a regular way of communication with people that are important to us.
	Young Carers	Increase funding and support for young carers
Stay Safe	Bullying/Peer Pressure	• We want to feel safe (especially online) and in schools • We want to be supported by someone we trust • We want support to deal with difficult situations
Enjoy & Achieve	Education And Qualifications	• We need more support into employment that moves us into long term worthwhile jobs • We need more support into further education. For example: for children & young people with disabilities: help finding new schools after exclusion or moving, sixth form, colleges and universities • We need more information about alternative routes into jobs, rather than the usual ones like college and university
	Wider Curriculum	• We need a wide ranging curriculum that teaches us important life skills so that we can be as independent as an adult. For example: sustainable living, taxes, political education, education on laws, sex education and health
Make A Positive Contribution	Life Skills	• We need to be better prepared for adulthood and adult life • We need to be shown and trained how to cook, clean, wash, shop, manage money, etc.
	Equality	• We need to raise awareness of equality issues • We need to be treated more respectfully and seen as valuable members of society with something unique to bring to the discussion • We need you to listen, and make young people feel that their opinion is valued • We need more positive stories about young people
	Voting	Give 16 and 17 year olds the right to vote in all elections and referendums (one off vote)
Achieve Economic Well-being	Better Access To Work Experience/ Hard To Find /Better Advertisement	We should have the support to do at least a week's placement at a place of our choice
	Living Wage	No one should be paid less than the Living Wage
	Transport	• Make public transport cheaper better and accessible for all • Provide better information about travel passes and discounts

WHERE ARE WE NOW?
WHERE ARE WE GOING?

There is some good work going on in Warwickshire where the '**voice of the child**' is listened to and directly changes how council services are provided to children and young people.

There are a number of groups that meet regularly with workers, such as:

Children in Care Council: is there for children who are 'looked after' or are 'care leavers'. Warwickshire has worked with the Children in Care Council to develop a Warwickshire Pledge, these are promises Warwickshire has made to children and young people.

Care Leavers: have something called a 'Local Offer' which explains their rights and also includes in it young people's right to take part in participation activities that interest them.

Warwickshire Youth Council: act as a voice for young people from all over Warwickshire.

Members of Youth Parliament: are young people voted for through elections in Warwickshire to represent their local area in the Youth Parliament.

The council also engages with children and young people with disabilities or special educational needs (SEN) on a project basis through special school councils and short break groups.

But, there are also situations where work has not been co-ordinated properly, which has meant that some important messages from children and young people have been missed, and not shared or acted on, by council staff.

Often children and young people are only asked what they think about council services. This approach does not always provide an opportunity for children and young people to work alongside adults to design council services.

This is a lost opportunity for Warwickshire.

There are a number of changes needed to get children and young people more closely involved with workers to shape future council services.

We believe there are 9 work areas that need improvement:

	Work Area	Where are we now?	Where are we going?
1	Recruitment: having a say in who gets the job	Young people are on some recruitment panels	Young people should be on recruitment panels where the job has contact with, or makes direct decisions about, young people
2	Training: helping adults to understand how to communicate with children and young people	Some young people have an input into some training	Young people should create, present, and assess training for people who work face to face, or make decisions about, young people
3	Communication: having a clear conversation	How information is shared with young people varies. Young people need to know how to share information with us	Define more clearly how information should be shared and fed back. Better planning and use of social media
4	Commissioning: companies who are paid to deliver services for young people	Young people are giving their views in parts of the commissioning process	Young people should be involved appropriately in the whole process where services are used by them
5	Quality Assurance/Mystery Shopping: testing how good services are	Some services are quality assured by young people	Young people should work with adult quality assurers to assess services that have been set up for young people
6	Recruiting/Rewarding/Incentives for young people: supporting young people to make things happen	Recruiting or rewarding young people is not consistent	Opportunities for young people into full time employment should be clearly identified and promoted, such as apprenticeships. Clearer rewards policy
7	Having a say in what we do: • Planning and Design • Delivery • Feedback Work together with young people	The voice of young people is not consistently collected and used	Young people should always be involved in 'Planning - Doing - Reviewing' with senior Leaders. Leaders should evidence what we do differently as a result
8	Regional, national and annual events: Learning from others	Young people attend the same events	Support young people to attend a wider range of events with adults. Use young people's feedback to make decisions
9	Campaigns: introduce a change in attitudes in the workplace	Young people need stronger working relationship with leaders	Senior leaders to champion and resource young people's priorities

MAKING THIS HAPPEN -
HOW WILL WE GET THERE AND WHAT DOES SUCCESS LOOK LIKE?

Warwickshire has made a commitment to **"putting children and young people at the heart of everything we do"**.

To make sure everyone who works for Warwickshire does this, we will remind staff to think about the following questions when planning their work.

"How do you listen and collect feedback from children and young people who use your service?"

We must ask children and young people about the best way for them to tell us about council services we provide them.

"What do you do with the information they tell you?"

We must understand and act on the information that children and young people share with us.

"What does this tell you about the service you provide to children and young people?"

We must build up a picture of what children and young people are saying about what we do and how well we do it.

"How have you changed (or will you change) what you do as a result?"

We must find better ways of doing things and take the advice of children and young people on what those changes should look like.

"How do you make sure that the way you change services is fed back to children and young people?"

We must tell children and young people what has changed, when, how and why. We should check how well the new changes are working.

These questions will help people who work for us plan alongside children and young people.

It will assist them in changing council services according to the views and opinions of children and young people.

The voices of children and young people should be listened to all the time, not just when big changes are planned.

WHAT'S NEXT?

This Participation and Engagement strategy will need an **Action Plan** to make the changes children and young people have asked for.

The Action Plan will be put together by managers, workers and young people.

Managers, workers and young people will need to make sure that:

The work area is something they believe is worth changing based on feedback from children and young people (children and young people say they are dissatisfied with how things are now).

The solutions are better options and easy to understand (they are clear on how to solve the problem).

The actions are realistic (they believe that they can be done)

How do we know we have made a difference?

- Children and young people say they feel more listened to than before the strategy began

- Managers and workers can provide evidence that children and young people's views have been listened to and acted on

- Children and young people say services are now better than they were before the the strategy began

Action Planning

Young people should be aware of the Action Plan so they are able to monitor whether the changes are really taking place and are able to feedback where there are still improvements to be made.

Where improvements are made Warwickshire will celebrate its achievements.

Children and Young People Overview and Scrutiny Committee

15 January 2019

Achievement of Warwickshire Children and Young People in National Tests in 2018

Recommendation

That the Children and Young People Overview and Scrutiny Committee consider the performance of children and young people in Warwickshire schools in national tests. Members are asked to note the disparity in performance across the districts and boroughs and to note the development of a Nuneaton and Bedworth school improvement strategy. This will be funded within existing school improvement resource for 2019/20.

1.0 Background

1.1 This paper sets out the *provisional* data for the performance of pupils and young people at Warwickshire state-funded schools in national tests and nationally published teacher assessments in 2018. It should be noted that data is currently unvalidated and may be subject to minor changes. Further validated data will be available in February 2019.

1.2 The data presented in this report covers the curriculum areas highlighted below for all pupils;

- the earliest statutory tests taken by pupils in Reception (ages 4–5) called the Early Years Foundation Stage Profile
- the Phonics tests taken by pupils in Year 1 (ages 5–6),
- Key Stage 1 teacher assessments taken by pupils in Year 2 (ages 6–7)
- Key Stage 2 tests and teacher assessments taken by pupils in Year 6 (ages 10–11)
- Key Stage 4 (GCSEs and equivalent qualifications) taken by students in Year 11 (ages 15–16)
- Post 16 (A Levels and equivalent qualifications) taken by students in Year 13 (ages 17–18)

2.0 Summary

2.1 Table 1 below provides a summary of the key headline indicators for the different curriculum stages achieved by Warwickshire pupils in **2018** compared to those nationally and our statistical neighbours[1] (similar councils):

Table 1: Headline measures and results for Warwickshire, national and statistical neighbours

WE Strategy[1]	National Curriculum Stage	Headline Measure	Warwickshire	National	Statistical neighbours[2]
WE1: Early Years Foundation Stage	Early Years Foundation Stage Profile	% of pupils achieving a **Good Level of Development** - often used as a school readiness measure	72%	72%	74%
WE3: Family of Schools	Phonics	% of Year 1 pupils working at the required level	84%	82%	84%
	Key Stage 1	% of pupils achieving the Expected Standard in **Reading**	77%	75%	77%
		% of pupils achieving the Expected Standard in **Writing**	71%	70%	72%
		% of pupils achieving the Expected Standard in **Maths**	77%	76%	77%
	Key Stage 2	% of pupils achieving the Expected Standard in **Reading, Writing and Maths**	67%	64%	65%
	Key Stage 4	% of pupils achieving a Strong Pass (Grade5+) in English and Maths GCSEs	48%	43%	42%
		Average **Attainment 8** Score per pupil	49.3	46.5	46.2
		Average **Progress 8** Score	+0.06	-0.02	-0.07
WE4: Employability	Post 16	A Level students: Average Point Score per entry as a grade	C+ (33.7)	C+ (31.8)	C (30.9)
		A Level students: Percentage achieving grades AAB or better at A level	21.4%	17.7%	16.0%
		Tech level students: Average Point Score per entry as a grade	Merit	Merit+	Distinction
		Applied General students: Average Point Score per entry as a grade	Merit+	Merit+	Merit+

1: Warwickshire Education Strategy available here: https://www.warwickshire.gov.uk/schools-and-learning/education-strategy

2: Statistical Neighbours are those local authorities deemed to have similar characteristics and used for benchmarking purposes. Warwickshire's 10 statistical neighbours are Cheshire West and Chester; Worcestershire; Central Bedfordshire; Leicestershire; Staffordshire; Warrington; Cheshire East; Essex; Hampshire; North Somerset.

2.2 Across all of the headline indicators Warwickshire's pupils have performed above or in line with the national averages. This is particularly notable at Key Stage 4. This is against a back drop of changes across the entire national curriculum that resulted in more challenging tests and assessments from 2016 onwards.

3.0 Early Years Foundation Stage Profile (EYFSP)

3.1 The Early Years Foundation Stage Profile (EYFSP) measures pupil performance at the end of the Reception year. It measures three "prime areas of learning" (communication and language, physical development, and personal social and emotional development) and four "specific areas of learning" (literacy, mathematics, understanding the world and expressive arts and design). These are covered by 17 early learning goals.
Children are assessed on a three point scale as "emerging", "expected" or "exceeding" the criteria.

3.2 The key measure for the EYFSP is the proportion of pupils achieving a "Good Level of Development" (GLD). In order for a child to have a good level of development, they have to be assessed as "expected" or "exceeding" on all eight goals in the **prime** areas of learning and in the four goals of the **specific** areas of learning in literacy and mathematics. The other five goals in "understanding the world", and "expressive arts and design" are assessed separately.

*SN refers to statistical neighbours in all the following graphs and tables

Graph 1: GLD results for Warwickshire, national and statistical neighbours

% of pupils achieving a GLD - All Pupils
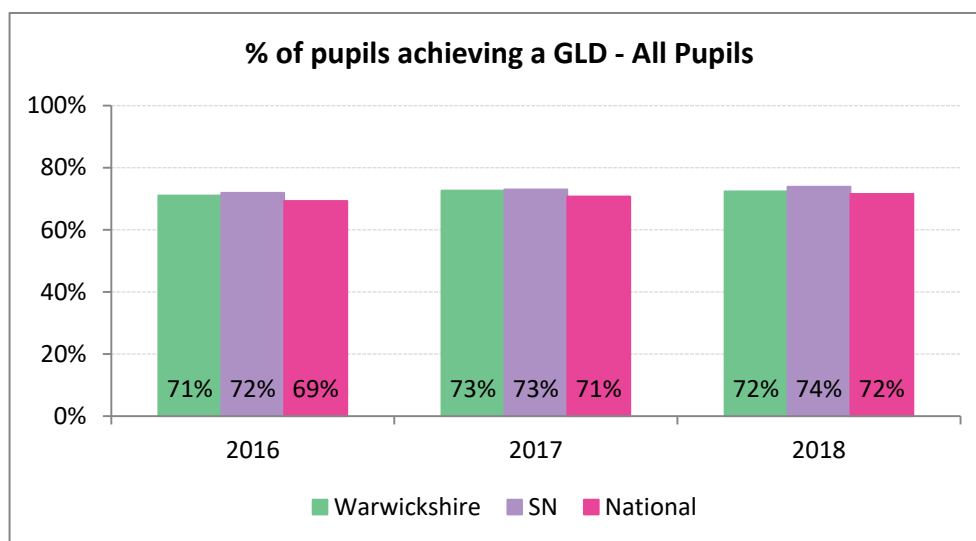
GLD	2016	2017	2018	Trend in last year
LA Rank (out of 152)	46	43	63	Downward ⬇
SN Rank (out of 11)	7	5	8	Downward ⬇

3.3 The percentage of pupils achieving a good level of development decreased in 2018 with 72.4% of Warwickshire's pupils achieving this measure. This is down almost 1 percentage point on last year's result but very slightly above the National 2018 average currently at 71.5%.

