



Meeting: **Children and Families Overview and Scrutiny Committee**

Date/Time: **Monday, 11 November 2013 at 2.00 pm**

Location: **Sparkenhoe Committee Room, County Hall, Glenfield**

Contact: **Mrs. J. Twomey (0116 305 6462)**

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Membership

Mr. L. Spence CC (Chairman)

Mr. K. Coles CC Mr. T. J. Pendleton CC
Mr. J. Kaufman CC Mr. J. Perry
Ms. K. J. Knaggs CC Mrs. C. M. Radford CC
Mrs. M. Lawson Mr. E. D. Snartt CC
Mr. P. G. Lewis CC Mr. G. Welsh CC
Mr B. Monaghan

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– Notices will be on display at the meeting explaining the arrangements.**

AGENDA

<u>Item</u>	<u>Report by</u>
1. Minutes of the meeting held on 9 September 2013.	(Pages 5 - 12)
2. Question Time.	
3. Questions asked by members under Standing Order 7(3) and 7(5).	
4. To advise of any other items which the Chairman has decided to take as urgent elsewhere on the agenda.	
5. Declarations of interest in respect of items on the agenda.	



6. Declarations of the Party Whip in accordance with Overview and Scrutiny Procedure Rule 16.
7. Presentation of Petitions under Standing Order 36.
8. Leicestershire and Rutland Local Safeguarding Children Board - Annual Report 2012/13. Director of Children and Young People's Service (Pages 13 - 76)
9. Results of the Consultation on the Future of Oakfield School. Director of Children and Young People's Service (Pages 77 - 96)
10. Ensuring Education Excellence in Leicestershire: Leicestershire Education Excellence Partnership Monitoring Report. Director of Children and Young People's Service (Pages 97 - 128)
11. Ensuring Education Excellence In Leicestershire: Performance of Leicestershire Schools. Director of Children and Young People's Service (Pages 129 - 146)
12. Date of next meeting.

The next meeting of the Committee is scheduled to take place on Monday 20 January 2014 at 2.00pm.
13. Any other items which the Chairman has decided to take as urgent.

QUESTIONING BY MEMBERS OF OVERVIEW AND SCRUTINY

Members serving on Overview and Scrutiny have a key role in providing constructive yet robust challenge to proposals put forward by the Cabinet and Officers. One of the most important skills is the ability to extract information by means of questions so that it can help inform comments and recommendations from Overview and Scrutiny bodies.

Members clearly cannot be expected to be experts in every topic under scrutiny and nor is there an expectation that they so be. Asking questions of 'experts' can be difficult and intimidating but often posing questions from a lay perspective would allow members to obtain a better perspective and understanding of the issue at hand.

Set out below are some key questions members may consider asking when considering reports on particular issues. The list of questions is not intended as a comprehensive list but as a general guide. Depending on the issue under consideration there may be specific questions members may wish to ask.

Key Questions:

- Why are we doing this?
- Why do we have to offer this service?
- How does this fit in with the Council's priorities?
- Which of our key partners are involved? Do they share the objectives and is the service to be joined up?
- Who is providing this service and why have we chosen this approach? What other options were considered and why were these discarded?
- Who has been consulted and what has the response been? How, if at all, have their views been taken into account in this proposal?

If it is a new service:

- Who are the main beneficiaries of the service? (could be a particular group or an area)
- What difference will providing this service make to them – What will be different and how will we know if we have succeeded?
- How much will it cost and how is it to be funded?
- What are the risks to the successful delivery of the service?

If it is a reduction in an existing service:

- Which groups are affected? Is the impact greater on any particular group and, if so, which group and what plans do you have to help mitigate the impact?
- When are the proposals to be implemented and do you have any transitional arrangements for those who will no longer receive the service?
- What savings do you expect to generate and what was expected in the budget? Are there any redundancies?
- What are the risks of not delivering as intended? If this happens, what contingency measures have you in place?

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Minutes of a meeting of the Children and Families Overview and Scrutiny Committee held at County Hall, Glenfield on Monday, 9 September 2013.

PRESENT

Mr. L. Spence CC (in the Chair)

Mr. K. Coles CC	Mr. T. J. Pendleton CC
Mr. J. Kaufman CC	Mr. J. Perry
Ms. K. J. Knaggs CC	Mrs. C. M. Radford CC
Mrs. M. Lawson	Mr. E. D. Snartt CC
Mr. P. G. Lewis CC	Mr. G. Welsh CC
Mr B. Monaghan	

Also in attendance.

Mr I. Ould CC

1. Appointment of Chairman.

RESOLVED:

That the appointment of Mr L. Spence CC as Chairman of the Children and Families Overview and Scrutiny Committee for the period ending with the Annual Meeting of the County Council in 2014 be noted.

2. Appointment of Deputy Chairman.

RESOLVED:

That Mr P. Lewis CC be appointed Deputy Chairman of the Children and Families Overview and Scrutiny Committee for the period ending with the Annual Meeting of the County Council in 2014.

3. Minutes.

The minutes of the meeting of the Children and Young People's Services Overview and Scrutiny Committee held on 4 March 2013 were taken as read, confirmed and signed.

4. Question Time.

The Chief Executive reported that no questions had been received under Standing Order 35.

5. Questions asked by members under Standing Order 7(3) and 7(5).

The Chief Executive reported that no questions had been received under Standing Order 7(3) and 7(5).

6. Urgent Items.

There were no urgent items for consideration.

7. Declarations of interest.

The Chairman invited members who wished to do so to declare any interest in respect of items on the agenda for the meeting.

Mr D. Snartt CC, Mr G. Welsh CC, Mr L. Spence CC, Mr J. Perry and Mr B. Monaghan declared personal interests in matters relating to schools as they had family members who taught in Leicestershire.

Mr L. Spence CC and Ms K. Knaggs CC indicated that, whilst this did not amount to an interest to be declared at this meeting, they felt it relevant to report that they were employed by academies within the County.

8. Declarations of the Party Whip in accordance with Overview and Scrutiny Procedure Rule 16.

There were no declarations of the party whip.

9. Presentation of Petitions under Standing Order 36.

The Chief Executive reported that no petitions had been received under Standing Order 36.

10. Ensuring Education Excellence: Development of Leicestershire Education Excellence Partnership.

The Committee considered a report of the Director of Children and Young People's Service on the progress made in developing the Leicestershire Education Excellence Partnership (LEEP) which had been approved by the Cabinet on 9 July 2013 as the agreed policy for securing educational excellence in Leicestershire's maintained schools and academies. The report also clarified the process for the Children and Families Overview and Scrutiny Committee to provide assurance that the LEEP was enabling the local authority to discharge its statutory duties. A copy of the report is filed with these minutes.

The Committee noted that the Church of England Diocese had been represented on the Working Group referred to in paragraph 8 and in the foot note on page 12 of the report.

The following points arose from discussion:

- i. This was a new and very different system from what had operated previously and, as the Authority ceased to have any direct control over a school once it became an academy, partnership working would be increasingly important. The County Council had strong links with schools and well established practices for collaborative working. Its focus in the new school environment had therefore been to build on these existing relationships;
- ii. Schools were themselves best placed to support other schools. However, the County Council continued to have an important role as champion for children. It

- therefore needed to work closely with all schools to enable it to satisfy its obligations;
- iii. Ofsted would inspect all local authority's arrangements for supporting school improvement strategies. To date, positive feedback had been received on the LEEP strategy;
 - iv. It was suggested that there was a lack of clarity between the views of Ofsted and those of the Secretary of State and it would be important to ensure Ofsted took on board any concerns raised by the County Council if an academy did not co-operate, making it difficult for it to fulfil its legal obligations, even when a school was deemed to be otherwise performing well. It would be necessary for a wider view to be taken of the impact this had on overall performance of schools in the County. The Lead Member undertook to raise the Committee's concerns about this issue at the LGA Children and Young People's Board;
 - v. The Committee suggested that consideration should be given to the timescale for the submission of information on the outcome of future Ofsted reports of schools, as it would be important to ensure these were directed to members as quickly as possible;
 - vi. £350,000 had been allocated on a recurring basis in the Medium Term Financial Strategy agreed in February 2013 to support the new approach. However, as demands in future years increased, going forward there would need to be discussions on how to get the best capacity out of existing funding;
 - vii. Members questioned what action the Children and Young People's Service could take if an academy ceased to act co-operatively through the new partnership arrangement. The Committee noted the following:
 - The Children and Young People's Service had and would continue to work to influence and encourage schools to co-operate. The Committee would also play a critical role in monitoring the performance of the Partnership to ensure the County Council's obligations continued to be met through the new structure. Areas of concern which might be identified by the Committee going forward, could feed into future improvements. The new system would evolve as it bedded in over time.
 - It would be necessary over the long term to provide evidence of positive outcomes resulting from the new partnership arrangement. This would ensure all partners continued to support this approach.
 - It was thought that to 'name and shame' schools which were not operating co-operatively would not be helpful in the new environment. Schools were important to the children who attended them, parents and local residents, as well as to the County Council. The priority would therefore be to work closely with those schools in making improvements. Failure to work together and provide such support would have implications for all partners and there was therefore strong support from schools at the present time to ensure the new approach worked.
 - Steps had been taken early on in the process to ensure head teachers of both maintained schools and academies had taken a leading role in shaping the Partnership, making sure that issues identified by the Working Group were taken back to their peers for wider discussion and feedback. Briefings had also been held with head teachers and governors to ensure the right partners were fully involved in the process and kept informed of the proposals throughout.

RESOLVED:

- (a) That the contents of the report be noted;
- (b) That the role of the Children and Families Overview and Scrutiny Committee in undertaking a quality assurance role in respect of the LEEP, as outlined in paragraphs 25 to 27 of the report, be noted;
- (c) That, in the light of the comments now made, the Director of Children and Young People's Service be requested to consider the timescale for reporting to the Committee on the outcome of future Ofsted reports of schools to ensure these are directed to Committee members in a timely way.

11. Provision of School Places in Leicestershire.

The Committee considered a report of the Director of Children and Young People's Service, the purpose of which was to update the Committee on the current position regarding the provision of Primary and Secondary School places in Leicestershire and to seek comments on the challenges ahead. A copy of the report is filed with these minutes.

The following points arose from discussion:

- i. The County Council's continued statutory duty to ensure that sufficient school places were available within its area and the need to meet this obligation within its existing resources was a concern. This highlighted the need for a co-ordinated approach to be established with district councils and schools and the further education sector;
- ii. District councils, as local planning authorities, had a key role to play in ensuring appropriate funds were obtained from developers to fund the need for increased school places arising from a particular development. Developer contributions requested by the County Council were calculated based on a national formula and supported by an identified need for school places as a consequence of the planned development;
- iii. Perceptions of whether a school had capacity sometimes varied and it was suggested that this could be confusing for local planning authorities. Some members considered that a clearer picture of the actual capacity available in a particular area needed to be provided early on in the planning process and that closer joint working with schools on this issue might be helpful. The Committee requested that further information be circulated to members on the liaison process undertaken between the County Council and schools on planning the future need for school places arising as a result of new development;
- iv. The County Council was in the process of developing a strategy to manage its expectations for growth/demand for school places and how it would work to mitigate against this. The Committee requested that the proposed strategy be brought to a future meeting of the Committee for its detailed consideration;
- v. It would be difficult to plan precisely what the future demand for school places would be given the number of factors which impacted upon this. Estimates were therefore obtained based on the best information available at the present time. The Committee requested that details of the current capacity figures for Leicestershire primary and secondary schools broken down geographically and by catchment area be circulated to members;

- vi. Policy changes on home to school transport would affect many secondary schools and it would be necessary for wider consideration to be given to this when longer term changes were considered, with input from members of this Committee being obtained when appropriate;
- vii. £0.3m capital funding had been allocated in 2013/14 programme for the development of a 25 place school for children with autism, but this had proved financially unviable and the funding had therefore been transferred to the school accommodation programme. It was questioned what impact this would have on children and their families and whether this might result in the need for such children to be educated out of county. The Director of Children and Young People's Services undertook to consider and provide further information on the concerns raised.