Graph 2: GLD results for the Districts and Boroughs

Districts - % achieving a GLD - All pupils

	2016	2017	2018
North Warwickshire	68%	72%	71%
Nuneaton and Bedworth	66%	68%	70%
Rugby	72%	72%	73%
Stratford on Avon	76%	77%	75%
Warwick	72%	75%	73%
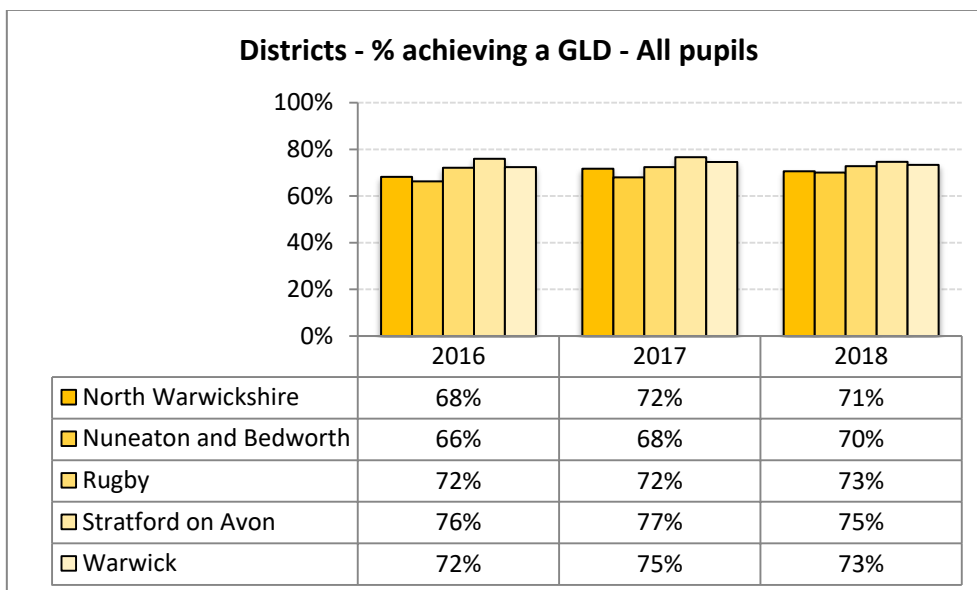
3.4   Performance of this measure has improved in two out of the five districts and boroughs; Nuneaton and Bedworth by 2 percentage points (ppts) and Rugby by 1 percentage point.
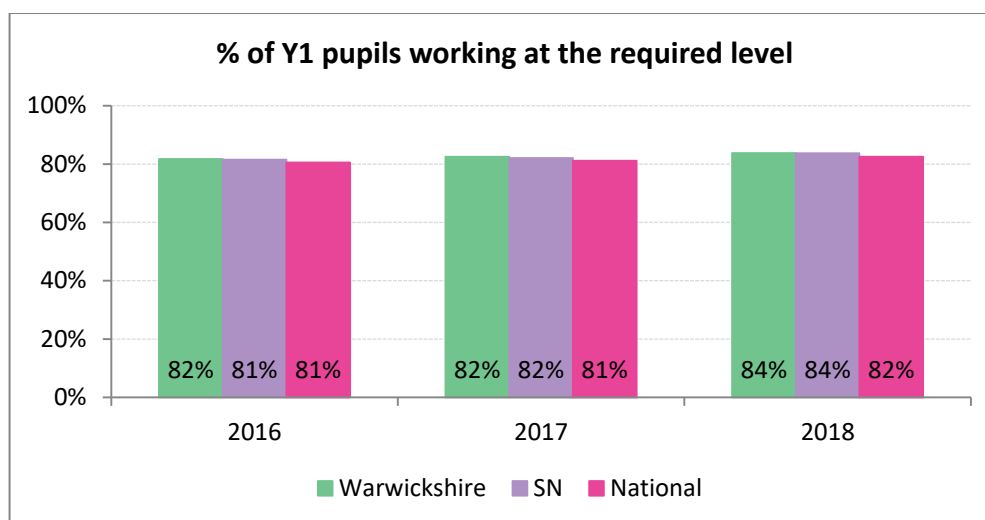The other 3 districts and borough have seen a fall, by up to 2ppts, culminating in the decrease overall as a County.
The difference between the highest performing area (Stratford on Avon) and the lowest (Nuneaton and Bedworth) has narrowed by 4ppts on last year to 5 ppts in 2018.

4.0   Year 1 Phonics

4.1   The Year 1 phonics screening check was introduced in 2012 to assess whether children could decode simple words. The expected level since 2012 has remained the same with a score of at least 32 out of 40 deemed to be a good level to be working at. Performance in this test has improved year on year both nationally and locally.

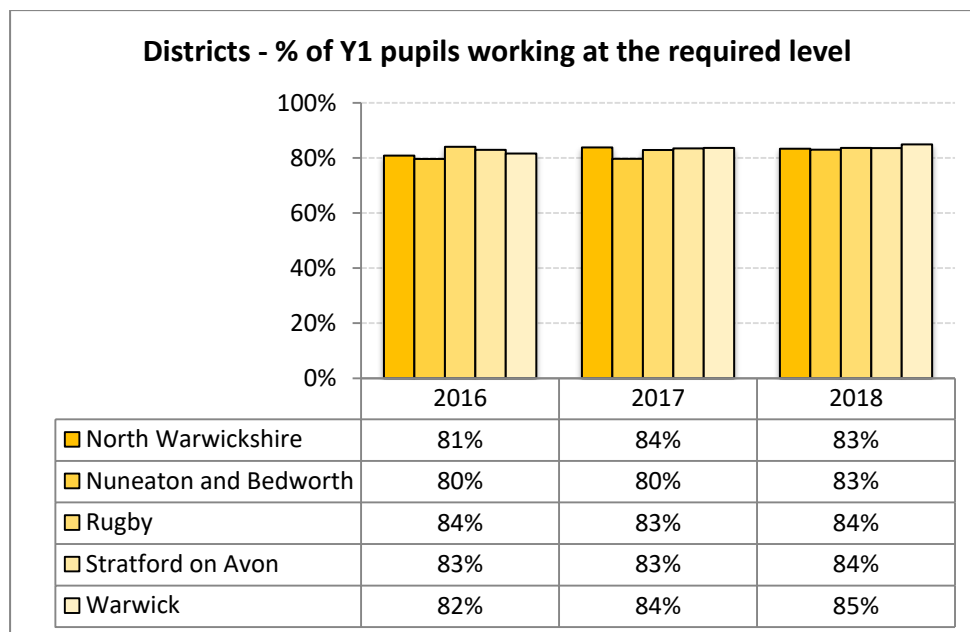Graph 3: Year 1 phonics results for Warwickshire, national and statistical neighbours

% of Y1 pupils working at the required level

	2016	2017	2018
Warwickshire	82%	82%	84%
SN	81%	82%	84%
National	81%	81%	82%

Year 1 phonics	2016	2017	2018	Trend in last year
LA Rank (out of 152)	54	52	55	Downward ⬇
SN Rank (out of 11)	5	3	7	Downward ⬇

4.2   In 2018, 84% of Warwickshire's Year 1 pupils achieved the required standard of decoding, at least 32 out of 40 words. This is an increase of 2ppts on the previous year and 2ppts above the current 2018 National result of 82%.

Graph 4: Year 1 phonics results for the Districts and Boroughs

Districts - % of Y1 pupils working at the required level

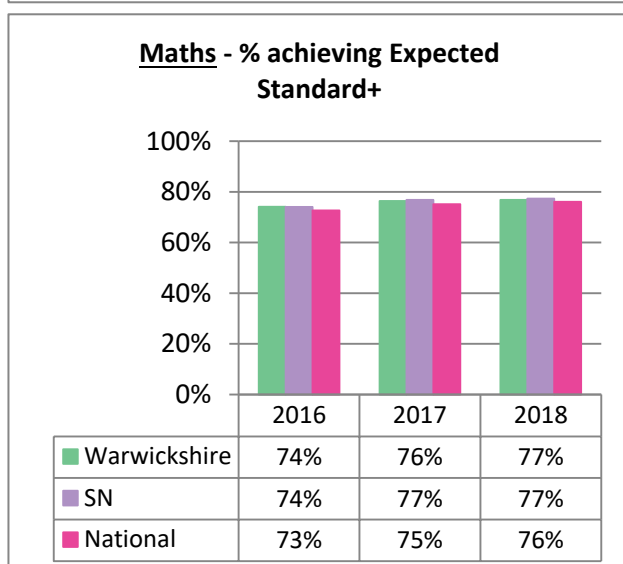|	2016	2017	2018
North Warwickshire	81%	84%	83%
Nuneaton and Bedworth	80%	80%	83%
Rugby	84%	83%	84%
Stratford on Avon	83%	83%	84%
Warwick	82%	84%	85%

4.3   Performance in the phonics decoding test has increased in 4 of the 5 districts and boroughs, decreasing by 1ppt in North Warwickshire.
The performance of all 5 areas is above the current national average and with the exception of North Warwickshire and Nuneaton and Bedworth (only by 1ppt), 3 areas are in line or above our statistical neighbours.

5.0   Key Stage 1

5.1   Pupils were assessed against the new, more challenging curriculum, introduced in 2016. Results are no longer reported as levels. The interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher **expected standard**. The expectations for pupils at the end of key stage 1 have been raised.

Graphs 5, 5a and 5b: KS1 results for Warwickshire, national and statistical neighbours

Reading - % achieving Expected Standard+

	2016	2017	2018
■ Warwickshire	76%	77%	77%
■ SN	77%	78%	77%
■ National	74%	76%	75%

Writing - % achieving Expected Standard+

	2016	2017	2018
■ Warwickshire	67%	70%	71%
■ SN	67%	70%	72%
■ National	65%	68%	70%

Maths - % achieving Expected Standard+

	2016	2017	2018
■ Warwickshire	74%	76%	77%
■ SN	74%	77%	77%
■ National	73%	75%	76%
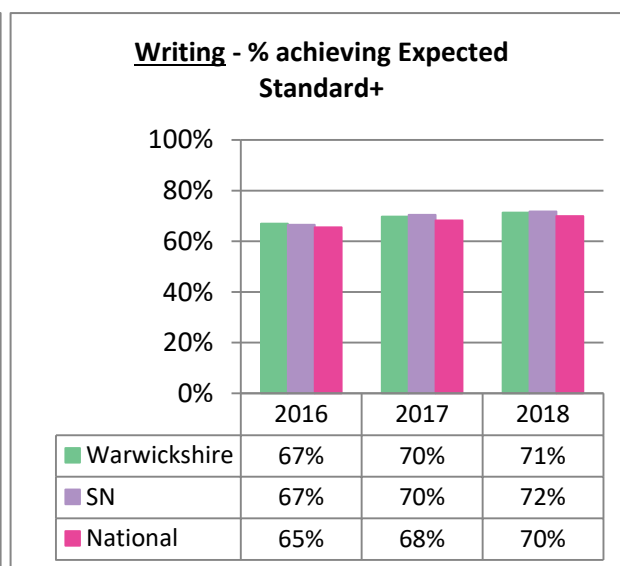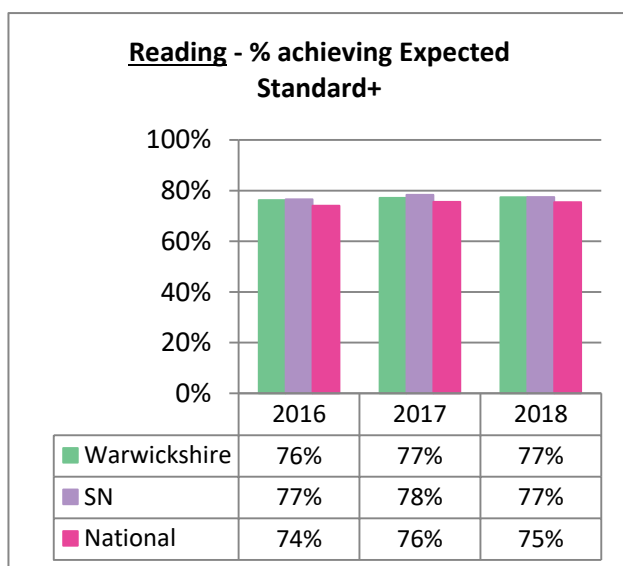
KS1 – Expected Standard		2016	2017	2018	Trend in last year	
Reading	LA Rank (out of 152)	47	53	46	Upward	⬆
	SN Rank (out of 11)	6	7	4	Upwards	⬆
Writing	LA Rank (out of 152)	69	60	59	Upward	⬆
	SN Rank (out of 11)	7	7	6	Upward	⬆
Maths	LA Rank (out of 152)	64	62	66	Downward	⬇
	SN Rank (out of 11)	7	6	7	Downward	⬇

5.2   Warwickshire pupils continue to do well in all three Key Stage 1 subjects with performance increasing by at least 1ppt in Writing and Maths. Pupils within

the County continue to outperform their counterparts nationally and, on the whole, perform in line with peers in our statistical neighbour council areas.

Table 2: KS1 results for the Districts and Boroughs

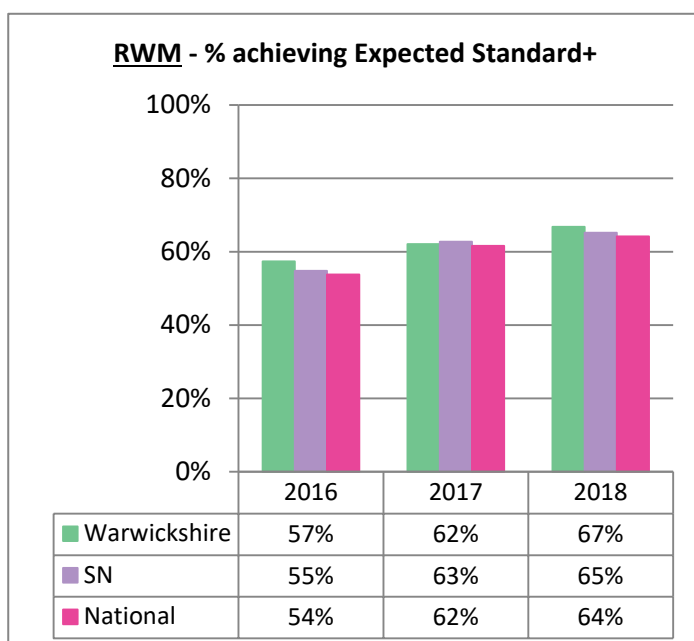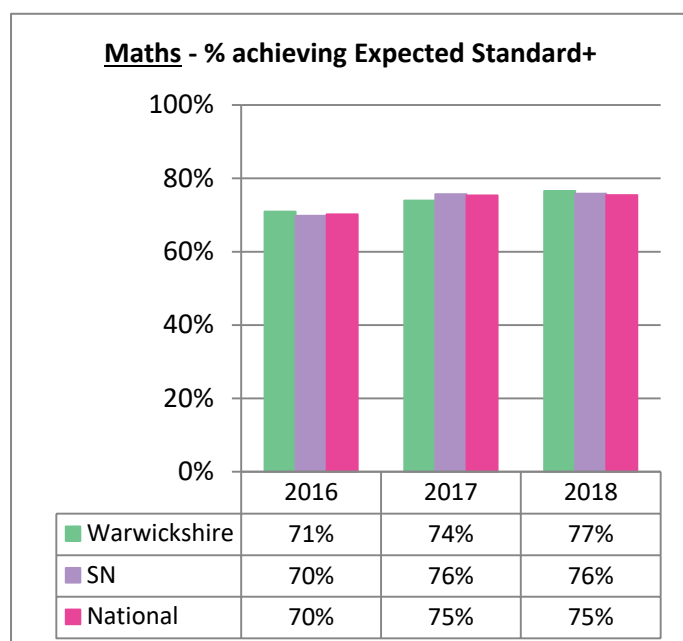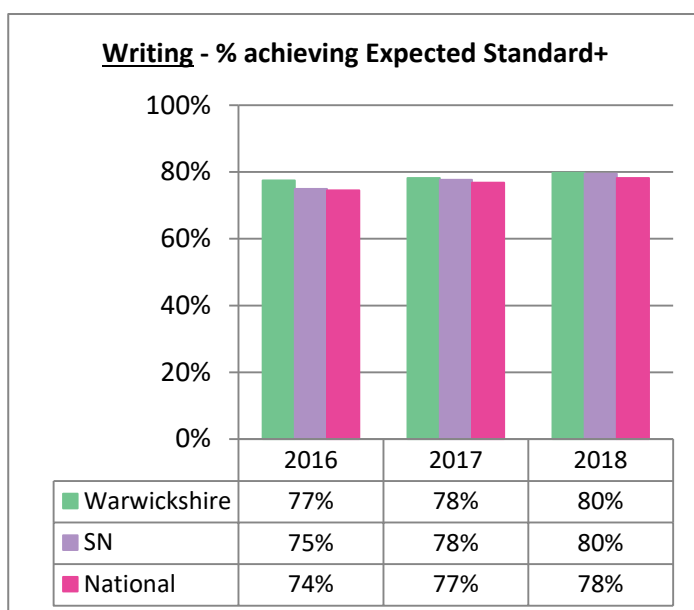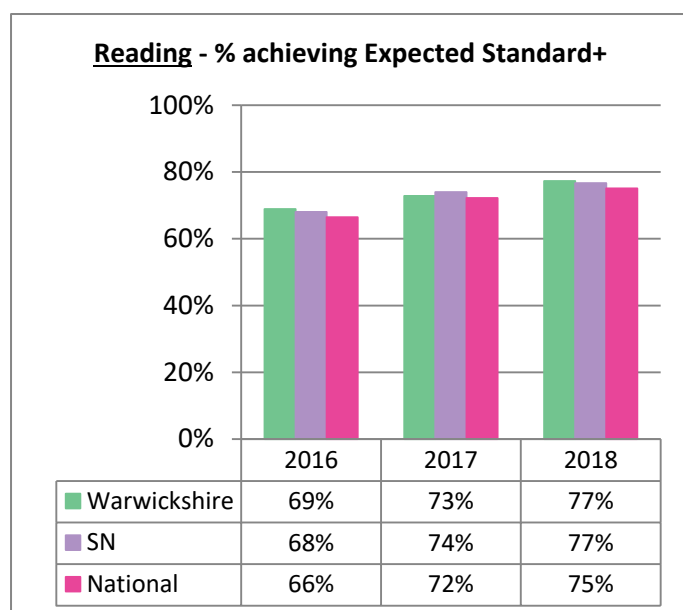| | % achieving the Expected Standard | | | | | | | | |
| | Reading | | | Writing | | | Maths | | |
	2016	2017	2018	2016	2017	2018	2016	2017	2018
England (state funded schools)	74%	76%	75%	65%	68%	70%	73%	75%	76%
Statistical Neighbours	77%	78%	77%	67%	70%	72%	74%	77%	77%
Warwickshire	76%	77%	77%	67%	70%	71%	74%	76%	77%
North Warwickshire	76%	76%	75%	68%	69%	70%	74%	75%	75%
Nuneaton and Bedworth	71%	72%	76%	59%	63%	69%	66%	72%	75%
Rugby	75%	78%	78%	70%	72%	73%	76%	76%	77%
Stratford on Avon	79%	80%	79%	69%	72%	74%	78%	79%	78%
Warwick	80%	81%	78%	70%	74%	71%	78%	80%	78%

5.3   The most improved borough is Nuneaton and Bedworth showing positive increases in all subjects, particularly Writing up 6ppts on last year. Whilst this result is below the County and national averages for Writing, the direction of travel is encouraging.

Performance in Warwick district across all 3 subjects continues to be above the County and national averages, however the proportion of children achieving the expected standard has fallen the most compared to last year's results. This is most noticeable in Reading and Writing with a decline of 3ppts.

6.0   Key Stage 2

6.1   As with Key Stage 1, pupils at the end of Key Stage 2 in 2016 were assessed against the new more challenging national curriculum. Results are no longer reported as levels and each pupil receives their test results as a scaled score and teacher assessments are based on the standards in the interim framework. The expectations for pupils at the end of Key Stage 2 have been raised and the national tests reflect this.

Graphs 6, 6a, 6b and 6c: KS2 results for Warwickshire, national and statistical neighbours

Reading - % achieving Expected Standard+

	2016	2017	2018
■ Warwickshire	69%	73%	77%
■ SN	68%	74%	77%
■ National	66%	72%	75%

Writing - % achieving Expected Standard+

	2016	2017	2018
■ Warwickshire	77%	78%	80%
■ SN	75%	78%	80%
■ National	74%	77%	78%

Maths - % achieving Expected Standard+

	2016	2017	2018
■ Warwickshire	71%	74%	77%
■ SN	70%	76%	76%
■ National	70%	75%	75%

RWM - % achieving Expected Standard+

	2016	2017	2018
■ Warwickshire	57%	62%	67%
■ SN	55%	63%	65%
■ National	54%	62%	64%

KS2 – Expected Standard		2016	2017	2018	Trend	
Reading	LA Rank (out of 152)	50	70	45	Upward	⬆
	SN Rank (out of 11)	5	7	5	Upward	⬆
Writing	LA Rank (out of 152)	44	52	55	Downward	⬇
	SN Rank (out of 11)	3	3	4	Downward	⬇
Maths	LA Rank (out of 152)	70	94	64	Upward	⬆

	SN Rank (out of 11)	5	7	5	Upward ↑
Reading, Writing, Maths (RWM)	LA Rank (out of 152)	42	71	46	Upward ↑
	SN Rank (out of 11)	3	6	4	Upward ↑

6.2　67% of Warwickshire pupils achieved the Expected Standard in the combined Reading, Writing and Maths measure in 2018, 5ppts above the 2017 result, 10ppts above 2016, and above the current provisional National result of 64% for state-funded schools. This places Warwickshire in the top third of Local Authorities nationally (rank 46).

In the separate Reading and Maths tests, Warwickshire pupils continue to do well achieving 4 and 3 percentage point increases respectively above last year's figures.

Table 3: KS2 results for the Districts and Boroughs

	Reading			Writing			Maths			RWM		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
England*	66%	72%	75%	74%	77%	78%	70%	75%	75%	54%	62%	64%
Statistical Neighbours	68%	74%	77%	75%	78%	80%	70%	76%	76%	55%	63%	65%
Warwickshire	69%	73%	77%	77%	78%	80%	71%	74%	77%	57%	62%	67%
North Warwickshire	64%	68%	72%	77%	74%	76%	64%	68%	73%	50%	55%	61%
Nuneaton and Bedworth	61%	69%	71%	76%	77%	77%	69%	75%	75%	52%	59%	62%
Rugby	69%	71%	77%	77%	80%	80%	72%	74%	75%	58%	63%	67%
Stratford on Avon	76%	77%	81%	76%	79%	83%	74%	74%	78%	62%	64%	70%
Warwick	74%	77%	83%	81%	79%	81%	74%	76%	80%	63%	66%	72%

% achieving the Expected Standard

* State funded schools

6.3　Performance across the district and boroughs does vary at Key Stage 2 with the highest performing district, Warwick, at 72% for the combined Reading, Writing and Maths (RWM) measure standing 11ppts above the lowest performing borough, North Warwickshire at 61%.

However, all areas have displayed increases in the percentage of pupils achieving the expected standard in this combined measure this year.
As a result, performance is higher than the national and our statistical neighbour averages in three of the five districts. District and borough performances range from between – 3ppts (North Warwickshire) below to 8ppts above (Warwick) the national average.

6.4 **KS1 to KS2 Progress** – The system of national curriculum levels is no longer used by the government to report end of key stage assessment. The previous 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer produced.