RESOLVED:

- (a) That the content of the report be noted;
- (b) That the Director of Children and Young People's Service be requested to provide a report on the proposed County Council strategy for dealing with school place planning to a future meeting of the Committee;
- (c) That officers be requested to circulate to members of the Committee details of:
 - (i) the capacity figures for Leicestershire primary and secondary schools broken down geographically and by catchment area;
 - (ii) the liaison process undertaken between the County Council and schools on planning the future need for school places arising as a result of new development;
 - (iii) the impact no longer being able to proceed with the development of a 25 place school for children with autism might have on children and their families and whether this might result in the need for such children to be educated out of county.

12. Consultation on the future of Oakfield School.

The Committee considered a report of the Director of Children and Young People's Service, the purpose of which was to enable the Committee to comment on the consultation on future options for Oakfield School. A copy of the report is filed with these minutes.

The following points arose from discussion:

- i. The consultation had commenced on 12 July after the end of the last school term. To ensure sufficient engagement with head teachers, the consultation would run until Friday 18 October, six weeks into the autumn term. A letter would be sent to head teachers shortly advising them of the ongoing consultation and requesting their response;
- ii. Feedback from school governors would be welcomed and details of the consultation would be highlighted at Governor briefing meetings;
- iii. Identifying links through the Supporting Leicestershire Families programme would be useful to establish how else to best support children who could not attend mainstream schools because of behavioural issues. This would help ensuring that

support was not only focused through the school but also through support for the family as a whole;

- iv. Through consideration of PRU's generally, the benefits of finding locality based solutions had been identified. For example, co-operative working with schools had seen a reduction in the number of children being permanently excluded from 120 to 20 per year. This had a significant impact on families and reduced unsettlement for children at school and at home. Option 4 detailed in the consultation would enable this area to be considered in more detail, in the light of feedback received.

RESOLVED:

That a further report on the outcome of the consultation and the future of Oakfield School be submitted to the next meeting of the Committee.

13. Safeguarding Assurance.

The Committee considered a report of the Director of Children and Young People's Services, the purpose of which was to introduce Safeguarding Assurance to the Committee and how such assurance was achieved. The report also illustrated work undertaken in three priority safeguarding areas which had been requested by the Committee. A copy of the report is filed with these minutes.

The following points arose from discussion:

- i. Safeguarding was a priority area for the Children and Young People's Service and the Committee was pleased to note the amount of work being undertaken in this area. High profile cases reported in the media highlighted the need for such work to continue;
- ii. E-safety was an important area and work was undertaken with secondary schools to raise awareness and provide training. The Committee suggested that consideration should be given to similar support being provided at primary school level, as younger children increasingly had access to the internet.

RESOLVED:

That the report be noted.

14. Adoption Reform.

The Committee considered a report of the Director of Children and Young People's Services, the purpose of which was to inform the Committee of the national direction for adoption and the County Council's progress toward these ambitions. A copy of the report is filed with these minutes.

Arising from discussion, the following points arose:

- i. The reforms were substantial and largely focused on speeding up the process. A maximum time scale of 26 weeks had been introduced where court processes were commenced. Members expressed concern at the affect this would have on the processes followed which were in place to ensure minimum risk to children before they were placed with adoptive parents on a permanent basis. It was acknowledged that the process should be undertaken as quickly as possible, but

that this needed to be balanced against the need to ensure the right home for each child was found;

- ii. Implementing the changes within existing resources would be difficult. £1.2m Government funding had been received, but this was unlikely to continue beyond 2013/14. A new strategy was therefore being developed. This would ensure future processes would provide a prompt, but high quality service which would be maintainable in the long term and within current resources.

RESOLVED:

- (a) That the report and information now provided be noted;
- (b) That the Director of Children and Young People's Service be requested to provide an update on progress on the implementation of national adoption reforms and the County Council's strategy for the future development of the service in the light of funding challenges.

15. Date of next meeting.

It was noted that the next meeting of the Committee would be held on 11 November 2013 at 2.00pm.

2.00 - 3.50 pm
09 September 2013

CHAIRMAN

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**CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY
COMMITTEE**

11 NOVEMBER 2013

**REPORT OF THE DIRECTOR OF CHILDREN AND YOUNG
PEOPLE'S SERVICE**

**LEICESTERSHIRE AND RUTLAND LOCAL SAFEGUARDING
CHILDREN BOARD ANNUAL REPORT 2012-13**

Purpose of report

1. To present to members of the Committee the Annual Report of the Leicestershire and Rutland Local Safeguarding Children Board (LSCB) 2012 - 13 (attached as Appendix A).

Policy Framework and Previous Decision(s)

2. The LSCB is required to produce an annual report as part of the Working Together Legislation 2010. It was formally signed off for wider publication by the Leicestershire and Rutland Safeguarding Children Board (LSCB) on 11 October 2013.
3. The LSCB has a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements.
4. The Annual Report will be considered by the Leicestershire Children and Young People's Commissioning Board on 10 December 2013 and the Health and Wellbeing Board on 5 December 2013.

Background

5. The LSCB provides strategic direction, scrutiny and challenge to performance across the relevant local agencies in Leicestershire and Rutland. It has set out the following priorities in its Business Plan for 2012 - 2015:

- a. To improve the effectiveness of the Local Safeguarding Children Board;
- b. Ensure the operational effectiveness of local Safeguarding Children partner agencies;
- c. Quality Assurance and Performance;
- d. Communication and Engagement - Develop a Communication and Engagement Strategy;
- e. Family and Community – Strengthen Multi Agency Working to prevent harm and abuse (a joint priority with the Safeguarding Adults Board).

Resource Implications

6. The LSCB budget is made up of contributions from partner agencies including Leicestershire County Council. The LSCB Business Office is hosted by Leicestershire County Council in the Children and Young People's Service.

Timetable for decisions

7. The Annual Report will be used by the Board at its development session in January 2014 when it will consider the 2014-17 Business Plan.

Conclusions

8. This Annual Report presents a considerable range of successes and achievements by the LSCB, but it also indicates the need for further improvement. These will be addressed in the new three year Business Plan 2014 -17.

Equal Opportunities Implications

9. The LSCB's main duty is to ensure the effective coordination of safeguarding of children and young people and as such particularly monitors the impact of service delivery on particular groups.

Background Papers

None.

Circulation under the Local Issues Alert Procedure

None.

Officer(s) to Contact

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Appendices

Appendix A - Leicestershire and Rutland Safeguarding Children Board Annual Report 2012–13.

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ANNUAL REPORT 2012 -2013

Document Status

First draft completed:	4 October 2013
Approved by Executive:	23 September 2013
Approved by Board:	11 October 2013
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Report Author:	Safeguarding Board Business Office, Leicestershire & Rutland LSCB and SAB
Independent Chair:	Paul Burnett

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1. Foreword from Independent Chair



I am pleased to present the Annual Report for the Leicestershire and Rutland Local Safeguarding Children Board and Safeguarding Adults Board. This is the first time we have produced a combined report and follows the decision taken in January 2012, to closely align the work of the two Boards..

Publication of an annual report for LSCBs is a statutory requirement. Whilst it is not a requirement to publish the annual report for the SAB we believe this is good practice and reflective of our aim to be open and transparent in our business and assessment of performance.

The key purpose of the report is to assess the impact of the work we have undertaken in 2012/13 on service quality and effectiveness and on outcomes for children, young people and adults in Leicestershire and Rutland. Specifically it evaluates our performance against the priorities that we set in our Business Plans 2012/13 and other statutory functions that the LSCB in particular must undertake.

The last twelve months have witnessed some significant changes in the way we operate as a Board and for the agencies that constitute our Boards. Rutland County Council has experienced an Ofsted inspection of its child protection arrangements. The health sector has experienced significant change in its structures and organisational arrangements culminating in the creation of our Clinical Commissioning Groups (CCGs) and NHS England area team from April 2013. We saw the election of the first Police and Crime Commissioner in November 2012.

Towards the very end of the year the Department for Education (DfE) published the new Working Together arrangements and we anticipate Safeguarding Adults Boards becoming statutory bodies in the early part of 2014.

Whilst I am pleased that this report presents a considerable range of success and achievement, I note that outcomes from internal review processes and performance assessment, undertaken through our Quality Assurance and Performance Management Framework, indicate the need for further improvement. These will be addressed in our new three year Business Plan which is also presented as a joint Plan covering both children and adult services.

I would like to take this opportunity to thank all Board members and those who have participated in Subgroups for their continued commitment in 2012/13. In addition I would like to thank staff from across our partnerships for their motivation, enthusiasm and continued contribution to keeping the people of Leicestershire and Rutland safe.

Safeguarding is everyone's business. The achievements set out in this Annual Report have been achieved not just by the Boards but by staff working in the agencies that form our partnership. The further improvements we seek to achieve in 2013/14 will require continued commitment from all and I look forward to continuing to work with you next year in ensuring that children, young people and adults in Leicestershire and Rutland are safe.

I commend this report to all our partner agencies.

Paul Burnett
Independent Chair, Leicestershire and Rutland Safeguarding Boards



2. EXECUTIVE SUMMARY

"I am pleased to present the Annual Report for the Leicestershire and Rutland Local Safeguarding Children Board and Safeguarding Adult Board"... Paul Burnett, Independent Chair

Progress on LSCB Priorities:

- Appointed a Training Project Development Officer to develop a Leicester, Leicestershire & Rutland Children's Workforce Safeguarding Learning, Development & Training Strategy

Progress on Joint LSCB / SAB Priorities:

- The LSCB and SAB Constitution and the Terms of Reference for the Boards and all of the Subgroups were reviewed to ensure they were relevant and fit for purpose
- Developed Communication & Engagement Strategy

Why are we doing an Annual Report?

'Working together to safeguard children' (2010) sets out the requirement for Local Safeguarding Children Boards to produce an annual report with an analysis of the effectiveness of local safeguarding arrangements. The ADASS Standard 1.25f or Safeguarding Adults states that 'an annual review by the partnership of progress on its strategic plan using this national framework, and an annual report is produced

The role of the **Leicestershire and Rutland Safeguarding Children Board** is to safeguard and promote the welfare of children and to ensure that local agencies co-operate and work well to achieve this

Progress on SAB Priorities:

- Safeguarding Adults Compliance audit undertaken in 2012 at a strategic level sought to assess the quality and effectiveness of safeguarding performance within all partner agencies.