There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards a school's progress score. The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

A Local Authority's progress scores for English reading, English writing and mathematics are calculated as its pupils' average progress scores. This means that Warwickshire's progress scores will be presented as positive and negative numbers either side of **zero**.

- A score of 0 means pupils in Warwickshire, on average, do about as well at key stage 2 as those with similar prior attainment nationally.
- A positive score means pupils in Warwickshire on average do better at key stage 2 than those with similar prior attainment nationally.
- A negative score means pupils in Warwickshire on average do worse at key stage 2 than those with similar prior attainment nationally.

Warwickshire's 2018 provisional progress scores:

Subject	2016	2017	2018
Reading	-0.2	-0.6	-0.3
Writing	+0.4	-0.5	-0.5
Maths	-0.6	-1.1	-0.8

6.5 **Floor Standards** – The floor standard is the minimum performance expectation for schools. In 2018, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or
- the school achieves sufficient progress scores in all three subjects: at least -5 in English reading, -5 in mathematics and -7 in English writing.

To be above the floor, the school needs to meet either the attainment or the entire progress element.

Based on the provisional 2018 results, **6** of Warwickshire's Primary schools are **below** the floor standard. **2** are sponsor-led academies, **1** is a free school and **3** are maintained schools.

6.6 **Coasting Schools** – The coasting definition is based on three years of data,

using the same performance measures that underpin the floor standards. In line with regulations, in 2018 a primary school will fall within the coasting definition if, based on revised data for all of 2016, 2017 and 2018:

- fewer than 85% of pupils achieved the expected standard at the end of primary school; and
- average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.

  Based on the provisional 2018 results **13** of Warwickshire's Primary schools are defined as coasting.

  The Secretary of State announced on 4 May 2018 that there will be a consultation on a new way to identify schools that might benefit from an offer of support, which will be in place from September 2019. Please note that the floor and coasting standards have been calculated in 2018 solely for the Department for Education to identify schools that might benefit from support.

  The above definitions are listed in the Primary school accountability in 2018 guide issued by the DfE, available via this link:
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737750/Primary_school_accountability_in_2018.pdf

7.0   Key Stage 4 – GCSE and equivalent qualifications

7.1   A new secondary school accountability system was introduced in 2016 with the aim of making GCSE and equivalent qualifications more rigorous, with more demanding content. 2017 saw the first reporting changes to the Key Stage 4 curriculum with the new English and maths qualifications graded 9–1 instead of A*-G, 9 being the highest grade. In 2018, almost all GCSEs were reported against the 9–1 grading scale.

7.2   Under the new system:

- a **Grade 4** and above (**Standard Pass**) is equivalent to an old C grade and;
- a **Grade 5** and above will be deemed a '**Strong Pass**' and is equivalent to an old high C grade.

7.3   **Attainment 8** – this is the average achievement of pupils in up to 8 qualifications including English (double weighted), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications or any other DfE approved non–GCSE qualifications.

7.4   **Progress 8** – aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is zero.

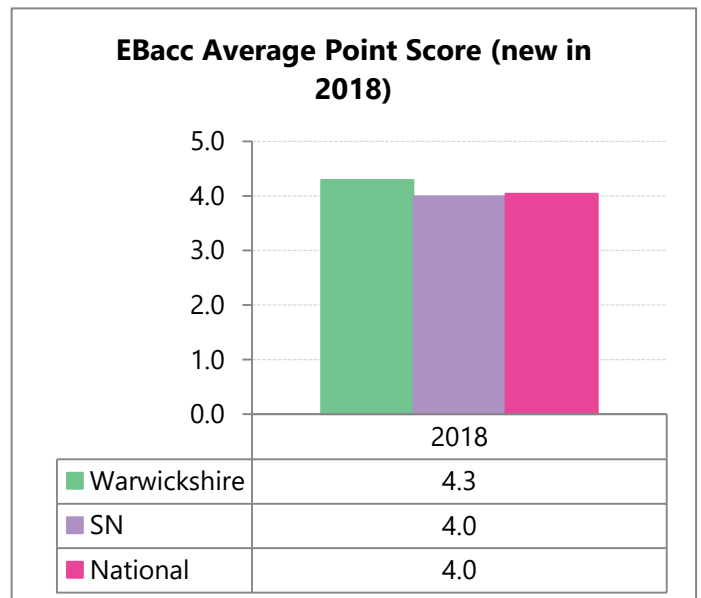7.5   **English Baccalaureate** – The English Baccalaureate (EBacc) is not a test or
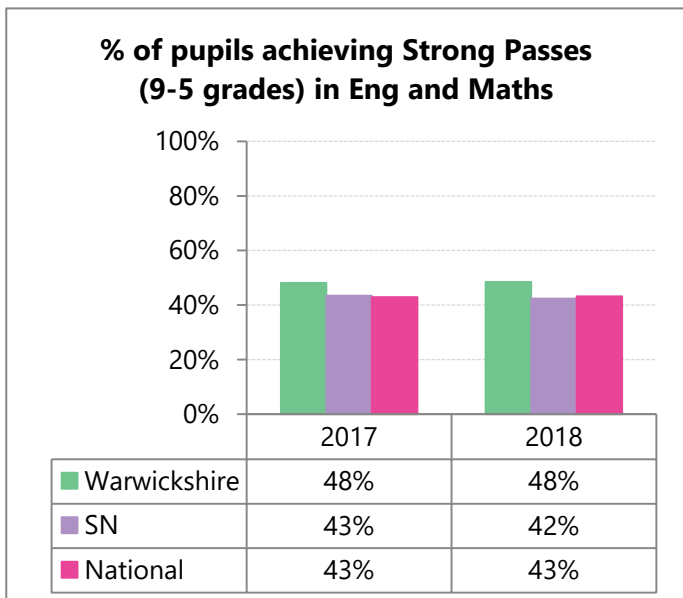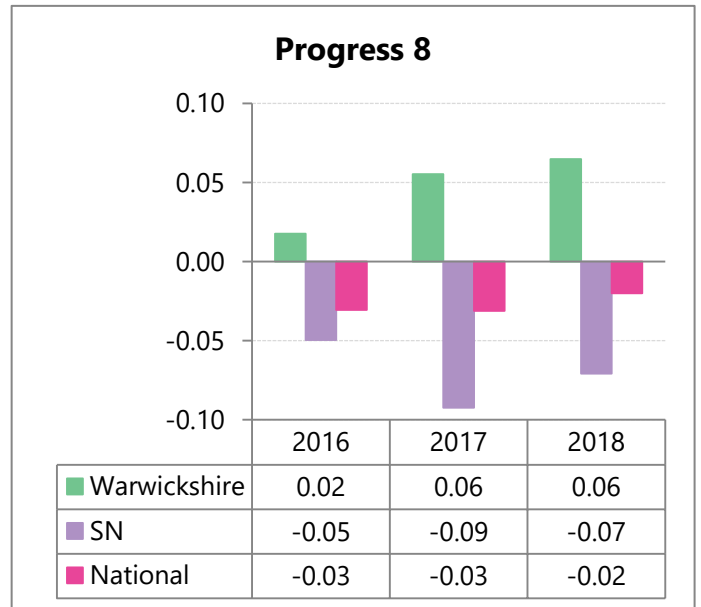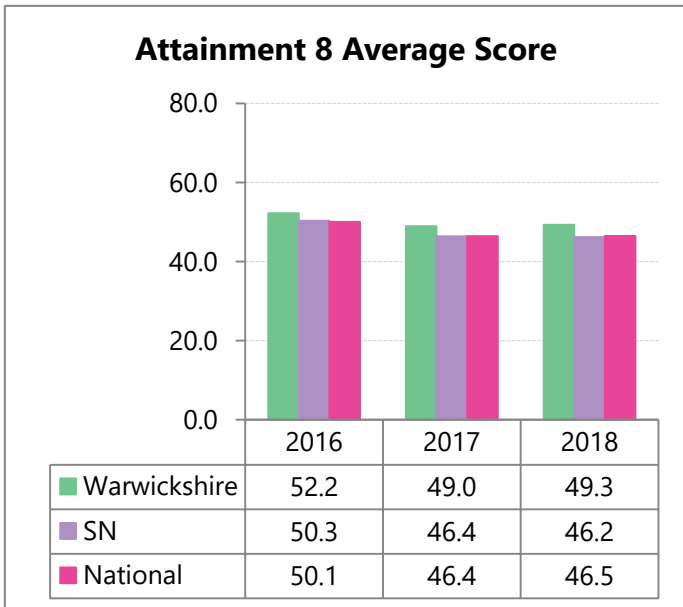
qualification; it is a measure used to provide information about a particular range of qualifications. The EBacc refers to a combination of subjects that the government thinks is important for young people to study at GCSE and includes:

English language and literature
maths
the sciences
geography or history
a language

The DfE now refer to this measure as an 'ambition' for schools to aim for.

New in 2018 is the reporting of the EBacc Average Point Score (APS). This measures pupils' point scores across the five pillars of the EBacc. It ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

Graphs 7, 7a, 7b and 7c: KS4 results for Warwickshire, national and statistical neighbours

Attainment 8 Average Score

	2016	2017	2018
Warwickshire	52.2	49.0	49.3
SN	50.3	46.4	46.2
National	50.1	46.4	46.5

Progress 8

	2016	2017	2018
Warwickshire	0.02	0.06	0.06
SN	-0.05	-0.09	-0.07
National	-0.03	-0.03	-0.02

% of pupils achieving Strong Passes (9-5 grades) in Eng and Maths

	2017	2018
Warwickshire	48%	48%
SN	43%	42%
National	43%	43%

EBacc Average Point Score (new in 2018)

	2018
Warwickshire	4.3
SN	4.0
National	4.0

KS4 Measures		2016	2017	2018	Trend in last year
Attainment 8	LA Rank (out of 152)	26	31	29	Upwards ⬆
	SN Rank (out of 11)	1	1	1	Static ⬌
Progress 8	LA Rank (out of 152)	57	42	43	Downward ⬇
	SN Rank (out of 11)	3	1	1	Static ⬌
% achieving a Strong Pass in English and Maths	LA Rank (out of 152)	n/a	32	28	Upwards ⬆
	SN Rank (out of 11)	n/a	1	1	Static ⬌
EBacc Average Point Score	LA Rank (out of 152)	n/a	n/a	33	
	SN Rank (out of 11)	n/a	n/a	1	

Please note that these ranking positions are likely to change as the above is based on the first set of provisional published data. Schools are given the opportunity to check and amend (with agreement from the DfE) their KS4 data and these changes are not reflected in local, regional or national datasets until publication of the School Performance Tables in January 2019.

7.6 Warwickshire's pupils have performed well in their end of Key Stage 4 examinations in 2018, outperforming their peers nationally and across our statistical neighbours in all measures. Students achieved an average Attainment 8 score of 49.3 which equates to an average GCSE grade of 4.9, almost a Strong Pass under the new grading system.

7.7 Of particular note is the Progress 8 score this year. A positive score of 0.06 indicates that Warwickshire pupils have made **above** average progress compared to pupils with a similar prior attainment nationally and puts Warwickshire's progress score significantly above the national average.

Table 4: KS4 results for the Districts and Boroughs

	Attainment 8			Progress 8			Strong Pass (9-5 grade) in English and maths		EBacc APS
	2016	2017	2018	2016	2017	2018	2017	2018	2018
England*	50.1	46.4	46.5	-0.03	-0.03	-0.02	43%	43%	4.0
Statistical Neighbours	50.3	46.4	46.2	-0.05	-0.09	-0.07	43%	42%	4.0
Warwickshire	52.2	49.0	49.3	0.02	0.06	0.06	48%	48%	4.3
North Warwickshire	47.6	43.7	43.9	-0.14	-0.10	-0.16	31%	39%	3.7
Nuneaton and Bedworth	49.7	43.9	42.7	-0.02	-0.23	-0.22	38%	36%	3.6
Rugby	52.5	50.8	52.6	-0.10	0.10	0.09	54%	55%	4.7
Stratford on Avon	55.8	54.0	55.1	0.14	0.25	0.28	60%	59%	4.9
Warwick	52.9	49.9	49.4	0.10	0.20	0.21	51%	48%	4.3

* State funded schools

7.8 The highest performing districts continue to be Stratford, Rugby and Warwick, all performing above the national averages. For North Warwickshire and Nuneaton and Bedworth, pupils attending schools in these areas do not make average levels of progress compared to pupils achieving similar prior attainment levels nationally. Their Key Stage 4 attainment results are also lower than their peers nationally and within our statistical neighbour authorities.

7.9 **Floor standards** – The floor standard is the minimum standard for pupil attainment and/or progress that the government expects schools to meet. In 2018 a school will be below the floor standard if:

- its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

  If a school's performance falls below this floor standard, then the school may come under scrutiny through inspection.

  Based on the provisional 2018 data, there are **4** secondary schools that are below the floor. All are in the North of the county, **3** of which are sponsor-led academies and **1** is an academy converter.

7.10 **Coasting schools** – The coasting definition is based on three years of data, using the same performance measures that underpin the floor standards. In line with regulations in 2018 a secondary school will fall within the coasting definition if, based on revised data for all of 2016, 2017 and 2018:

- the school's Progress 8 score was below -0.25 in all three years. Based on the provisional 2018 data, there are **3** secondary schools that are deemed coasting. Two are in the North of the county, one a sponsor-led academy and one an academy converter. The other is in Rugby and is a sponsor-led academy.

The above definitions are listed in the Secondary school accountability in 2018 guide issued by the DfE, available via this link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748497/Secondary_account ability_measures_guidance__-_October_2018.pdf

8.0 Post 16 – A level and equivalent qualifications

8.1 The government is reforming the 16 to 18 school and college accountability system to set higher expectations for students and institutions, and to make the system fairer, more ambitious and more transparent. The five headline measures are:

Progress: The progress of students is the main focus of the new accountability system. This measure is a value added progress measure for academic and Applied General qualifications, and a combined completion and attainment measure for Tech Level qualifications.

The figures indicate how much progress students who studied A levels made between the end of key stage 4 and the end of their A level studies, compared to similar students across England.

The DfE do not publish this measure at Local Authority level as it is primarily a School/College performance measure.

Attainment: The attainment measure shows the average point score per entry, expressed as a grade and average points. It builds on the existing attainment measures by showing separate grades for: A Level, Applied General, and Tech Level qualifications.

English and maths progress: These scores show how much progress students made in English and maths qualifications such as GCSE re-takes, between the end of key stage 4 and the end of the 16 to 18 phase of education.

Retention: As the participation age has increased to 18 it is increasingly important that all young people are given suitable education and training opportunities that they see through to completion. The retention measure therefore shows the proportion of students who are retained to the end of their main programme of study.

Destinations: Including destination information in performance tables broadens the information available to the public and gives schools and colleges the opportunity to demonstrate other aspects of their performance.

8.2 Warwickshire's Post 16 students continue to perform well and on the whole, outperform their national counterparts in all of the academic headline measures. This is particularly evident with the 'AAB or higher' measure (a key determinant for entry to leading universities) where Warwickshire pupils achieve nearly 4 percentage points above the national average.

Post 16 Measures *(all National data is based on state-funded schools and colleges)*		2016	2017	2018	Trend in the last year	
A Level Attainment (Average grade and score)	Warwickshire result	C+ 32.5	C+ 32.3	C+ 33.7	Upward	⬆
	National result	C 30.4	C 31.1	C+ 31.8		
	LA Rank (out of 152)	14	33	20	Upward	⬆
Tech level Attainment (Average grade and score)[1]	Warwickshire result	Merit+ (28.7)	Dist- (30.7)	Merit (26.5)	Downward	⬇
	National result	Dist- (30.8)	Dist- (32.3)	Merit+ (28.3)		
	LA Rank (out of 152)	114	112	96	Upward	⬆
Applied General level Attainment (Average grade and score)[2]	Warwickshire result	Dist- (32.4)	Dist- (33.2)	Merit+ (27.4)	Downward	⬇
	National result	Dist (34.7)	Dist (35.7)	Merit+ (28.2)		
	LA Rank (out of 152)	120	124	89	Upward	⬆
% of pupils achieving AAB or higher in at least 2 facilitating subjects[3]	Warwickshire result	16.8%	16.6%	21.4%	Upward	⬆
	National result	13.9%	14.3%	17.7%		
	LA Rank (out of 152)	22	30	22	Upward	⬆

1 - Tech levels are qualifications for students wishing to develop the specialist skills and knowledge for a technical occupation or industry. They lead to recognised occupations, for example in engineering, IT, accounting or professional cookery.
2 - Applied general qualifications provide broad study of a vocational area. They are designed to lead to higher education and they include areas such as performing arts, business and health and social care.
3 – Facilitating A levels are ones that are commonly needed for entry to leading universities. They are: Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical or Modern Languages.

The DfE have not published any provisional 16–18 School and College Performance Tables therefore English and maths progress, retention and destination data is not yet available for 2018. Further information can be supplied in 2019 once it has been published by the DfE.

9.0 Performance summary of vulnerable groups

9.1 Overall, Warwickshire's pupils perform well across all subjects and all Key Stages. They often achieve outcomes above the national average and are either above or in line with Warwickshire's statistical neighbour Local Authorities. This positive picture changes when reviewing the success of

some of the more vulnerable groups of children in the county. These groups cover pupils identified as disadvantaged (please see definition below) and those that have a special educational need.

9.2   The tables below are only intended to provide a brief summary of the outcomes of these children. Further analysis about the outcomes of disadvantaged children is available from the Closing the Gap Board as detailed in the WE2 – An empowering curriculum priorities.

9.3   The Department for Education are yet to publish 2018 pupil characteristics data so further analysis on the achievement of these groups will be available later in 2019. In the meantime, please find below tables that show how Warwickshire's vulnerable pupils achieved alongside national data where it is currently available.

Key

EYFSP – Early Years Foundation Stage Profile
GLD – Good Level of Development
RWM – Combined Reading, Writing and Maths subject results
Y1 – Year 1

Progress – This measures the progress made by pupils between Key Stage 1 and 2 (Primary) and Key Stage 2 and 4 (Secondary). It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

KS4 Strong Pass – A Grade 5 and above is deemed a 'Strong Pass' and is equivalent to an old high C grade
KS4 E&M – Combined English and Maths GCSE subject results
KS4 A8 – Attainment 8
KS4 P8 – Progress 8

Disadvantaged – The DfE define 'Disadvantaged' pupils as those who have been a) eligible for Free School Meals at any point in the last 6 years, b) children who are looked after or c) children who have been adopted from care or via a Special Guardianship or Child Arrangements Order

Disadvantaged Pupils (D = Disadvantaged, O = Other, A = All)			2017			2018			Narrative and Trend
Key Stage	Measure	Area	D	O	A	D	O	A	**Please note some 2018 National data is not yet available**
EYFSP	% achieving a GLD	Warwickshire	58	74	73	56	75	72	**Successes** Apart from the EYFSP assessment where there has been a slight dip in 2018, the performance of disadvantaged pupils in primary schools has continued to increase in Warwickshire.
		National	56	73	71			72	
Y1 Phonics	% working at the required level	Warwickshire	69	84	82	70	86	84	
		National	*68*	*83*	81			82	
KS1	% achieving the Expected Standard in RWM	Warwickshire	46	69	66	50	70	67	Changes to the secondary school KS4 curriculum over the past few years makes it more difficult to accurately assess 'improvements' for this group but local data does indicate that achievements of disadvantaged pupils in Year 11 have improved in some districts.
		National	49	68	64			65	
KS2	% achieving the Expected Standard in RWM	Warwickshire	42	68	62	47	72	67	
		National	48	68	61			64	
	Progress: Reading	Warwickshire	-2.2	-0.2	-0.6	-1.6	0.1	-0.3	
		National	-0.7	0.3	0.0			0.0	
	Progress: Writing	Warwickshire	-1.5	-0.2	-0.5	-1.6	-0.1	-0.5	**Challenges** The biggest challenge for Warwickshire is that some disadvantaged pupils in the County are not performing at the same level as their disadvantaged peers nationally. This is the case across all Key Stages.
		National	-0.4	0.2	0.0			0.0	
	Progress: Maths	Warwickshire	-2.6	-0.6	-1.1	-2.0	-0.4	-0.8	
		National	-0.6	0.3	0.0			0.0	
KS4	% achieving a Strong Pass in E&M	Warwickshire	24	54	48	21	54	48	In response, there have been a number of 'Closing the Gap' projects running across the County. This includes Early Years Smart Start initiatives (improving children's speech and communication skills) through to the University of Warwick working with secondary schools to increase the number of disadvantaged pupils progressing into Higher Education. The 2018 Closing the Gap conference for schools was also very well attended in November.
		National	25	50	43			43	
	Average A8 Score	Warwickshire	36.7	51.8	49.0	34.6	52.5	49.3	
		National	37.1	49.9	46.4			46.5	
	Average P8 Score	Warwickshire	-0.45	0.17	0.06	-0.54	0.20	0.06	
		National	-0.40	0.11	-0.03			-0.02	

SEN Pupils (N= No SEN, SS = SEN Support, EHC = Education, Health and Care Plan, A = All)			2017				2018				Narrative and Trend
Key Stage	**Measure**	**Area**	**N**	**SS**	**EHC**	**A**	**N**	**SS**	**EHC**	**A**	**Please note some National data is not yet available**
EYFSP	% achieving a GLD	Warwickshire	77	24	4	73	77	27	1	72	Please use caution with this data as it is somewhat unfair to directly compare those children with an EHC plan to those identified as needing SEN support or those with no SEN due to the differing SEN complexities of need these children have.
		National	76	27	4	71				72	
Y1 Phonics	% working at the required level	Warwickshire	89	45	10	82	89	47	16	84	
		National	87	47	18	81	89	48	19	82	
KS1	% achieving the Expected Standard in RWM	Warwickshire	74	18	6	66	75	19	6	67	
		National	72	19	8	64				65	
KS2	% achieving the Expected Standard in RWM	Warwickshire	72	18	9	62	76	24	14	67	**Successes** Across the early primary school assessments, the performance of **SEN Support (SS)** pupils continues to increase in Warwickshire year on year. There has also been an increase in the percentage of children with an EHC plan (i.e. those children with more complex SEN needs) achieving the Expected Standard in RWM at KS2 in 2018.
		National	71	21	8	61				64	
	Progress: Reading	Warwickshire	-0.1	-2.8	-5.2	-0.6	0.2	-1.9	-5.2	-0.3	
		National	0.3	-1.2	-3.7	0.0				0.0	
	Progress: Writing	Warwickshire	0.1	-3.5	-4.4	-0.5	0.2	-3.0	-5.0	-0.5	
		National	0.5	-2.2	-4.3	0.0				0.0	
	Progress: Maths	Warwickshire	-0.6	-2.9	-5.9	-1.1	-0.4	-2.2	-5.0	-0.8	
		National	0.3	-1.1	-4.1	0.0				0.0	
KS4	% achieving a Strong Pass in E&M	Warwickshire	53	26	4	48	54	23	4	48	**Challenges** As with disadvantaged pupils, children with SEN in Warwickshire, for most of the assessments, do not perform as well as their SEN peers nationally.
		National	48	16	5	43				43	
	Average A8 Score	Warwickshire	52.1	37.9	14.8	49.0	52.8	37.0	14.7	49.3	
		National	49.7	31.9	13.9	46.4				46.5	
	Average P8 Score	Warwickshire	0.14	-0.18	-0.94	0.06	0.16	-0.25	-1.00	0.06	
		National	0.07	-0.43	-1.04	-0.03				-0.02	

04 Achievement in National Tests   19

10.0 Priorities

10.1   The [Warwickshire Education (WE) Strategy 2018 to 2023](), sets out the key priorities for the Education and Learning business unit:

- [WE1](): Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential.
- [WE2](): Our challenge is to promote a broad, empowering and creative curriculum, focusing on times of transition, and prioritising vulnerable groups.
- [WE3](): Our challenge is for all learners to enjoy a high quality learning experience.
- [WE4:]() Our challenge is to champion employability by promoting the best opportunities for all learners.

Background papers

None

	Name	**Contact Information**
Report Author	Hayley Good	hayleygood@warwickshire.gov.uk Tel: 01926 742004
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Portfolio Holder	Cllr Colin Hayfield	colinhayfield@warwickshire.gov.uk Tel: 07966 307438

The report was circulated to the following members prior to publication:

Local Member(s): N/A

Cabinet Portfolio Holder: Councillor Colin Hayfield

Committee Chair and Spokespersons: Councillors: Yousef Dahmash (Ch), Jonathan Chilvers, Corinne Davies and Jerry Roodhouse.