LSCB Performance Data:

- **Leicestershire:** 14,741 contacts recorded, increase of 1%; referrals reduced by 3% to 6,165. 393 current child protection plans at 31st March 2013, decrease of 25%
- **Rutland:** 631 contacts recorded, increase of 21%. 63% (378) went onto referral, compared to 60% (327) last year. 23 current child protection plans at 31st March, increase of 53%

SAB Performance Data:

- **Leicestershire:** 1341 referrals (leading to investigation) received; 28% increase. 53% were substantiated or partially substantiated
- **Rutland:** 59 referrals (leading to investigation) received. 54% were substantiated or partially substantiated

Trainer's Network:

- LSCB Trainer's Network was established in January 2012
- SAB Trainer's Network continues to be well attended, providing support and resources

SCR Subgroup:

- 2 Domestic Homicide Reviews initiated
- SCR Learning Events held in January 2013

SEG Subgroup:

- LSCB and SAB Performance Score Cards developed

LSCB Development & Procedures

- Multi-Agency Referral Form (MARF)
- Report to Child Protection Conference Templates for agency partners and GPs

Communication & Engagement Subgroup:

- Communications & Engagement Strategies developed

CSE Subgroup:

- Child Sexual Exploitation Protocol launched in February 2013

LSCB Training & Development Task and Finish Group

- Appointed Training Project Development Officer to develop LLR Children's Workforce Safeguarding Learning, Development & Training Strategy

SAB Training Effectiveness Task and Finish Group

- Reviewed the Competency Framework to guide learning, evidence practice and support managers.

SAB Procedures & Practice Subgroup:

- Review of the Leicester, Leicestershire & Rutland procedures and practice guidance.
- Review of the Information Sharing agreement

Safeguarding Children - Voluntary Community Sector (VCS) Reference Group

- Production of a Disclosure & Barring Service Leaflet

3. Safeguarding in Context

This report covers the financial year 2012/13 which provides a backdrop of financial review, reflected in immense organisational change and diminishing resources. These challenges have created a demanding context for safeguarding work. However, member agencies have continued to contribute to the LSCB/SAB budget which has ensured the delivery of the business plan.

The National Context

National legislation and policy changes were expected to take place in both the children and adult safeguarding arenas during the year. The updated version of 'Working Together to Safeguard Children' was expected to be released in the autumn of 2012. However it was not published until 22 March 2013 to take effect from 15 April 2013. This had the effect of delaying policy and procedural decision-making which was postponed until the new guidance was released.

Similarly, Adult Safeguarding initiatives have been hampered by the delay of the Care Bill which was expected to become law during this financial year but has currently no fixed date for enactment. The Care Bill is planned to reform the law relating to care and support for adults and the law relating to support for carers, to make provision about safeguarding adults from abuse or neglect, to make provision about care standards, to establish and make provision about Health Education England, to establish and make provision about the Health Research Authority, and for connected purposes.

Several national Serious Case Reviews were published during this year. Of particular note was the Child U (Manchester) where the death of a child aged 4 years and 9 months by suffocation was caused by her mother who had mental illness. Recommendations around the Think Family protocol have been considered in relation to services in Leicestershire & Rutland. Another case was that of Yaseen Ali from Cardiff, a 7 year old boy who died in July 2010 as a result of complications from blunt force trauma inflicted by his mother. Recommendations included training for designated staff and particular awareness of domestic violence.

The Carlile Review of the Edlington Case ("J" children - Doncaster SCR) recommended a Review of procedures and awareness of home education issues and for nationally agreed thresholds. These issues are being considered in the SCR Subgroup.

Significant in the context of Safeguarding Adults was the publication of the reports into Winterbourne View and Staffordshire hospitals which have brought into sharp focus severe deficits in standards of care. The Safeguarding Adults Board has sought assurance from partner organisations in relation to the provision of care in the area.

Local Context

The Boards cover the geographical areas of Leicestershire and Rutland County Councils. Some of the agencies that are represented on the Boards work within Leicester as well as Leicestershire and Rutland. A smaller number also work across the East Midlands area. We are mindful of the need to ensure that these agencies are not duplicating their efforts when attending Boards or Subgroup meetings. Some of our Subgroups and Task and Finish groups are planned and delivered across the three authority areas.

In 2012 the development of Health and Wellbeing Boards have emerged as an important feature of the NHS reforms and are key to promoting greater integration of health and local government services. Work will be undertaken to ensure that the local Health and Wellbeing Board structure and priorities are linked with those of the Safeguarding Children and Adults Boards across Leicestershire and Rutland.

The Primary Care Trusts were also preparing to be replaced by the new Clinical Commissioning Groups.

Demographic context

According to Census 2011 information the usual resident population of Leicestershire was 650,489 and Rutland, 37,369.

In Leicestershire, 516,405 people (79.4%) of the population were aged over 18 years, 22% of these were aged over 65 years. In Rutland 29,249 (78.2%) were aged over 18 years, 26.8% aged over 65 years. Therefore there were 134,084 children (aged under 18 years) in Leicestershire and 8,120 in Rutland. They lived in 166,511 households in Leicestershire and 10,758 households in Rutland.

In these households, there was at least one dependent child in 66,606 (40%) households in Leicestershire and 3,947 (36.6%) households in Rutland.

There were 10,530 households in Leicestershire and 3,082 households in Rutland where one person in the household had long term health problems or disability and no dependent children lived there; while at least one dependent child lived in 10530 of these households in Leicestershire and 456 in Rutland. 14,956 households in Leicestershire described themselves as lone parents with at least one dependent child, of which 1,821 were male lone parents and 13,135 were female lone parents. 713 households in Leicestershire described themselves as lone parents with at least one dependent child, of which 130 were male lone parents and 583 were female lone parents. This compared with 105,365

households in the East Midlands and 1,311,974 in England.

90.6% of the population in Leicestershire, and 94.3% of the population in Rutland classified their ethnicity as white British. This compares with the East Midlands region where only 85.4% did not consider themselves white British, and 79.8% of England's population. Of those who don't consider themselves white British, 4.75% of Leicestershire's population considered themselves Asian or Asian British, and less than 1% Black/African/Caribbean or Black British. All ethnic minorities listed for Rutland totalled less than 1%.

In Leicestershire, 4951 (1.8%) of households reported they had no person in the household who spoke English as their first language. This was 101 households (0.7%) in Rutland. For East Midlands the figure was 3.6% and nationally it was 4.4%.

4. About the Boards

Leicestershire and Rutland Safeguarding Children Board (LSCB)

The role of the Leicestershire and Rutland Safeguarding Children Board is to safeguard and promote the welfare of children and to ensure that local agencies co-operate and work well to achieve this. Its core objectives are set out in law, in Section 14 (1) of the Children Act 2004.

LSCB priorities

The Board provides strategic direction, scrutiny and challenge to performance across the relevant local agencies in Leicestershire and Rutland. The LSCB set out the following priorities in its business plan for 2012 - 2015:

1. To improve the effectiveness of the Local Safeguarding Children Board
2. Ensure the operational effectiveness of local Safeguarding Children partner agencies
3. Quality Assurance and Performance
4. Communication and Engagement - Develop a Communication and Engagement Strategy
5. Family and Community – Strengthen Multi Agency Working to prevent harm and abuse (A joint priority with SAB)

LSCB functions

“Working Together to Safeguard Children” (2010) sets out the key functions of a local safeguarding board.

In practical terms this means the following:

1. Learning from Serious Case Reviews
2. Learning and development through training
3. Quality assurance, monitoring and evaluating
4. Safeguarding policies and procedures
5. Communicating and raising awareness of safeguarding arrangements
6. Review of all child deaths in Leicestershire and Rutland

Leicestershire and Rutland Safeguarding Adults Board (SAB)

The role of the Leicestershire and Rutland Safeguarding Adults Board is to safeguard and promote the welfare of vulnerable adults and to ensure that local agencies co-operate and work well to achieve this.

SAB priorities

The Board provides strategic leadership and challenge for all the organisations across Leicestershire and Rutland that have responsibilities to safeguard adults from abuse. In 2012 the SAB set out the following priorities in its business plan as a focus until 2015:

1. To improve the effectiveness of the Safeguarding Adults Board
2. Ensure the operational effectiveness of the Safeguarding Adults partner agencies
3. Quality Assurance and Performance
4. Communication and Engagement - Develop a Communication and Engagement Strategy
5. Family and Community – Strengthen Multi Agency Working to prevent harm and abuse (A joint priority with LSCB)

SAB functions

These priorities sit alongside the general business of the Board. ‘No Secrets 2000’ sets out the key functions of a local safeguarding board.

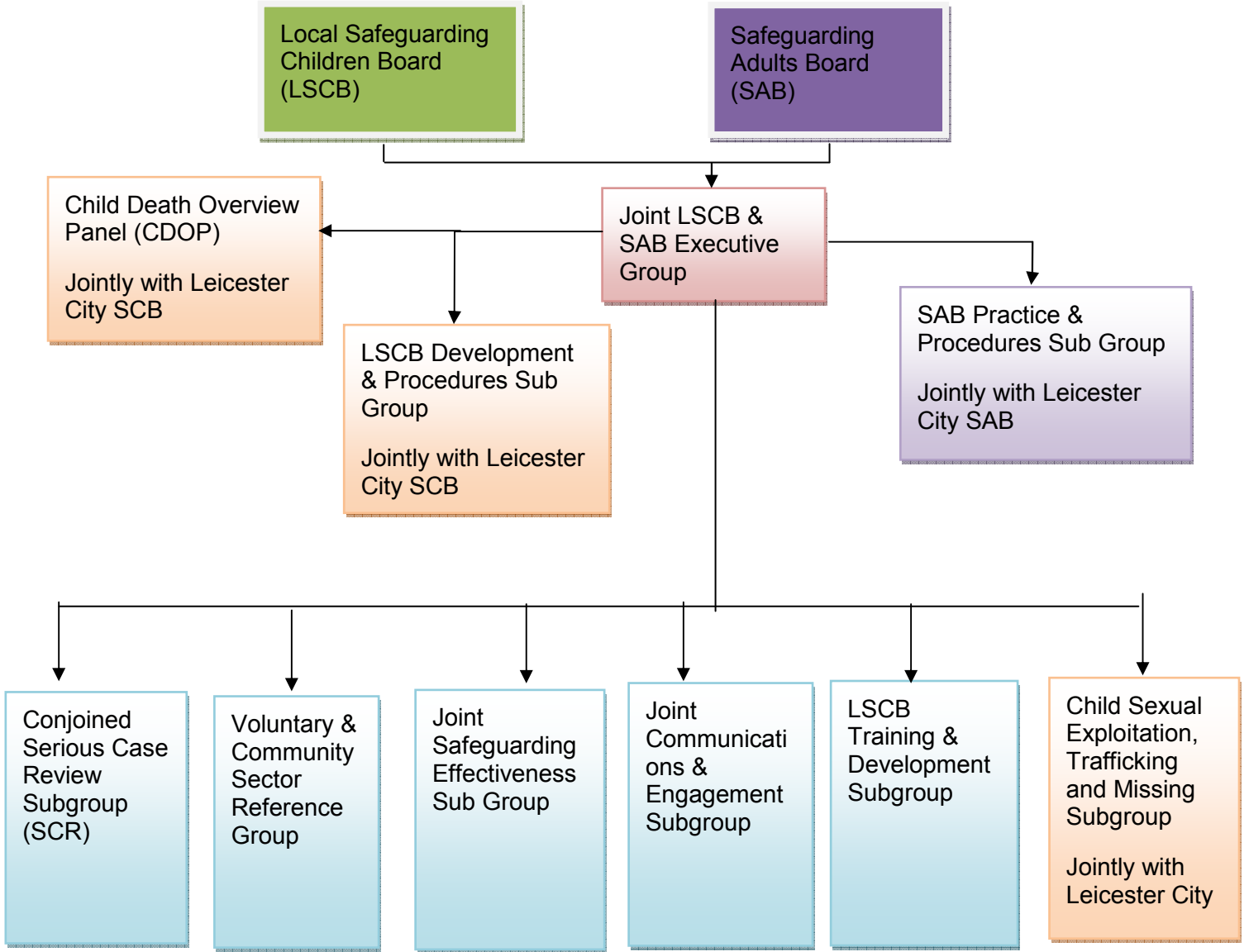
In practical terms this means the following:

1. Learning from Serious Case Reviews
2. Learning and development through training
3. Quality assurance, monitoring and evaluating
4. Safeguarding policies and procedures
5. Communicating and raising awareness of safeguarding arrangements

In order to deliver this core business, the two Boards meet as a ‘conjoined’ board for four meetings per year. The Board’s business is scrutinised and developed by a smaller executive group that meets two weeks before and two weeks after Board meetings. The work of the Board is carried out by a number of Subgroups, some of which have task and finish groups. These are detailed in Section 8.