Children & Young People
Overview and Scrutiny Committee

15 January 2019

Questions to Cabinet Portfolio Holders

Recommendation

That the Children and Young People Overview and Scrutiny Committee consider any questions they wish to raise with Cabinet Portfolio Holders in relation to the updates from services circulated prior to this meeting or any of the decisions that they will be taking at Cabinet or as individual Portfolio Holders over the coming months.

1.0   Information reports

The following have been circulated to the Committee for information, but any member is invited to ask questions of the Cabinet Portfolio Holder.

The following information items have been circulated to members:

- Social Worker Retention Policy

- Celebrating the Achievements of Young People in Warwickshire (please note that the Case Studies have been circulated as exempt (for consideration in closed session) as it may be possible to identify individual children.

2.0   Cabinet and Portfolio Holder Decisions

The decisions relevant to the remit of the Committee are listed below. The Committee may wish to question Cabinet Portfolio Holders and/or identify topics for pre-decision scrutiny.

The list was last updated from the Forward Plan on 27 December 2018.

Item	Description	Meeting /decision date	Cabinet / Portfolio Holder (PH)
State and Independent Boarding Schools *John Coleman*	This seeks agreement to sign a partnership agreement with state and independent boarding schools to place children in care in boarding schools.	22 January 2019	Cabinet
Healthy Pupils Capital Grant *Rosaline Currie*	To agree an addition to the Capital Programme and process of allocation of monies to maintained schools	15 February 2019	Finance & Property PH
SEND and Inclusion Strategy *Ross Caws*	The Special Educational Needs & Disability and Inclusion Strategy sets out the framework for delivering our high aspirations for learners with SEND. It replaces the Vulnerable Learners Strategy 2015-2018.	7 March 2019	Cabinet
Education & Learning Capital Programme 2019/20 Additions *Bern Timings*	This is a regular annual report on the schools Capital Programme	11 April 2019	Cabinet

Background Papers

None

	Name	Contact Information
Report Author	Janet Purcell	janetpurcell@warwickshire.gov.uk Tel 01926 413716
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Cabinet Portfolio Holders	Cllr Colin Hayfield Cllr Jeff Morgan	cllrhayfield@warwickshire.gov.uk cllrmorgan@warwickshire.gov.uk

Children and Young People Overview and Scrutiny Committee 15 January 2019

Information Items

The following information items are enclosed:

- Social Worker Retention Policy

- Celebrating the Achievements of Young People in Warwickshire

  Please note that the Case Studies should be treated as exempt and any questions on individual cases should be taken in closed session as it may be possible to identify individual young people.

Retention of Children & Families Social Workers

Our Pledge to Children & Families Service

Warwickshire
County Council

Working for Warwickshire

1. Introduction

1.1   Warwickshire County Council's "Our People" vision is that the council is a great place to work with outstanding leadership, and a talented, agile workforce. Children & Families services rely upon well trained, supported and motivated Social Workers and other practitioners. The aim of this Retention Policy or Pledge is to deliver a stable, skilled and motivated staff group that is fit for current purpose with the flexibility and agility to meet future challenges.

1.2   Warwickshire County Council (WCC) is an employer of choice for many and Children and Families service have a good history in recruiting and retaining staff with a focus on creating an environment for good practice to flourish. We are committed to provide high support and high challenge to staff at all levels of the service. Our values and behaviours influence all that we do.

Our Warwickshire Values

High performing   Collaborative   Customer focused   Accountable   Trustworthy

Our Warwickshire Behaviours

do what we say.   move with purpose and energy.   focus on solutions.   help people and communities to find their own solutions.   build strong working relationships.   be the best we can be.

1.3   Warwickshire County Council's core purpose is to make Warwickshire the best it can be. Our key outcomes as an organisation are:

- Warwickshire's communities and individuals are supported to be safe, healthy and independent.
- Warwickshire's economy is vibrant and supported by the right jobs, training and skills and infrastructure.

1.4   The Children & Families Service have three set strategic objectives, which are:

- Children's needs do not escalate and become complicated & expensive.
- Fewer children need to come into or stay in care.
- Children are in good quality placements that deliver value for money.

1.5   In Warwickshire we believe that family is sacrosanct. This means the County Council will work to do all we can to make families the best they can be through empowerment and

enabling. We will not over intervene in family life but the safety of our children is our number one priority. So we will take decisive action and intervene in family life if children are at risk or are suffering significant harm.

1.6   We want our Social Workers and other Practitioners to feel part of the family of Warwickshire County Council. Like we are for the children of Warwickshire, we are ambitious for our people and we want to be an employer of choice for children's social care practitioners. Warwickshire Children and Families Services have had success in recruiting Social Workers but many are newly qualified and this success has enabled WCC to reduce reliance and spend on agency workers. However, the more challenging issue is attracting and retaining more experienced Social Workers.

1.7   This retention plan and pledge relates to Social Workers and Managers. A separate retention and career pathways are still in development for Family Support Workers, Youth Workers and other practitioners which will be published later 2019.

2.   Context

2.1   Warwickshire needs to ensure it has sufficient Social Workers to meet demand over the next decade and beyond. Effective workforce planning and development is vital to increase stability across the social care workforce. Local authorities can be in competition with each other in trying to attract Social Workers, our pledge is about understanding who comes to work here and who stays.

2.2   Warwickshire is not alone in struggling to recruit and retain Social Workers and this is national issue. Compared to many of our neighbours, we have managed to fair reasonably well, whilst our pay is not as competitive as others, we have managed to recruit nearly to establishment, without needing to introduce "golden hello's". Although we have seen an increase in the usage of agency Social Workers, overall levels have remained low in comparison and we are working towards a position of no agency Social Workers.

# 3.   Social work data

3.1   Retention Data

The following charts show the trends for Social Workers in respect of turnover rate, leavers, new starters and agency. As you can see recruitment has been successful, however retention is still a cause for concern. The reduction in agency staff is positive and has been achieved through targeted recruitment and planning.

Over the last 18 months there has been an initiative to recruit an additional 40 front line Social Workers, which has subsequently led to the increase in the establishment of Social Workers as show in the diagram below.

3.1 position as at the end of August, against the target to be at establishment.
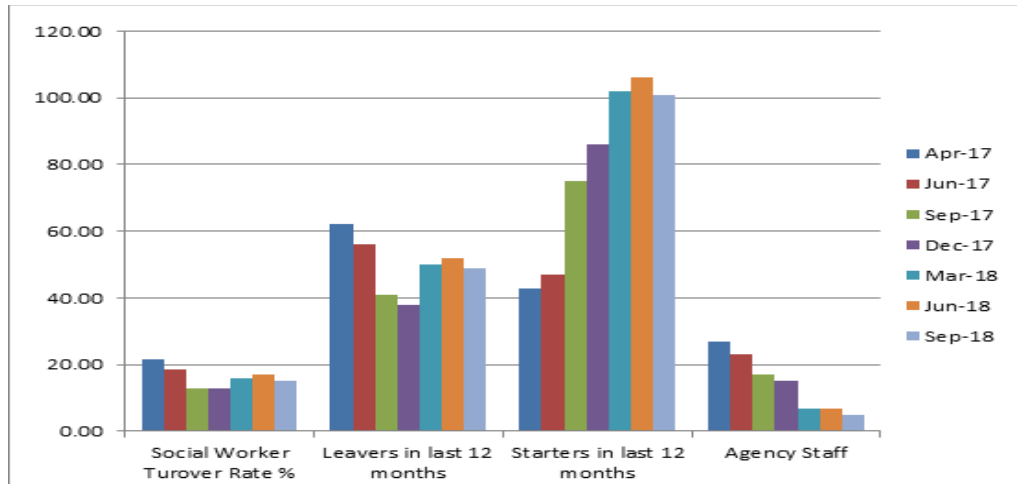
Social Work Recruitment against Establishment

Vacancies to 5.2%
9.67

Offered waiting to start 3.3%
6

168.87

In post 91.5%
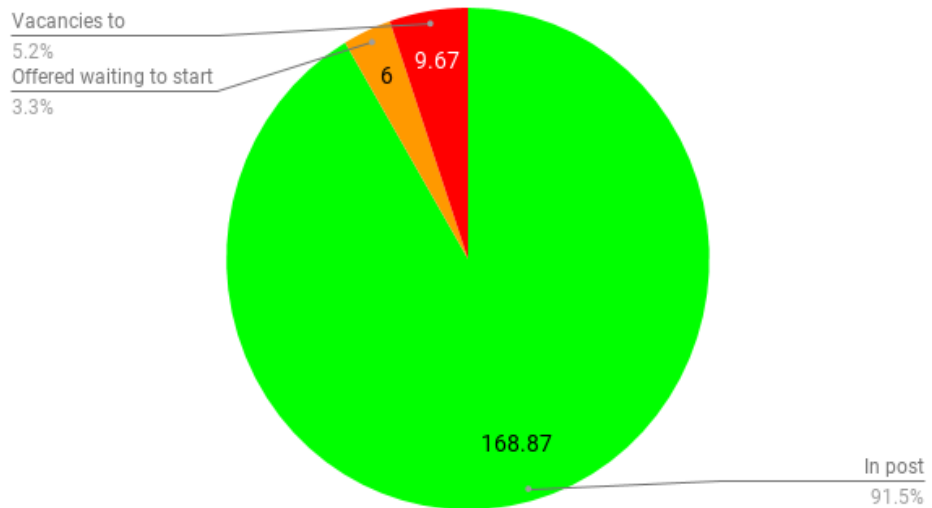
3.2 Levels of Experience

3.2.1 As well as the ability to recruit Social Workers it is important that we have the right balance of experience. The ideal position would be to have more level 3 workers than level 2. Figure 3-2 illustrates the current position for WCC.

3.2 Illustrates the current position for WCC.

Social Workers by level of experience			
	Level 2	Level 3	Level 4
	FTE	FTE	FTE
30/09/2016	89.59	65.45	29.2
30/12/2016	96.2	67.72	25.27
30/03/2017	104.5	67.01	45.24
30/06/2017	103.12	65.8	41.16
30/03/2018	121.6	73.47	38.66

30/06/2018	137.28	66.54	48.6
30/09/2018	162.7	65.5	57.26
Baseline increase	**73.11**	**0.05**	**28.06**

3.3   Agency Workers

3.3.1   It has been necessary to employ agency workers to cover posts in front line teams. In April 2017, WCC employed 27 agency staff and this number has steadily declined as new Social Workers take up posts, reducing to 5 in September 2018.

3.3 Illustrates the reduction of agency social worker at WCC
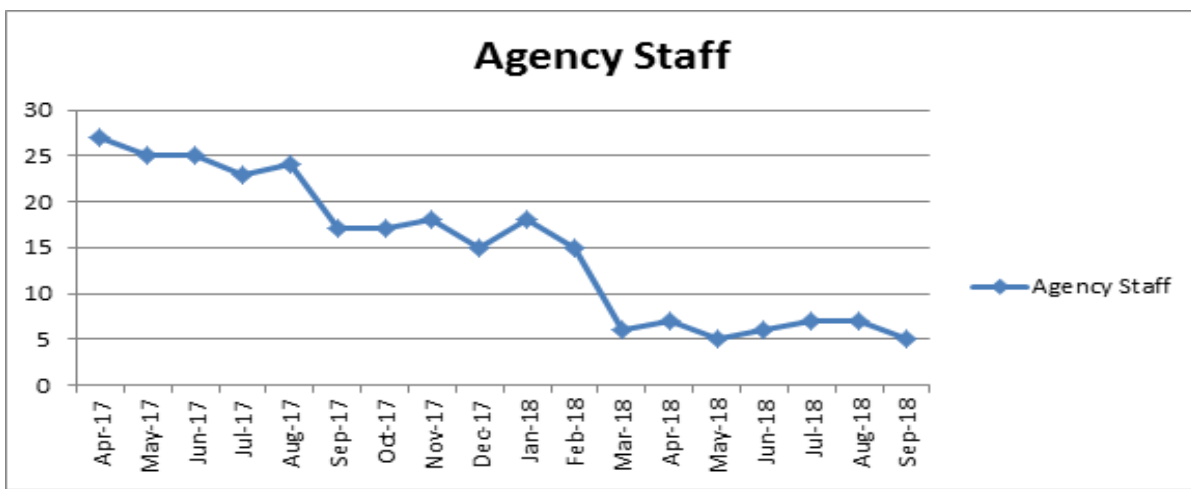
3.4 Leavers

3.4.1 Staff turnover in all children's social work posts in Warwickshire has shown some turbulence over the past year 17/18, however the overall trajectory is now again on a downward direction.

3.4 Leavers Data by length of service 2017-2018

Leavers by Length of Service - 1st October 2017 - 30th September 2018											
Level Of SW	Less than a year	01-Feb	02-Mar	03-Apr	04-May	05-Oct	Oct-15	15-20	20-25	25+	Total
L2	7	8	9	1	1						26
L3	3		3	2	4	5	4		1		22
L4	11	1				22	1				5
Total	11	9	12	3	5	7	5	0	1	0	53

%	Up to 3 years		3 - 10 years		10 years plus		100%
	60%		28%		12%		
Level 2	45%		4%		0%		49%
Level 3	11%		20%		10%		41%
Level 4	4%		4%		2%		10%
					Total		100%

3.4.2 The data illustrates that 60% of staff turnover is within the first 3 years of service meaning that is the most vulnerable group of staff to leave WCC. This rate reduces somewhat within the next three years of service as the attrition rate declines to 28% and 12% respectively.

3.4.3 The average length of service of Social Worker leaver was 3.82 years, with a clear pattern emerging of newly qualified Social Workers that are recruited from higher education Institutions, are leaving the authority within 1 to 3 years, peaking as they are in the second year. These leavers are then often replaced with another NQSW, losing the ability for an increase in experienced workers to take on a higher caseload and growth in professional maturity and experience. Social Worker turnover has decreased from 26.78% in April 17, dipped at 15% in September 18.

3.5 Leavers Intelligence

3.5.1 Although exit interviews are offered to all leavers, not many take up the opportunity and therefore our leaver intelligence is limited, however the feedback we have received

indicates the following most common reasons for leaving Social Worker jobs at WCC:
- that high caseloads
- working long hours
- lack of career progression

3.6 Retention Workshop

3.6.1 During the summer of 2018 a series of retention workshops were held with staff which looked at 3 main questions about working for Warwickshire:
- What they liked;
- What frustrated them;
- What would encourage them to stay?

3.6.2 The feedback from these sessions has been used to develop the action plans developed to support the Pledge.

3.7 Benchmarking

3.7.1 According to the children's workforce return in September 2017, the following data was collected:

3.7

Benchmark	National as at 30/9/2017	West Midlands Region as at 30/9/2018	WCC as at 30/9/2018
FTE Turnover	13.7%	14.1%	14.94%
% Agency	15.8%	16.7%	1.85%
% Vacancies	17%	19.2%	4.61%

3.7.2 The data shows that whilst we are still slightly higher than the benchmarks for turnover, we are well below for both % Agency and Vacancy factor. This is why the focus now needs to move from recruitment to retention.

4.   The Workforce Pledge for Social Workers

Warwickshire County Council's vision for "Our People" is that Warwickshire County Council is a great place to work with outstanding leadership, and a talented, agile workforce.

The Children and Families business unit recognise that it is difficult to recruit and retain Social Workers and as such want to pledge the following to its social work workforce in order to recruit and retain our social work talent.

4.1   Outcomes we are seeking to achieve through our pledge

The outcomes we are seeking for Social Workers at WCC will:

- Feel able to cope with their workload;
- Have a say about the way in which they carry out their work;
- Feel supported by their managers and leaders;
- Work in a high performance culture;
- Have clarity on their role, contribution and responsibilities (clear parameters and expectations);
- Have the right tools to manage organisational change;

We want to support, reward and retain Social Workers so they stay and feel valued.

4.2   Pay, Reward and Progression

- There is a clear and transparent pay structure for Social Workers, which is linked to career progression and continuous professional development. Other financial benefits include reimbursement of HCPC registration fees, access to a credit union, the Local Government Pension Scheme and relocation packages.

- **At Warwickshire our Social Workers have a future. We will provide chances for progression.** We have a career pathway, linked to our pay, which will combine your experience as a Social Worker with professional development, through your Assisted, Supported Year in Employment (ASYE), Embedding Professional Development (EPD) and an opportunity to gain a postgraduate award and or become a practice educator.

- We understand that not all experienced Social Workers wish to become managers and therefore we also offer opportunities to specialise in practice such as becoming a systemic practitioner or systemic family therapist in our specialist Systemic Family Therapy Team. Alternatively you may prefer to lead practice, through the roles of principal social work practitioner, independent reviewing officers, and within specialist teams such as Child Sexual Exploitation (CSE), fostering, as well as the Regional

Adoption Agency, Adoption Central England which Warwickshire hosts for five local authorities.

- A rich and interesting learning and development environment is available to all. We are committed to innovative methods of practice and ensuring we identify and respond swiftly to the changing needs of our workforce. All of our training is based upon restorative principles and led through our Restorative Hub. To compliment this we provide training in the following restorative methodologies for all Social Workers.
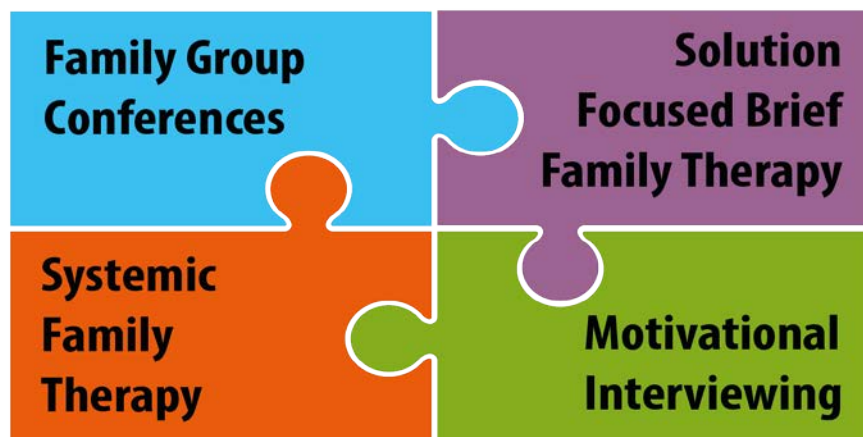
- In addition we also provide specialist training which includes Achieving Best Evidence, Trauma Informed Practice and Non-Violent Resistance.

- We are also committed to developing social work degree apprenticeships with local universities to provide a route into social work for our wider workforce. All staff who undertake career progression study will be able to access generous study days.

- We are committed to the personal development of individuals for the benefit of both themselves and the service and welcome applications to the Assistant Director for the consideration of funding of such courses. This is open to Family support workers, youth workers and Social Workers. Opportunities have included funding therapeutic training or leadership programmes for those wishing to develop as a manager. This will require a formal application to be submitted to the Assistant Director.

- Warwickshire is committed to coaching and mentoring and will allow you to take up opportunities for self-development and reflection. A personal development plan will be provided to all Social Workers and will be reviewed at least once a year.

4.3 Manageable & Varied Workload

- We want our Social Workers to have a safe and manageable caseload, and realise that you cannot always put a number on this. Through supportive supervision we promise that if caseloads become unmanageable, there will be a clear route for these to be discussed with a senior manager.

- We want Social Workers to be supported to spend as much quality time with children and families as possible. We will enable Social Workers to do this through a safe and management caseload. Senior Managers receive weekly reports on caseloads and will take proactive action to ensure caseloads above average are understood and action taken to address this.

- We will support social workers to obtain a variety of experiences through a mixed workload. Furthermore, through an exchange programme we will encourage social workers to gain experience in working in other areas of social work. This will include an exchange with social workers in other West Midlands local authorities or further afield. It will also include exchange to experience work in the voluntary and/or private sector providers.

4.4 Supportive Managers

- We are investing in our managers and their development to ensure that they can support you in delivering high quality services to children and their families. We have a first line manager development programme and we will provide opportunities for managers to undertake management and leadership programmes.

- Our supervision policy is rigorous and robust, but does not just focus on your workload, but also on you and your wellbeing. Alongside this, the Principal Social

Work Practitioners also offer regular reflective group supervision and all team managers are expected to have a weekly formulation and reflective meeting with all their supervisee's to enable peer support and challenge.

- Performance data is used as a tool to enhance your work as a Social Worker and allows managers to understand the context in which their teams are working.

- Regular access to the Senior Leadership team, including Senior Leaders spending time with teams as part of regular Practice weeks and have and visible presence in teams.

4.5 Practice Priorities - Modern Working

- Warwickshire are committed to a consistent family friendly flexible working environment to enable its workforce to balance the demands of work and home, where employees are trusted to do a good job. Our pledge is to ensure Social Workers are equipped with the skills required for the role. We want to make sure we have got the right opportunities for everyone to have a consistent level of skills and provide opportunities to expand practice and knowledge.

- We are committed to providing you with high quality technology to enable you to do your job from anywhere. Technology is provided to enable a fully flexible working environment, including laptops and smart phones,

- Warwickshire is committed to coaching and mentoring and will allow you to take up opportunities for self-development and reflection.

- We take action to remove and prevent bureaucracy in systems, process and governance to allow you to concentrate on your role in enabling parents and supporting children and young people.

4.6 Wellbeing

- Warwickshire wants its workforce to be fit and healthy, but also recognises that there are times when this may not be the case. Organisational support for emotional well-being is a priority.

- We have a number of wellbeing initiative as well as Occupational Health and Staff Support that all staff can assess. This includes access to an independent employee assistance programme which offers information, support and guidance on a wide range of topics including work/career, relationship/family, money management, debt and health and wellbeing. Telephone, online and face to face counselling services are available.

- We recognise that the work Social Workers undertake to protect children and young people from abuse and neglect can have an impact upon wellbeing. Therefore we will offer all staff in Children & Families Service a Personal Wellbeing plan and will provide all Social Workers with a Personal Wellbeing day each year. We will also provide an opportunity for staff to have access to a trained counsellor to discuss your experiences with a confidential and independent service. These support services will be flexible to respond to the needs of Social Workers and other staff

- We offer excellent sporting facilities for staff. In Warwick we have a staff sports ground includes a bowling green, two tennis courts, cricket and football pitches and a pavilion available for table tennis and social functions.

- We encourage staff to engage in other activities for wellbeing. This includes the daily mile, walking clubs, rounder's matches and even team yoga sessions provided at lunch time or before or after work.

- Disabled access features – DisabledGo has a detailed access guide, showing a graphical summary of the venue's accessibility using access icons and detailed information of the key features of the venue.

- Bupa's Cash Plan is available to staff and can help to provide a valuable and effective healthcare benefit allowing employees to claim money back towards everyday healthcare costs

4.7 Recognition and Appreciation

- We are committed to celebrating your successes with you, including achievement award celebrations and acknowledgement from senior managers and members of a job well done.

- We celebrate success in many ways, including annual foster carer conference, annual celebration event, star awards for performance. WOW awards and recognise achievements with thank you and recognition by senior leaders and Portfolio Holder.

- To celebrate long standing and committed Social Workers with 10 years' service will be invited to a celebration event, hosted by the Assistant Director and Strategic Director.

- All ASYE and EPD Social Workers on successful completion of these programs will be invited to an award ceremony hosted by the Assistant Director and Strategic Director.

4.8   Environment

- Warwickshire is a beautiful place to work with excellent transport links, interesting history and a vibrant local economy.

- Warwickshire is the heart of Shakespeare's England. In Stratford-upon-Avon, there are the theatres of the Royal Shakespeare Company with miles of canals and stairway locks which beckon you for pub lunches and picnics. Step back to the Middle Ages in Warwick with streets overhung by timber-framed houses and market squares. Royal Leamington Spa is also home to the Heritage Motor Centre where you can see England's connection to the motor industry and motor sport. The legacy of North Warwickshire's pivotal role in the industrial revolution and its coal mining heritage is evident in an extensive network of rivers and canals, lakes and nature reserves, which today provide lovely walking throughout the region. Dotted with pretty villages, and lots of things to do and see! To the east lies the market town of Rugby; home of Rugby School; the setting for novel Tom Brown's Schooldays and the place where the sport that took its name was born

- Within the Council, we also have a number of modern and attractive offices with good meeting spaces and breakout areas for staff.