4.1. The Board and Subgroup Structure

The Board and Subgroup structure is shown below.



Please note that these functions/levels do not operate in isolation. This is a simple structure chart: the realities of communication across these areas is more complex and more constructive

4.2. Budget

All agencies made their full commitment to the funding of the LSCB and the SAB for the year. Due to not appointing to key posts until half way through the year, a underspend of £61,193 was added to the reserve account.

LSCB & SAB Budget 2012 -2013		Actual at end of period 12
1571 - LSCB - Allocation for LSCB multi agency training provision.	£	29,502
1572 - New DHR Posts & Costs	£	24,614
1574 - Office Costs LSCB & SAB	£	60,000
1575 - Staffing Costs - LSCB staff	£	186,713
1578 - LSCB - SCR costs	£	8,573
1579 - LSCB - SILP costs	£	13,142
1585 - Staffing Costs SAB staff	£	60,581
1586 - SAB SCR costs	£	3,707
1587 - SAB SILPS costs	£	12,565
1588 - Allocation for SAB multi agency training provision.	£	10,000
TOTAL BUDGET ON EXPENDITURE	£	409,397
SAB INCOME	-£	161,921
LSCB INCOME	-£	308,669
TOTAL BUDGET ON INCOME	-£	470,590
BUDGET FOR 2012-13 FOR SAB & LSCB - underspend	£	61,193

4.3. Board Membership 2012/13

LSCB Full Members

Organisation	Title	Name
	Independent Chair	Paul Burnett
Leicestershire County and Rutland PCT and shadow East Leicestershire and Rutland CCG	Chief Nurse and Quality Officer	Carmel O'Brien
Health	Director of Nursing, University Hospitals Leicester (UHL)	Carole Ribbins
Leicestershire County and Rutland PCT and shadow West Leicestershire	Chief Nurse & Quality Lead	Caroline Trevithick
Health	Chief Nurse	Jackie Ardley
Strategic Health Authority and shadow NHS England	Assistant Director of Nursing, NHS Commissioning Board	Sharon Robson
NHS	Lead Children CAMHS & Safeguarding, Adults & Children. East	Jane Appleby

Organisation	Title	Name
	Midlands Strategic Health Services	
EMAS	Clinical Quality Manager	Louise De Groot
Leicestershire County and Rutland PCT	Designated Lead for Safeguarding	Pamela Palmer
NHS	Consultant Paediatrician, Designated Doctor for Child Protection, Families, Young People & Children Services	Dr Sudir Sethi
Leicestershire Police	Detective Chief Inspector	Andy Sharp
Leicestershire Probation	Director Of Offender Management	Paul Hindson/Bob Bearne
LCC	Head of Strategy - Safeguarding Assurance	Chris Nerini
LCC	Director of Children & Young Person's Services (C&YPS)	Gareth Williams to December 2012 - Lesley Hagger from January 2013
LCC	Head of Youth Justice & Safer Communities	Phil Hawkins
LCC	Assistant Director - Children's Social Care (Vice Chair LSCB)	Walter McCulloch
Rutland County Council	Strategic Director, People	Carol Chambers
Rutland County Council	Assistant Director (Vice Chair LSCB)	Wendy Poynton
District Councils (LSCB)	Chief Executive (Hinckley and Bosworth Borough Council)	Steve Atkinson
CAFCASS	Manager	Jason Dent
Leicestershire Schools	Head teacher, St Denys CofE Infant School, Ibstock	Jane Sharp
Leicestershire Schools	Head teacher, Castle Rock High School, Coalville	Julia Patrick
Rutland Schools	Brooke Hill Primary School – Oakham	Sharon Milner
Leicester Shire Connexions	Chief Executive	Rosemary Beard
NSPCC	Service Manager	Rama Ramakrishnan
Loughborough College	Senior Designated Person for Safeguarding, Loughborough College, Rep for Further Education Colleges	Sue Foreman
Voluntary Action Leicestershire	CYP Project Manager	Wendy Brickett
	Lay Member	Lucy Pathan
	Lay Member	Sue Appleton

Participating Observer

LCC	Lead Member, Children and Young People's Services	Ivan Ould
RCC	Councillor –Lead Member for Children	Cllr Ken Bool

Board Advisor

LCC	Head of Legal Services - Children & Adult Services & Litigation	Lauren Haslam
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SAB Full Members

Organisation	Title	Name
	Independent Chair	Paul Burnett
Leicestershire County and Rutland PCT and shadow East Leicestershire and Rutland CCG	Chief Nurse and Quality Officer	Carmel O'Brien
Health	Chief Nurse - LPT	Jackie Ardley
Health	Director of Nursing, University Hospitals Leicester (UHL)	Carole Ribbins
Strategic Health Authority and shadow NHS England	Assistant Director of Nursing, NHS Commissioning Board	Sharon Robson
NHS	Lead Children CAMHS & Safeguarding, Adults & Children. East Midlands Strategic Health Services	Jane Appleby
EMAS	Clinical Quality Manager	Louise De Groot
Leicestershire County and Rutland PCT	Designated Lead for Safeguarding	Pamela Palmer
Leicestershire Police	Detective Chief Inspector	Andy Sharp
Leicestershire Probation	Director Of Offender Management	Paul Hindson/Bob Bearne
Leicestershire County Council (LCC)	Assistant Director - Personal Care & Support	Heather Pick
LCC	Assistant Director Children & Young People's Service	Walter McCulloch
(LCC)	Adult Learning Officer - Learning For Work	Alison Doggett
District Councils (SAB)	Head of Communities & Neighbourhoods (Melton Borough Council)	Harinder Rai
Vista Blind	CEO	Jenny Pearce
LCC	Head of Strategy - Safeguarding Assurance	Chris Nerini
LCC	Head of Youth Justice & Safer Communities	Phil Hawkins
Rutland County Council	Strategic Director, People	Carol Chambers
Rutland County	Assistant Director	Wendy Poynton

Organisation	Title	Name
Council		
District Councils (Communications Group)	Children's Services Coordinator/IYSS Locality Manager (North West Leicestershire DC)	Clare McCrory-Smith

4.4. Agency Attendance at Board Meetings

Statutory LSCB members:

Independent Chair	100%
Leicestershire County Council Officers Lead Member	100% 75%
Rutland County Council Officers Lead Member	50% 25%
District Council representation	100%
Police	75%
Probation Service	75%
Youth Offending Team	100%
SHA/NHS commissioning Board and PCTs	100%
Leicestershire Partnership Trust	75%
University Hospitals Leicester Trust	50%
EMAS	100%
Consultant Paediatrician	75%
CAFCASS	50%
Schools	50%
Further Education Colleges	50%
Lay members – Leicestershire Rutland	100% 25%

LSCB Non Statutory members

NSPCC	50%
Voluntary Action Leicestershire	75%
Leicestershire County Council: Head of legal Services Adult Learning Officer	75% 75%
Leicestershire Partnership Trust: CDOP – Chair CDOP - Manager	75%

	50%
Melton Borough Council	25%

SAB members

Independent Chair	100%
Leicestershire County Council Officers	100%
Rutland County Council Officers	50%
District Council representation	100%
Police	75%
Probation Service	75%
SHA/NHS commissioning Board and PCTs	100%
Leicestershire Partnership Trust	75%
University Hospitals Leicester Trust	50%
EMAS	100%
Vista Blind	75%

5. Progress made against the Leicestershire and Rutland LSCB Priorities in 2012/13

Priority 1: *Improving the effectiveness of the Local Safeguarding Children Board*

Priority 2: *Ensuring the operational effectiveness of the Local Safeguarding Children partner agencies*

Priority 3: *Quality assurance and performance*

Priority 4: *Develop a communications and engagement strategy*

The Board is assured that Member organisations have robust safeguarding arrangements both individually and in partnership with the LSCB.

Be assured that partner agencies are engaged with children and young people. Be assured that service providers within partner agencies, regardless of status are delivering effective safeguarding provision for children and young people.

a) Section 11 Audit

What was planned?

It was planned that all partner agencies would take part in the annual Section 11 (Children Act 2004) audit to test understanding and compliance with safeguarding responsibilities of frontline professionals.

What action did the Board take?

The LSCB instigated the audit in August 2012. Responses were received from 102 professionals from the chosen sample areas of Hinckley & Bosworth and Rutland. 14% of the respondents reported they worked with adults; 30% stated they worked with children and 46% stated they worked with families of all ages. The other 10% stated 'Other'. 69% went on to say they worked directly with children as part of their role.

The responses were analysed and a report was presented at the Safeguarding Effectiveness Group on 6th march 2013.

What has been the impact?

There was clear evidence of compliance by frontline professionals. 89% of respondents stated they feel they are able to work well with staff in other agencies when safeguarding children and young people.

98.9% of respondents stated they knew who in their organisation to tell or seek advice from if they have a safeguarding concern about a child.

An encouraging 95.8% of respondents reported that they could recognise the signs of abuse or neglect in children or young people.

64.2% of the respondents stated that they knew their organisation has a process for ensuring the learning from Serious Case Reviews or other learning or review processes is relayed back to staff in order to improve practice. However only 36.8% stated they had been advised of such investigations in the last year and what has been

learned from them. An SCR Learning Event was held in January 2013 to disseminate learning from SCRs to partner agency professionals in order to address this.

What developments and improvements are required in the future?

Partner organisations will be asked to provide evidence of their arrangements and outcomes for children and adults in need of safeguarding via the Performance Management Framework. A full Section 11 audit will take place next year.

b) Further develop single and multi-agency safeguarding audits

What was planned?

The Safeguarding Effectiveness Group (SEG) Audit Group was set up as a subgroup of the SEG to further develop single and multi-agency safeguarding audits. Single Agency Safeguarding Audits was added as an agenda item to the SEG.

What action did the Board take?

Agencies are encouraged to present single agency audits at SEG meetings. The SEG Audit Group, on behalf of the Board, has created a schedule of multi-agency audits to respond to recommendations from learning and review processes.

An audit of Strategy Discussions was completed in October 2012 and a report presented to the SEG in November 2012.

What has been the impact?

The schedule of multi-agency audits has increased the number of multi-agency audits being undertaken. Among the recommendations of the audit of Strategy Discussions were that work is progressed to ensure the two sets of procedures (Children's Social Care and the LSCB) are uniform, clear and link to each other and that the electronic links lead the reader to the right place in the procedure manuals; and that the process for consultation with health colleagues is reviewed so their inclusion in decision making becomes routine in accordance with procedural guidance rather than the exception.