4.9   Other Benefits

- Comprehensive and tailored induction;
- Generous annual leave and bank holiday allowance;
- Relocation assistance;
- Access to a staff lifestyle discount portal and childcare vouchers;
- Car fuel allowances and access to pool cars;
- Access to WCC staff car parks;
- Staff engagement and employee forums;
- Wellbeing initiatives as well as access to occupational health and employee assist staff support services.
- Access to research in practice;
- Comprehensive learning and development offer;
- Direct work bag full of tools and ideas for working with children.

5. Social Work Career Pathway

NEWLY QUALIFIED SOCIAL WORKER - Grade J – Level 2 Social Worker - £28,221 - £30,756

● Assisted Supported Year in Employment (ASYE 12 month Program);
● Building on strong foundations;
● Portfolio of evidence based on the Professional Capabilities Framework and Knowledge and Skill Statements (PCF/KSS) culminating in a moderation panel;
● APEL the portfolio to gain 20 Post Graduate credits and enrolment on Post Graduate Certificate pathway;
● Reduced caseload and with appropriate support for more complex cases
● Study days plus 8 workshop days;
● Practice Learning Sets offered in addition to the 8 workshops;
● Named Principal Practitioner assigned to every ASYE.

SOCIAL WORKER - EARLY PROFESSIONAL DEVELOPMENT - Grade K – Level 3a Social Worker - £30,756 - 33,136

● In House EPD program 12 up to 18 months;
● Consolidation of practice evidenced in an in-house portfolio based on the Professional Capabilities Framework and Knowledge and Skill Statements (PCF/KSS) culminating in a moderation panel;
● Continued Professional Development (CPD) through an in-house training programme;
● Full caseload, mix of complexity with appropriate support;
● Access to practice learning sets;
● 3.5 study days.

EXPERIENCED SOCIAL WORKER - Grade L – Level 3b Experienced Social Worker - £33,136 - £35,229

● Program based on individual progression, but up to 2 years is common completion time;
● Supporting the learning of others and supporting best practice
  CPD through university modules (20 post graduate credits each - Practice Educator; stage one, stage two or Practice Educator stage one and Research Module;
● Complete three modules (one being ASYE APEL) to gain PG certificate;
● Full and complex caseload.

ADVANCED SOCIAL WORKER - Grade M/N – Level 4 a/b advanced Social Worker - £35,229 - £39,002

- Application and interview for Level 4. Evidence of advanced practice from a direct observation, casefile audit and discussion about enhanced practice following EPD portfolio;
- Practice expertise and specialist knowledge;
- Opportunity to develop into new roles; consultant Social Worker. principal social work practitioner;
- Opportunities to develop a social work specialism;
- Caseload dependent on role.

When children's Social Workers are newly appointed, depending on their experience they could be graded between a Grade J and N.

Incremental progression between a Level 2 Social Worker (Grade J) and a level 3 Social Worker (Grade K and L) is automatic on completion of ASYE and EPD. Progression from Level 3 to Level 4 (grade M and N) takes place after successful completion of study and a formal interview. No new portfolio of work is required. Successful individuals are then offered level 4 vacancy rather than just automatically going to level 4 in their current position.

In addition the progression from CSW03a to CSW03b and from CSW04a to CSW04b is with Assistant Director approval which is generated through the HR Service Centre, so no action is required by managers.

Incremental progression between the levels can only be undertaken by the appropriate operations manager.

**Children and Young People Overview and Scrutiny Committee
15 January 2019**

**Celebrating the Success of Children and Young People in
Warwickshire**

1.0   Recommendation

That following previous request the Overview and Scrutiny Committee note
through the observation of case studies, the tangible progress made by a
number of local children and young people, potentially at risk of poor
outcomes or being disadvantaged.

2.0   Summary

2.1   In providing an overview for this area of focus, the Department for
Education (DfE) has recently undertaken and subsequently shared
research which looks at successful approaches to supporting a number of
children and young people at risk of poor outcomes. More information
pertaining to the DfE research can be found in the background papers
section of this note.

2.2   Included in the exempt appendices of this report are a series of case
studies, illustrating the positive progress made by a number of
Warwickshire's children and young people. These outcomes have been
achieved despite this cohort facing various personal barriers to progress.

3.0   Background

The [Warwickshire Education (WE) Strategy 2018 to 2023](#), sets out the key
priorities for the work of Warwickshire's education and learning community:

- [WE1](#): Our challenge is to foster children's love of learning from birth
through early childhood and into Year 1 so that all young children achieve
their potential.
- [WE2](#): Our challenge is to promote a broad, empowering and creative
curriculum, focusing on times of transition, and prioritising vulnerable
groups.
- [WE3](#): Our challenge is for all learners to enjoy a high - quality learning
experience.
- [WE4:](#) Our challenge is to champion employability by promoting the best
opportunities for all learners.

3.1   Local area children and young people service provider professionals have been asked to present some case studies that show disadvantaged children and young people achieving highly. This piece of work supports WE2(b) of the Warwickshire Education (WE) Strategy 2018-2023, which aims to close the gap between the achievements of learners eligible for pupil premium and those of their peers.

3.2   The information provided in the appendices of this paper also supports the implementation of WE2(d) of the Warwickshire Education Strategy, as some of the case studies will focus on our children and young people achieving highly, who have special educational needs and/ or disabilities (SEND).

3.3   WE4 of the Warwickshire Education Strategy will also be represented, as it will focus on the employability and skills of individuals who access our Adult & Community Learning local offer.

4.0   Background Papers

- Warwickshire Education Strategy 2018-2023
- Research to understand successful approaches to supporting the most academically able disadvantaged pupils

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Portfolio Holder	Cllr Colin Hayfield	cllrhayfield@warwickshire.gov.uk

The report was circulated to the following members prior to publication:

Local Member(s): None

Cabinet Portfolio Holders: Cllr Colin Hayfield and Cllr Jeff Morgan

Committee Chair and Spokespersons:
Councillors: Yousef Dahmash, Chris Williams, Jonathan Chilvers, Corinne Davies and Jerry Roodhouse.

Children and Young People Overview and Scrutiny Committee
15 January 2019

Work Programme

Recommendation

That the Committee reviews its work programme for 2018/19 (as appended)

1.0 Background

This committee's remit is:

'To review and/or scrutinise the provision of public services in Warwickshire relating to education and skills, services for children and young people including schools, 16-19 years education, pre-school children, child protection, family support and social care, children with specific needs and the youth service.'

2.0 Role of the Committee

The Council's Constitution sets out the overall purpose of overview and scrutiny which is to 'assist the council to achieve its corporate aims and objectives and deliver positive outcomes for local people.' The general powers of Overview and Scrutiny Committees (Part 2 Section 8) in summary are to:

(i)   Assist the Council and Cabinet in the development of policy;
(ii)   Review/scrutinise decisions already made
(iii)   Make reports/recommendations (usually to the Cabinet)
(iv)   Question Cabinet Portfolio Holders about issues within the Committee's remit.

3.0 Format of the agendas

The Committee has agreed that each meeting should focus on one or two items in detail as a way of ensuring effective scrutiny. This has meant reducing the number of annual and progress reports but the information will continue to be circulated as briefing or information items (see item 5 on the agenda). The provision of written briefing notes, circulated outside of the meeting, has proved useful as a way of answering specific questions raised at meetings and updating member on progress in key areas. Members can also use the information to form a view on whether there are any areas they consider warrant detailed scrutiny and that should be included as an item in the Committee's work programme.

4.0   Current Work Programme

The following changes have been made since the last meeting of the Committee:

4.1   Children and Young People's Emotional Wellbeing and Mental Health Services. – 30 January
A joint meeting of Adult Social Care and Health OSC and this Committee is arranged for the afternoon of 30 January 2019 to monitor progress.
In particular the CWPT will

- update members on their performance against their Key Performance Indicators.

- highlight any achievements (including how they have been made) and any areas of concern (including how they will be remedied).

- update members on how children looked after are accessing mental health services.

4.2   Closing the Gap – 24 September

To update the Committee on the Closing the Gap Board and revised delivery plan.

4.3   The Committee are invited to consider the attached programme and to suggest items they would like considered for inclusion in the work programme from March onwards.

5.0   Dates of Future Meetings
The dates of future meetings of the Committee are 10.00 am on:

12 March 2019
18 June 2019
24 September 2019
26 November 2019

6.0   Background Papers
None

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Report Author	Janet Purcell	janetpurcell@warwickshire.gov.uk
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Children and Young People Overview and Scrutiny Committee
Work Programme 2018/19

Item	Report /Briefing detail	Date of last Report	Date of meeting
Annual Report CSE, Missing Children, Trafficking	The annual report encompasses all three areas CSE, Missing Children and Trafficking (John Coleman) Circulated separately as an information report	14 November 2017	25 September 2018
SEND Reforms Update	An update on the SEND reforms to include position on issuing EHC Plans within 20 weeks and number of SEND pupils who have been permanently expelled from school. (Pat Tate). Circulated separately as an information report	16 January 2018	25 September 2018
Education Entitlement in Warwickshire	This is the key item and focus for the meeting and will include presentations from invitees.	N/A	25 September 2018
Service updates and Questions to Portfolio Holders	The report lists any briefings or service update papers circulated for information (see below) and any items listed in the Council's forward plan for future decision by Cabinet or a Cabinet member. The Committee can ask questions on these or anything within the remit of the portfolio holders/committee.	September 2018	13 November 2018
MASH Annual Report	Circulated separately as an information report	14 November 2017	13 November 2018
NEETS 2017 Performance Report	Circulated separately as an information report		13 November 2018
Ofsted outcomes for 2017/18	Circulated separately as an information report		13 November 2018
One Organisational Plan 2018/19 – Quarterly Performance	To consider Quarter 2 Report.	25 September 2018	13 November 2018

Children and Young People Overview and Scrutiny Committee
Work Programme 2018/19

Item	Report /Briefing detail	Date of last Report	Date of meeting
Children Services	This is the key item for this meeting and will include a number of inter-related aspects (including Early Help, child protection, safeguarding).	N/a	13 November 2018
Educational Attainment	The provisional data on the achievement of young people and children in National Tests.	8 January 2018	15 January 2019
Celebrating Achievements of Children and Young People	Information item on children who were exceeding expectations, in particular those from vulnerable groups or disadvantaged backgrounds.	N/A	15 January 2019
Children and Young People Participation Strategy	Members will be invited to have input into the new strategy	N/A	15 January 2019
Social Worker Retention Policy	Information item.	N/A	15 January 2019
Children and Young People's Emotional Wellbeing and Mental Health Services	• CWPT will update members on their performance against their Key Performance Indicators. • CWPT will highlight any achievements (including how they have been made) and any areas of concern (including how they will be remedied). • CWPT will update members on how children looked after are accessing mental health services.		30 January 2pm Joint meeting with Adult Social Care and Health OSC

Children and Young People Overview and Scrutiny Committee
Work Programme 2018/19

Item	Report /Briefing detail	Date of last Report	Date of meeting
Education Strategy Annual Review of Delivery Plan	The Committee on 25 September agreed to monitor progress of WE2a, contributing to the annual review of the delivery plan by Cabinet in June 2019		12 March 2019
One Organisational Plan Quarterly Performance	To consider the Quarter 3 report		12 March 2019
Youth Parliament presentation	**Youth Parliament to give an overview of their work/what achieved over the previous year and priorities going forward, including the development of a Curriculum for Life.**	**N/A**	**12 March 2019**
One Organisational Plan Quarterly Performance	To consider the 2018/19 outturn report		12 June 2019
Closing the Gap *Sophie Thompson.*	**Update on the Closing the Gap Board and revised delivery plan including report on the £500k DfE Strategic School Improvement Fund bid 'narrowing the gap in Warwickshire' Sept 17 to July 19.**		**24 September 2019**
	Future items		
School Sufficiency Strategy *Bern Timings*	Members noted at Council on 26 July that area briefings were to be held for public to explain and get feedback on future planning of school places. (*The first of these was in North Warwickshire on 5 November).*There is a potential at the end of that area briefing and information gathering process for a scrutiny (possibly select committee).	N/A	To be allocated
Early Help Action Plan *Bill Basra*	The Early Help Strategy was approved by Council on 13 December and it was suggested that this Committee monitor the Action Plan that is being developed.		To be allocated