What developments and improvements are required in the future?

The audit schedule contains several planned multi-agency audits for the year.

Reporting in the Performance Management Framework will include information from multi-agency and single agency audits - including relevant quantitative data, views of service users, view of staff and front line managers.

c) Continue to develop the core data set within the Balanced Score Card

What was planned?

The Performance Management Framework (PMF) was to be progressed through the employment of a Business Analyst.

What action did the Board take?

A Business Analyst was appointed for six months to progress the PMF.

What has been the impact?

The PMF will be developed to pilot stage

What developments and improvements are required in the future?

The PMF will be implemented to enable the Boards to deliver the Business Plan and evaluate the impact of their work and outcomes achieved in relation to the safeguarding of children and adults in need of safeguarding.

The Board is assured that resources are efficiently and effectively deployed to support the Business Plan.

What was planned?

Review of funding arrangements to assure that resources are efficiently and effectively deployed to support the Business Plan.

What action did the Board take?

The Board reviewed investment methods, methods for staff deployment and the funding formula for agency contributions. Methods for projection, monitoring and expenditure were reviewed and refined.

What has been the impact?

Budget is aligned with business priorities

What developments and improvements are required in the future?

Monitoring of budget to ensure alignment with business plan will be ongoing

Quality assure the link between training and the effectiveness of practice.

Children's Workforce Safeguarding Learning, Development & Training Strategy

What was planned?

Appoint a Training Project Development Officer to develop a Leicester, Leicestershire & Rutland Children's Workforce Safeguarding Learning, Development & Training Strategy.

Set up a Trainer's Network to support trainers providing safeguarding training in their own organisations.

What action did the Board take?

Training Project Development Officer was appointed in September 2012, following the appointment of an Administrator (employed by VAL) in April 2012.

The first meeting of the Trainer's Network was 10 January 2013. The group meet on a quarterly basis.

What has been the impact?

The LLR Children's Workforce Safeguarding Learning, Development & Training Strategy outlines the move to competencies based on requirements for different groups rather than set levels of training, and has been endorsed by partner agencies after a period of consultation.

Feedback from participants in the Trainer's Network is very positive.

What developments and improvements are required in the future?

Evidence to show the new arrangements for the delivery of multi-agency training are established: Quality Assurance of Training as part of the Performance Management Framework.

The Trainer's Network will continue to meet to support the trainers.

Develop a CYP engagement strategy that secures the involvement of service recipients by promoting the voice of young people. Gain assurances that residents within Leicestershire and Rutland are instrumental in the safeguarding of children and babies. Develop more effective communications with managers and staff in constituent agencies.

d) Communication and Engagement Strategy

What was planned?

Combine the findings and recommendations from the Flack report and the Performance Framework to develop an LSCB Engagement Strategy.

“Safeguarding Matters” is to be developed as a bi-monthly publication to be distributed widely throughout Leicestershire & Rutland.

Plan a strategy to engage children, young people and families in the evaluation and development of the Board’s work.

Raise awareness of Private Fostering in Leicestershire and Rutland.

What action did the Board take?

The LSCB Engagement Strategy was developed through the Communications & Engagement Subgroup in draft in January 2013 and agreed at the C&E Subgroup meeting on 24th May 2013.

The first edition of “Safeguarding Matters” was published in February 2013 and has been published bi-monthly since then.

The board has improved the notification procedures used by councils when children in care move areas – this has contributed to a new protocol being agreed by all agencies in the East Midlands.

Awareness of Private Fostering arrangements has been raised through the review and release of pamphlets.

What has been the impact?

Professionals in LSCB partner agencies are clear about any new guidance or changes through “Safeguarding Matters” and the Communication and Engagement Strategy.

Communication between partner agencies has improved. Partner agency professionals have requested additional copies of ‘Safeguarding Matters’ and feedback has been overwhelmingly positive.

What developments and improvements are required in the future?

The website will be developed. The Engagement Strategy will be implemented, especially in relation to the engagement of children and young people.

Further awareness raising of Private Fostering arrangements and evaluate the impact of the work.

Monitor the effectiveness of safeguarding practice as outlined in the Business Plan: Reduce the number of children and young people that are referred into child protection by improving the quality and impact of early help. Seek assurances that work undertaken in relation to safeguarding babies, who continue to remain at acute risk in Child Protection cases has had impact. Reduce the number of cases requiring Child Protection Plans and Care proceedings and the percentage of children looked after at period end with three or more placements during the year. Increase the number of looked after children cases which are reviewed within required timescales

. Increase the stability of placements of looked after children in care for at least 2.5 years

What was planned?

These issues were monitored on a quarterly basis at the Safeguarding Effectiveness Group through the Performance Scorecard. See [SEG](#) (Section 8.2) and [Performance Overview](#) (Section 9) for more information.

Early Help Services and Duty Team have undergone significant restructuring in Leicestershire Children & Young Person's Services. Early Help Services now include services such as Children's Centres and Youth Service. This has resulted in difficulties in monitoring effectiveness.

What action did the Board take?

The Safeguarding Effectiveness Group reviewed the Performance Scorecard and highlighted issues which needed to be dealt with or referred to other agencies to deal with.

What has been the impact?

See the [Performance Overview](#) (Section 9) for more information.

What developments and improvements are required in the future?

Monitoring through the Performance Scorecard will continue this year until the implementation of the Performance Management Framework which will monitor effectiveness in the future.

An audit of Referrals to Early Help (Leicestershire) and Team Around the Family (TAF, Rutland) to assess multi-agency engagement will be conducted next year when the re-structuring in Leicestershire services has stabilised.

SEG will develop multi-agency audits to monitor the effectiveness of the stated priorities.

Further develop consultation with children, young people and families to ensure their 'voice' informs evaluation and practice development.

Incorporate learning from single and multi-agency investigations, including Serious Case Reviews (SCRs) and Significant Incident Learning Processes (SILPs), into the work of agencies and the LSCB. Involve operational staff in learning events to ensure there will be on-going evidence of the impact of the learning received. Ensure action is taken in response to the Munro Review and Working Together 2013 as it impacts on safeguarding children practice.

What was planned?

Develop strategies to ensure that practice is adjusted where required to reduce significant harm to children; further develop guidance for high quality supervision; and ensure that challenge and escalation occurs when required in safeguarding practice.

Review the work of Munro and 'Working Together 2013' when it is published.

SCR Action Plans should be responded to in a timely way.

What action did the Board take?

The SCR Subgroup commissioned an event in January 2013 aiming to develop the practice of frontline practitioners through learning from Serious Case Reviews (SCR) and Significant Incident Learning Process (SILP).

SCR Agency representatives will continue to ensure actions arising from recommendations are completed within their agency.

SEG monitored the effectiveness of the integration of learning through multi-agency and single agency audits and the Section 11 audit.

Procedures were reviewed in line with recommendations from SCRs and SILPs.

What has been the impact?

127 professionals attended the event which covered themes relevant to both children and adults in need of safeguarding. The evaluation of the event indicated that 70% of the participants thought the presentations and overall learning event were “useful” or “very useful”.

Audits, such as the Strategy discussion audit, highlighted examples of good practice and focussed on challenges that required action.

What developments and improvements are required in the future?

Audits will be conducted into the effectiveness of multi-agency working which will contain questions in relation to how learning from review processes has been integrated into practice. Audits will include the safeguarding of babies and the monitoring of child protection plans. The Performance Management Framework will also require evidence to demonstrate that the learning from these reviews has influenced practice and reduced significant harm to children.

Implementation of the recommendations of ‘Working Together 2013’ will be required.

6. Progress made against the Leicestershire and Rutland's SAB priorities in 2012/13

Priority 1: *Improving the effectiveness of the Local Safeguarding Adults Board*

Priority 2: *Ensuring the operational effectiveness of the Safeguarding Adults partner agencies*

Priority 3: *Quality assurance and performance*

Priority 4: *Develop a communication and engagement strategy*

1.1 and 1.4 What was planned?

To develop a Quality Assurance and Performance Framework that includes: performance data to evaluate impact; a programme of multi-agency and single agency audits; service user feedback; engagement with the front-line.

To develop a Safeguarding Adult Board (SAB) Engagement Strategy that includes the voluntary, independent sector and service users.

To ensure that front-line staff are aware and engaged with the work of the SAB by involving operational staff in task & finish groups where appropriate and there is a two way information sharing and learning communications process.

What action did the Board take?

The Board agreed the following actions:

The implementation of a Performance Scorecard to provide data on safeguarding activity (see Section Performance Overview).

The on-going development of the Performance Management Framework to bring together not only the quantitative data but qualitative and narrative information from service users and frontline practitioners.

A review of the Board and Subgroup representation and terms of reference to ensure effective contributions and clarity of purpose. A record of Board attendance can be found on page 11.

A programme of audits were planned including the Safeguarding Adults Compliance Audit to support the development of the Performance Management Framework (this mirrors the Children's Section 11 audit).

Development of a communication and engagement strategy.

What has been the impact?

Through regular attendance at Board meetings, Board members have highlighted the contribution they can make to safeguarding adults. Board members have cascaded information throughout their own organisations and have

ensured the business plans within their own agencies contains appropriate cross reference and relevance to the SAB Business Plan.

The involvement of frontline practitioners and specialist workers, e.g. Performance Analysts, and Community Safety officers, have enriched the work of the Subgroups offering a wide breadth of knowledge and experience but also ensuring that changes to policy and procedure are embedded.

What developments and improvements are required in the future?

Safeguarding Adult Boards are to be placed on a statutory footing and a review of compliance with those statutory duties will be undertaken.

Putting the Communication and Engagement Strategy into action to support the performance framework and raise awareness.

1.2 1.6 3.3 3.4 What was planned?

The Board is assured that Member organisations have robust and safe commissioning and contracting arrangements with Safeguarding Adults integral to any process.

Be assured that all service providers within partner agencies, regardless of status are delivering effective safeguarding provision for adults in need of safeguarding. Seek assurances through audits of the impact upon intervention in vulnerable adults' lives.

What action did the Board take?

The Safeguarding Adults Compliance audit undertaken in 2012 at a strategic level sought to assess the quality and effectiveness of safeguarding performance within all Partner agencies.

240 staff from across children and adult services attended four briefings on their responsibilities under the new Disclosure and Barring service.

Assurances sought from organisations as a result of the Mid Staffordshire reports.

What has been the impact?

Whilst we have seen an improvement in the monitoring of the standards of care the referral rates continue to rise.

The impact of national reviews and enquires will have been a contributory factor.

What developments and improvements are required in the future?

Information gathered from the strategic level audit will provide the basis for a front line practitioners' audit which will be undertaken in September 2013 and will test out assurances given at the strategic level. For example if the strategic response was that all staff know how to access procedures the question would be "Do you know how to access the Safeguarding Adults procedures?"

Further to the Francis report into Mid Staffordshire hospitals assurance will continue to be sought on the quality and safety of care and will continue to be a priority area.

Develop QA process to enable alert process so that the Board is sighted on and understand management of risks, especially high level risks.

The Board is assured that resources are efficiently and effectively deployed to support the Business Plan.

What action did the Board take?

The budget to support the work of the Boards is regularly reviewed and the role of the Board Officers and clerical support are developing generically to meet the needs of both adult and children safeguarding priorities.

What has been the impact?

The budget is aligned with business priorities.

What developments and improvements are required in the future?

Board resources will be targeted on delivering the Business Plan outcomes but steps will be taken to identify more efficient and effective ways of delivering our business so that the Board is better positioned to reduce future calls on resources in recognition of the pressures that partner agencies will be facing in the future.

1.5 What was planned?

Ensure that all service providers of all partner agencies, regardless of their agency status, are clear they have the same safeguarding responsibilities for vulnerable adults (e.g. voluntary sector and private organisations).

What action did the Board take?

Developed an Engagement Strategy which includes the voluntary and independent sector and service providers

Through 'Safeguarding Matters', staff across both adult and children's workforce are updated on changes to procedures /legislation /research and guidance.

The Safeguarding Adults Trainers Network meets twice a year and receives regular updates as above in order to disseminate information to front line staff and service users.

What has been the impact?

Anecdotal evidence of the use of 'Safeguarding Matters' seems to support the view that the stakeholder group continues to grow and engage in the Safeguarding Agenda. Whilst there is no direct evidence that this has led to increased referrals to the Local Authorities it may be one of many contributory factors to the year on year increase in referral rates.

What developments and improvements are required in the future?

Embedding the engagement strategy within the Subgroups' work and the Board's structure is a priority moving forwards. We will continue to refresh the membership of the communication and Engagement Subgroup to ensure there is relevant expertise and focus on mapping relevant groups to engage with.

2.1 What was planned?

Clarify the scope of the SAB in terms of both universal/early intervention safeguarding practice and safeguarding of vulnerable adults

What action did the Board take?

Develop positive and two way links between the SAB and other agency work streams looking to improve universal/early intervention including Safer Communities initiatives 'Deprivation of Liberty' Safeguards and the development of Keep Safe places.

What developments and improvements are required in the future?

Redefine the scope of the SAB in the constitution document following further government guidance on making the Board functions statutory.

Safer Communities to provide progress report on the vulnerability work stream.

2.2 What was planned?

Incorporate learning from single and multi-agency investigations, including Serious Case Reviews (SCRs) and Significant Incident Learning Processes (SILPs), into the work of agencies and the SAB.

What action did the Board take?

The publication 'Safeguarding Matters' has shared learning on a variety of issues including Winterbourne View and the abuse of adults with learning disabilities,; and Keeping the Child in Focus. These messages were also reiterated at a SCR Learning event in January 2013, and attended by 127 participants.

Mental Capacity (MCA) and Risk Assessment was the subject of a conference held in August 2012 attended by 120 staff.

Progress on the development of a Learning Framework that offers a variety of review methodologies to provide a proportionate response and learning opportunity.

What has been the impact?

The SCR Learning event attended by 127 frontline practitioners from a variety of agencies across Leicestershire & Rutland who work with children, young people and adults was positively evaluated. 70% of the participants rated the presentations and overall learning event "useful" or "very useful". Participants were committed to taking the learning back to their organisations.

Feedback from the MCA conference led to consideration within the Joint procedures group of a multi-agency risk assessment tool. However it was decided that existing processes such as the Morgan Risk Assessment, the Care Pathway and guidance within the Multi Agency Policy and procedures offered more flexibility.

What developments and improvements are required in the future?

Use 'Safeguarding Matters'/ Learning conferences/ website / Trainer's Network to disseminate information.

Review effectiveness and scope of training in relation to practice issues identified by review processes (See Learning and Development Subgroup Report).

2.3 What was planned?

Ensure Practice and Procedural Guidance is fit for purpose.

See Procedures Subgroup Report.

3.1 What was planned?

Develop robust monitoring systems that allow the Board to understand trends in Adult Safeguarding activity and identify gaps.

What action did the Board take?

During the year, the Board introduced and further developed performance score cards for agencies. The data is reported quarterly and significant issues are flagged and reported to the Executive Group and Board. Audits have been carried out to test the effectiveness of agencies' safeguarding work.

What has been the impact?

Please see section 9 Performance Overview.

What developments and improvements are required in the future?

Work will continue this year to further refine the Performance Management Framework and capture the voice of service users and practitioners.

3.2 What was planned?

Secure an effective training and development strategy that enables managers and staff to effectively implement safeguarding and ensure that training is effective.

What Action did the Board take?

During 2012/13 the Leicestershire and Rutland SAB have continued to support the strategy that has been in place since September 2011 of in house delivery of Alerter and Referrers training with the support of the Training Alerter Programme delivered by the Leicestershire Social Care Development Group (LSCDG), a Training Manual and Trainers Network. Investigating and Managing the Process courses are delivered by the Ann Craft Trust (commissioned by the SAB).

As the training strategy has been in force since September 2011 the Safeguarding Effectiveness Group set up a Safeguarding Adults Training Effectiveness Task and Finish Group to establish the current position regarding delivery of training both single and multi-agency.

What was the impact?

The Trainers Network has met twice this year with attendance, of on, average 35-40 people from a diverse workforce, offering the opportunity to share lessons from reviews and national issues; and also to consider creative ways of developing learning opportunities.

A total of 70 practitioners attended the two day Investigation Course which ran 5 times throughout the year with very positive evaluations: "Made you think", "Increased confidence", "Useful having the police and mental health perspectives."

The one day 'Managing the Process' course ran twice with 22 participants again receiving positive comments: "Exploring how process works and problem solving obstacles"; "Positive emphasis on Information Sharing."

What developments and improvements are required in the future?

See Safeguarding Adults Training Effectiveness Task and Finish Group report.

4.1 4.2 4.3 4.4 What was planned?

Develop an adult safeguarding engagement strategy that secures the involvement of service recipients.

Gain assurances that residents within Leicestershire and Rutland are instrumental in the safeguarding of vulnerable adults.

To develop more effective communications pathways with managers and staff..

The profile of the SAB is raised.

What action did the Board take?

Communications & Engagement Subgroup formed.

Design of a new Safeguarding Adults logo.

The Communications and Engagement Subgroup devised a new brand identity for the Board. “Safeguarding Matters”, a new publication for practitioners, was created which is sent out via a comprehensive distribution list.

Links with training networks have been strengthened to ensure that information and learning from reviews is embedded within courses. The work of Subgroups has been mapped to ensure their priorities are reflected in activity and communications is now a standing item on each agenda.

What was the impact?

The impact of this developing area of work is, at this, early stage purely anecdotal in increasing awareness of Safeguarding Adults issues. Staff are referencing ‘Safeguarding Matters’ in supervision, team meetings and training. Any direct link to improved practice and service delivery may come through future auditing.

What developments and improvements are required in the future?

Further develop effective communication pathways to and from the Safeguarding Boards at all levels (locally, regionally, voluntary, community and independent sectors and throughout all levels of partner agencies). Another next step is holding an event in September 2013 to understand and map the engagement mechanisms and links which already exist in Leicestershire and Rutland.

Revise and maintain public awareness of safeguarding being “everyone’s business.”

Publish “Safeguarding Matters” on a regular bi-monthly basis with special editions as required.

Further website development and maintenance as an important part of the strategy.

Review the processes used to deal with the media issues relating to SCRs, SILPs and on-going raising awareness.

7. Progress made against joint Priority 5: Family and Community

Strengthening multi-agency working to prevent harm and abuse

What was planned?

To have clarity regarding the extent to which safeguarding is addressed within specific priority areas:

- Domestic Violence
- Adult Mental Health
- Drugs and Alcohol
- Child Sexual Exploitation

What action did the Board take?

In relation to domestic violence, the Board endorsed the roll out of the Co-ordinated Action Against Domestic Abuses (CAADA) DASH, a tool to help frontline practitioners identify high risk cases of domestic abuse, stalking and 'honour'-based violence.

In relation to Mental Health, a Mental Capacity and Risk Assessment conference was held in August 2012 attended by 120 staff and gave participants the opportunity to discuss the complexities of assessing mental capacity and its impact.

In relation to Drugs & Alcohol, the Safeguarding Effectiveness Group (SEG) commissioned a dual agency audit into drugs and alcohol services by Swanswell and Children & Young Person's Services. For more information see Section 8.2 SEG Subgroup report.

In relation to Child Sexual Exploitation, a separate Subgroup was created. For more information see Section 8.8 CSE Subgroup Report.

A number of multi-agency events have been held with themes including safeguarding and the Mental Capacity Act see Section 8.7 SAB Training Effectiveness Task and Finish Group report for more information. The Board has also supported training in relation to 'Think Family'.

The Board has supported the work of Supporting Leicestershire Families. This programme was set up by the county and district councils, the police, NHS and other agencies to work together to improve support for more than 3,000 families across the county.

The family support workers work directly with vulnerable families to support them to achieve better outcomes and turn their lives around. They plan to work together to intervene earlier with the aim of transforming the lives of these families, by reducing intergenerational cycles of debt, poverty, violence, and worklessness.

What has been the impact?

The effectiveness of services to children, young people and their families where any of the above risk factors has been identified has been monitored.

The LSCB Section 11 Audit (Part 2: Targeting Front line practitioners) was conducted in 2012. The results of the audit showed that awareness of the complex problems faced by families was high. The question was asked if staff would know what to do to ensure the child or young person was protected. Only 3.5% of respondents (3) stated they would not know what to do in cases of alcohol, drug misuse or mental ill health. Nobody stated that they would not know what to do in cases of Domestic Abuse. 82% of respondents stated they would know how to recognise the signs of possible Child Sexual Exploitation (CSE).

The feedback from the LSCB/SAB SCR/SILP Learning Event held in January 2013 showed that learning about key areas was being embedded. The event evaluation reported as follows: Some groups noted the importance of the 'Think Family' approach: "Think Family' being jointly owned and valued; "Adult workers to consider needs of children and children workers to consider needs of adults" and "Consideration of children discussed at every adult safeguarding conference". Others noted the importance of linking up: "Links between children in care teams and transitions team, adults + Adulthood" and "Transitions from child to adult care to be seamless, more co-working options". One participant went so far as to suggest: "Re-structure of social care to integrate adult and children's services."

What developments and improvements are required in the future?

The SEG Audit Group will commission further audits to include these risk factors.

Review procedures to ensure relevance to practice.

Ensure training is offered to include these areas.

An annual report from Supporting Leicestershire Families will be requested.

Include these issues in editions of "Safeguarding Matters".

What was planned?

Develop communication pathways to and from the Safeguarding Boards by:

- Ensuring the Board constitution and Terms of Reference reflect the agreed governance structure.
- Further develop the relationships with Joint Action Groups (JAGs) and Community Safety groups.
- To put in place a communication and engagement plan that enables effective relationships between the Safeguarding Boards and:
 - Key strategic bodies such as the Health & Wellbeing Board, Children's Trust Clinical Commissioning Groups and Community Safety Partnership
 - Partner agencies – particularly senior leaders
 - Front line staff
 - Service users and communities of Leicestershire and Rutland.

What action did the Board take?

The LSCB and SAB Constitution and the Terms of Reference for the Boards and Subgroups were reviewed to ensure they were relevant and fit for purpose.

The Board received the report from the Community Safety Partnership which had reviewed the work of the JAGs.

The Communication and Engagement Subgroup approved the Communication Strategy and the Engagement Strategy. 'Safeguarding Matters' was launched in February 2013. For more information see Section 8.3 Communication and Engagement Subgroup Report.

An audit of the arrangements joining the LSCB and SAB was conducted in December 2012. This included questions relating to communication. The feedback was presented at the Board Development Day on 11th January 2013.

What has been the impact?

Feedback from the survey, conducted in relation to the Joint Working Arrangements and Conjoined Meetings between November 2012 and January 2013, was generally positive in relation to improved communication. For example, in response to one of the questions: "Are there any other advantages you would like to highlight?" some of the responses included:

- "Allows networking across both areas of specialism. Improved time management as meetings were separate run consecutively."
- "Much better understanding of 'Think Family'. Also, improved working relationships across adults and children. Better understanding of roles and responsibilities."
- "Networking is an advantage."

What was planned?

To consider the extent of join up with Leicester City Boards in relation to:

- **Procedures**
- **Training**
- **Communication and Engagement**

What action did the Board take?

The following groups are managed on a sub-regional basis:

- The Joint Leicester, Leicestershire & Rutland (LLR) LSCB Procedures & Development Subgroup - See Section 8.4 for more information.
- The Joint Leicester, Leicestershire & Rutland Safeguarding Adults Procedures & Practice Subgroup - See Section 8.5 for more information.
- Leicester, Leicestershire & Rutland Training and Development Task and Finish Group- See Section 8.6 for more information
- The Leicester, Leicestershire & Rutland Safeguarding Adults Training Effectiveness Task & Finish Group - See Section 8.7 for more information.
- Leicester, Leicestershire & Rutland Large Publication Group – this group manages the process of publishing Serious Case Reviews, Domestic Homicide Reviews and other major learning process across the sub-region.

The Communication and Engagement Subgroup continues to be Leicestershire & Rutland but communication takes place where necessary with partners in Leicester City.

The Leicester, Leicestershire & Rutland (LLR) Joint Executive meets bi-annually to ensure strategic matters are discussed and aligned across the sub-region.

What has been the impact?

The sub-regional management of the Subgroups has assisted in achieving consistency across the local authorities. The on-line procedure manuals reflect the consistency of practice between the three authorities.

The appointment of the LLR Project Development Officer for developing the strategy for LSCB training has resulted in a consistent approach to safeguarding children training across the sub region.

What developments and improvements are required in the future?

More effective communication across the sub-region is necessary to ensure consistency of approach for partner agencies who span the sub-region, and for all partners. This is particularly the case as regards setting thresholds for service provision.

More involvement of children, young people and adult service users in the work of the Safeguarding Boards is essential.

An agreed process for accessing early help and safeguarding children and young people services between the local authorities (thresholds) needs to be finalised.

Leicester, Leicestershire & Rutland Large Publication Group will manage the publication of any Serious Case Reviews, Domestic Homicide Reviews and other major learning process across the sub-region.

What was planned?

Agree process for managing Domestic Homicide Reviews (DHRs)

What action did the Board take?

The Board continued with work across the SAB & LSCB to develop working processes regarding the effective management of DHRs.

Two Domestic Homicide Reviews (DHRs) were initiated by Community Safety Partnerships and managed through the Serious Case Review Subgroups.

What has been the impact?

Two DHRs are being concurrently conducted.

What developments and improvements are required in the future?

The two Domestic Homicide Reviews (DHRs) will be published in 2013/14. Learning arising from the process will be identified and will be incorporated in a review of the procedures for DHRs after their publication. An evaluation and learning event is planned as part of the publication of each the DHRs.

8. Reports from Subgroups

8.1. Serious Case Review Subgroup

Role of the Subgroup

The Serious Case Review Subgroup is a conjoined Subgroup of the Leicestershire & Rutland Local Safeguarding Children Board and Safeguarding Adults Board.

Meetings are held monthly. LSCB and SAB Subgroups meet separately with a third section where joint LSCB and SAB issues are discussed.

There are two Chairs for these meetings who are assistant directors from Children's and Adults Social Care who chair the conjoined section on an alternate basis.

The Serious Case Review Subgroup monitors the progress of all case review processes, e.g. Serious Case Reviews (SCRs) and Significant Incident Learning Processes (SILPs).

In addition, by arrangement with the Community Safety Partnerships in Leicestershire and Rutland, Domestic Homicide Reviews (DHRs) are also managed by the group.

A Serious Case Review is required by government when a child or young person has been seriously harmed as a result of abuse, and a number of different organisations have been involved. The case must meet the criteria as set out in Chapter 8 of 'Working Together 2010'.

Adult serious case reviews are currently voluntary processes but are regularly considered by the group when a serious incident occurs.

In both cases a report is produced with recommendations for change if improvements can be made and lessons can be learnt. The final reports are published in due course and are anonymised to ensure no individual child adult or family can be identified.

What did we do?

During the year 2012/2013 no Serious Case Reviews were completed by the Leicestershire and Rutland LSCB and Safeguarding Adults Board, two Domestic Homicide Reviews commenced and a Significant Incident Learning Process (SILP) was undertaken by the Safeguarding Adults Board.

The Subgroup monitors the progress of recommendations arising from Serious Case Reviews, Domestic Homicide Reviews and other review processes through Master Action Plans.

The actions are monitored at each monthly meeting to ensure progress is being made and that change is implemented within agreed timescales.

Consideration will be given to requesting that the Safeguarding Effectiveness Group (SEG) monitor the effectiveness of any changes through single or multi-agency audit. If changes are needed to Policy or Procedure these are passed to the Development and Procedure Subgroups for consideration across Leicester, Leicestershire and Rutland.

'Working Together 2013' introduces changes around the type and nature of SCRs and other learning and review processes and the proposed Social Care Bill will put Safeguarding Adults reviews on a statutory footing. The SCR subgroup set up a LLR task and finish group to develop a Learning Review Framework that will give guidance on decision making as to the type of review to be undertaken.

What has been the impact?

The Subgroup meetings continue to be well attended and contribution is effective and productive. During the year the LSCB SCR Subgroup monitored the completion of actions relating to four reviews. The SAB SCR Subgroup monitored the completion of actions relating to three reviews which were undertaken in previous years.

The learning from these reviews included:

- Streamlining the processes between the Coroners' Office and the Safeguarding Boards where Serious Case Reviews are undertaken in order to ensure bereaved families have a better understanding of both processes.
- Ensuring that the learning points from SCRs and other review processes are disseminated through multi-agency training events. This was achieved through the SCR Learning Events held in January 2013. The learning events were designed to encourage agency attendees to incorporate learning into their own development planning.
- Ensuring robust practice guidance is in place which enables Independent Reviewing Officers to assess, challenge and effectively progress the work tasks of Child Protection plans.
- The introduction of a multi-agency protocol for supporting and debriefing staff involved in cases where children have been significantly harmed or died.
- Revised arrangements for obtaining information and undertaking checks were introduced to allow other professionals to be aware of other agencies involved in a case.

What developments and improvements are required in the future?

The SCR Subgroup will ensure that learning from local and national review processes (SCR, SILP, DHR, and CDOP) is incorporated into the practice of the Boards and partner agencies to secure improved outcomes for children and adults in need of safeguarding.

The SCR Subgroup will continue to manage reviews of cases on behalf of the Boards. During the year, greater consideration was given to receiving details of individual agency reviews and considering the impact to Leicestershire and Rutland of Serious Case Reviews that had taken place elsewhere in the UK.

The Learning Review Framework will be adopted across LLR.

8.2. Safeguarding Effectiveness Group

Role of the Subgroup

The Safeguarding Effectiveness group is a joint Subgroup of both the Local Safeguarding Children Board and the Safeguarding Adults Board. The group aims to lead on the monitoring of practice across partner agencies and seeks to identify whether or not the required actions following national or local recommendations from reviews have been implemented and to assess the impact and effectiveness of such recommendations and changes.

The key areas for monitoring include:

- Effectiveness of organisations' implementation of their duties in relation to safeguarding.
- The effectiveness of recommendations from Serious Case Reviews (SCRs) and Significant Incident Learning Processes (SILPs).

- Effectiveness of Training
- The effectiveness of joint working across children's and adult's services of the whole family / think family approach, and the
- The core data set provided by the Board member organisations

The SEG met for a total of eight times throughout the year as well as a number of task and finish groups to progress the work.

What was planned?

During 2012-13 the group focused its time on: Audits, Training effectiveness, the development of the Performance scorecard and the monitoring of the Master Action Plan of serious case review outcomes.

What action did the group take?

During the year the Boards introduced and further developed the LSCB and SAB Performance Score Cards. These are a system designed to collect and report on the performance of member agencies in their work to Safeguard Children and Adults in need of Safeguarding. The performance is reported quarterly to the Safeguarding Effectiveness Group (SEG). The group Chairs then report significant issues to the Executive Group and the Safeguarding Boards.

The Safeguarding Effectiveness Group (SEG) has undertaken audits that test the effectiveness of elements of agencies safeguarding work. During the year these audits have resulted from Serious Case Reviews and other Review processes.

These have included audits looking at the provision of drugs and alcohol treatment and Child Protection Strategy Meeting Audit, Safeguarding Adults – Multi Agency Case Audit.

A Section 11 audit was also undertaken, testing the experiences and knowledge of front line staff and supervisors against the perceptions of agency performance obtained from their management in a previous Section 11 audit.

In addition, a large scale Safeguarding Audit was undertaken by the Safeguarding Adults Board. Agencies were asked to produce action plans on how they would ensure full compliance in areas where they reported they were not fully compliant.

This is being followed up in the current year by a 'reality check' audit with front line staff and supervisors.

What has been the impact?

The Boards have been assured on the effectiveness of multi-agency safeguarding arrangements across the adult and Children's arenas.

The changes brought about by implementing recommendations from local and National reviews have been audited for effectiveness and shown to be fit for purpose.

For the Section 11 audit there were replies from 100 individuals in Rutland and a geographical area of Leicestershire. This has resulted in actions to ensure that messages from reviews are embedded with school staff and that issues relating to self-harm are better understood by staff.

What developments and improvements are required in the future?

Work will continue this year to further refine the Performance Framework, using both qualitative and quantitative information, and capturing the voice of both the service user and front line practitioners.

A reference group has been established with a good cross representation of agencies across Leicestershire and Rutland. The group had agreed seven main categories of performance to monitor:

1. Prevent and identify maltreatment.
2. The child's experience of their 'journey' through the safeguarding system protects them from harm.
3. Protecting Vulnerable Adults suffering, or likely to suffer, significant harm.
4. Proactive targeting of specific participant groups for themed work or close monitoring.
5. Embedding learning across organisations and practitioners,
6. Achieving the standards required nationally,
7. Partner organisations working effectively together to ensure safeguarding.

These categories are broken down into quantifiable statements that each agency will report against, and these statements will be approved by the Reference Group by the end of June 2013.

Each member agency will then be provided with a Service Level Agreement detailing what data they are required to provide against this framework and the reporting schedule for the current financial year.

These reports will then feed into one single Safeguarding Adults and Local Safeguarding Children Board's dashboard to monitor and manage activity across Leicestershire and Rutland.

8.3. Communications and Engagement Subgroup

Role of Subgroup

The primary role of the Communications and Engagement Subgroup is:

- To promote the work of the Local Safeguarding Children Board (LSCB) and Safeguarding Adult Board (SAB) in Leicestershire and Rutland
- To ensure children, young people and adults in need of safeguarding are fully and meaningfully involved at all levels in the planning, design, implementation, monitoring and evaluation of work undertaken by the LSCB and SAB.

What was planned?

To develop and action a Communications and Engagement Strategy

What action did the Group take?

Published 'Safeguarding Matters' on a regular bi-monthly basis

Designed a new Safeguarding Adults logo

Website development

What has been the impact?

'Safeguarding Matters' has been distributed to both the adult and children's work force across the statutory, voluntary and independent sector.

Communication and engagement is a standing item on all the Board Subgroup agendas so there is no shortage of articles and themes for each edition.

What developments and improvements are required in the future?

Further develop effective communication pathways to and from the Safeguarding Boards at all levels (local, regional, voluntary, community and independent sectors and throughout all levels of partner agencies) with an Engagement Event planned for September 2013.

Revise and maintain public awareness of safeguarding being “everyone’s business”.

Publish ‘Safeguarding Matters’ on a regular bi-monthly basis with special editions as a when required.

Further website development and maintenance.

Review the processes used to deal with the media issues relating to SCRs, SILPs and on-going raising awareness.

8.4. Joint LLR LSCB Development and Procedures Subgroup

Role of the Subgroup

The Leicester, Leicestershire and Rutland (LLR) LSCB Development and Procedures Subgroup is the principal strategic group which co-ordinates and delivers the function of developing policies and procedures for safeguarding and promoting the welfare of children in Leicester, Leicestershire & Rutland.

The LLR Development and Procedures Subgroup met on three occasions throughout the year. Attendance at meetings was about 50 % with an average of 7 members from different agencies attending. Most members attended at least one meeting, with LSCB staff, Head of Service/Safeguarding and the Probation Trust attending all meetings.

Members are represented by the following agencies:

- Leicestershire Police
- Clinical Commissioning groups in the city and counties
- Leicestershire & Rutland Probation Trust
- Leicestershire Partnership Trust
- University Hospitals of Leicester Social Care services in the city and counties
- Local Safeguarding Board Business offices in the city and county

Task and Finish Groups were formed to progress a number of issues including the revision of the Multi-Agency Referral Form (MARF) and Report to Child Protection Conference Templates for agency partners and GPs; and revision of procedures such as the Appeals by Parents / Carers and Children against Child Protection Conference decisions Private Fostering, and Children Moving Across Boundaries.

The coming year will be dominated by ensuring that changes from ‘Working Together 2013’ are incorporated into the procedures. This will include issues such as Single Assessment, Thresholds and the Learning & Improvement Framework.

8.5. Joint LLR SAB Procedures and Practice Subgroup

Role of the Subgroup

The Safeguarding Adults Boards of Leicester City, Leicestershire and Rutland Joint Procedures and Practice Subgroup drive the development of Procedures and Practice Guidance.

Meeting bi-monthly, the group drive the development of Procedures and Practice Guidance within safeguarding by identifying, scoping and developing new initiatives in response to:

- Government publications
- New research findings
- Recommendations from Serious Case Reviews and other reviews/audits of practice
- Significant issues raised about the operation of current practice

What was planned?

- The revision and production of the Leicester, Leicestershire & Rutland procedures and practice guidance
- The revision of the Information Sharing agreement
- The development of a thresholds document
- Discussion regarding the development of a Multi-Agency Risk Assessment Tool

What action did the Group take?

Reviewed the pan East Midlands SCIE Procedures

Revised the information sharing agreement

Leicester City pilot of the Thresholds document

Reviewed a variety of risk assessment/management tools and agreed not to have one multi agency document but use the variety of tools already available

What has been the impact?

Working towards congruent processes across LLR.

What developments and improvements are required in the future?

Publish revised SAB procedures on the new website

Regular review of procedures to ensure compliance with legislation, policy and best practice.

8.6. Joint LLR LSCB Training and Development Task and Finish Group

Role of the Sub-group

In March 2011 the Leicester and Leicestershire & Rutland LSCBs confirmed their positions regarding the future delivery of safeguarding training and ratified the proposed Training Learning and Development Strategy.

The strategy requires the Leicester and Leicestershire & Rutland LSCBs to support partner agencies in the development of multi-agency training, whilst not being the responsible body for delivering the training. The Leicester and Leicestershire & Rutland LSCBs will be responsible for the effective monitoring and

evaluation of the quality, scope and effectiveness of any training provided and will each submit an annual report demonstrating assurance that the training delivered meets agreed standards for the relevant bodies.

This multi-agency group is accountable jointly to the Children's Trusts / Commissioning Board and the two Local Safeguarding Children Boards. The Group has overall responsibility for the strategic direction of Safeguarding Learning in line with the Current Training Strategy. This Group is made up of representatives of key partner agencies, who can help to commit resources to the multi-agency programme in order to meet the essential requirements.

The Group has the following responsibilities:

- Overview and support of the implementation and administration of the Leicester, Leicestershire & Rutland Training, Learning and Development Strategy (September 2011). This strategy applies to all staff who require Children's Safeguarding Learning.
- Overview and consideration of work undertaken by LLR Project Development Officer, (whose primary role is to support the implementation of the Training Strategy).

The group has a particular responsibility for supporting the delivery of the multi-agency programme:

- To consider and endorse draft strategic documents, prior to formal endorsement by Boards / Children's Trusts and Commissioning Boards.
- A strategic overview and coordination of work undertaken by the Interagency Training Coordinator in relation to event programming, booking, administration and programme/event monitoring.
- To meet on a regular basis to oversee and review safeguarding learning, training and development across the partnership.
- To disseminate key messages about safeguarding learning, training and development.
- To support and actively implement the Quality Assurance processes, in line with any current version of Working Together.
- To support the work of the Trainers Network.

The Group also shares views, current themes and practice issues that are relevant to safeguarding learning, development and training. They make recommendations to formal LSCB Safeguarding Effectiveness groups and LSCBs in respect of actions needed to meet learning needs which cannot be wholly fulfilled by training opportunities.

What action did the Group take?

On-going liaison and work to develop and implement the Training Strategy has developed and strengthened existing relationships and allowed for new working relationships with key partners to be developed. This in turn will have supported and strengthened multi agency working by the development of the programme and priorities for safeguarding learning. Specifically this has included:

- Undertaking a priority needs analysis for the multi-agency programme and developing a process for tracking and audit purposes which will support the Quality Assurance process. This also links in with tracking how recommendations from SCRs and business plan priorities are met.
- Development of a multi-agency programme which includes a flagship course of Effective Partnership working for Level 3 staff.
- Development of the 'golden threads' (5 identified themes / areas for consideration) as key in all multi-agency training, which includes consideration of multi-agency working, listening and

responding and roles and responsibilities for all learning within all delivered training events (proportionate to roles and responsibility).

- Re-establishing the Trainers Network to offer support to all staff who deliver or have involvement with development of Safeguarding learning.
- Regular mail-outs of resources and information to staff, managers and safeguarding trainers.
- Development of Best Practice Guidance for safeguarding learning.
- Review of first year of multi-agency programme, planning and development for 2013/2014.
- On-going support and commitment to provision of Level 2 training to PVI sector.
- Quarterly evaluation reports and analysis of multi-agency training programme.
- Strengthening inter agency partnerships in relation to safeguarding learning, by regular formal meetings of the group, and contact with Project Co-ordinator and Project Officer
- Re-establishing the Trainers Network to offer support to all staff who deliver or have involvement with development of Safeguarding learning. This offers development opportunities, consistency and a forum to communicate key LSCB/Safeguarding messages.

What was the impact?

For multi-agency training, the quarterly evaluation report provides evidence that is accessible and used by the LSCB and also by partner agencies; this quarterly reporting allows for learning to be measured; but also this will provide data in relation to uptake, attendance and venues. The new infrastructure and tracking systems for the multi-agency programme will allow for contributions by partners and priorities to be tracked and measured.

For 2012-13, data is available for the multi-agency programme including the numbers of staff trained, sectors and also increase in skills, knowledge and confidence.

Evaluation indicates good take up and increase in skills, knowledge and confidence for those staff who attended the multi-agency programme. This was also evidenced by a good response and maintenance of this Knowledge, skills and confidence at the 3 month evaluation stage.

Over 600 practitioners received multi-agency learning via the programme last year. It is also acknowledged that there will be many other multi agency learning events across children and adult services which have taken place.

The primary focus of the training group is to support practitioners in the workforce to have the skills, knowledge and confidence required to undertake their roles and responsibilities in relation to safeguarding.

The continued development of this process has also allowed for partners to work to their strengths and areas of expertise and has the potential to model interagency training developed by a multi-disciplinary team, which models good practice and will enhance the learning experience.

There is now a system for audit and tracking how the SCR recommendations are met and we can review and provide this information to SEG.

The priorities are now formally lodged and approved by SEG, which means that there is synergy between the work of SEG and training officers.

This work and processes will continue to be reviewed and developed. However, we are now able to focus resources on priority areas and also adopt a broader approach of acknowledging different types of learning

– rather than just training – which can be underpinned and ensured by the use of the proposed competency framework.

On-going issues and next steps

- Development of joint adult and children’s trainers network event, to promote common themes and learning for safeguarding trainers.
- Further analysis of evaluation methods, and consideration of focus groups to look at effectiveness of partnership working.
- Promotion of specific themes and areas, i.e. DV and parental mental health, to be included in multi-agency training programme, and also considered (proportionality) at all levels for the workforce.
- Planning and developing a formal process for audit and quality assurance for the next year, which should provide guidance and consistency for safeguarding learning, via a competency framework.
- The development of the Quality Assurance Framework and Competency Framework will give all partners clear guidance in terms of the expectations and scrutiny that the LSCB will determine. However there has been an approach of consultation and development work with many of the partners, in order to seek advice on the Competency Framework and look at implementation.

8.7. Joint LLR SAB Training Effectiveness Task and Finish Group

Role of the Subgroup

The Safeguarding Adults Board through the Safeguarding Effectiveness Group (SEG) has the responsibility to seek assurance as to the effectiveness of both single and multi-agency Safeguarding Adults Learning.

The aim of the Group was to produce a report for the Board on current training provision across the partnership, with a proposal to endorse partnership requirements for training linked to a revised competency framework including reporting requirements.

How we get there:

What was planned?

- To compile a questionnaire - scoping current provision and how it is delivered
- Review competency framework updating terminology, legal requirements and support managers to identify which competencies apply to their staff
- Publish the competencies and requirements on website and ‘Safeguarding Matters’
- Establish reporting requirements to the SEG
- Develop the Board’s framework for evaluation and effectiveness
- Make recommendations for future work e.g. audit tools.

What action did the Group take?

Before work was undertaken on the competency framework and effectiveness strategy, a survey was undertaken to give an overview of the training and learning being provided across the partnership.

The Task and Finish Group members have progressed work in the following areas:

- Surveyed Questionnaire to identify the range of training delivered
- Reviewed the Competency Framework to guide learning, evidence practice and support managers
- Developed a competency log
- Developed best practice principles in the commissioning, delivery and evaluation of learning opportunities
- Developing with the LSCB an effectiveness strategy of quality assurance

What has been the impact?

Agreement across LLR and closer links with the Safeguarding Children's Boards

What developments and improvements are required in the future?

- Analysis of survey results
- Implementation of the revised competency framework
- Support the role of training/learning commissioner in commissioning development opportunities that meet the competencies and best standards of delivery
- Support training/learning delivery through updates on legislation, policy and SCRs Ensure training is linked to Business Plan priorities SAB procedures and lessons from reviews

8.8. Child Sexual Exploitation Subgroup

Role of the Subgroup

The Child Sexual Exploitation Subgroup was established as an LLR joint operational CSE, Trafficking & Missing meeting to improve understanding of sub-regional issues and good practice to improve the safeguarding of children and young people and reduce the numbers of missing incidents.

What was planned?

Following completion of the CSE Project in March 2012, recommendations from that project, a recommendation from the Police, and the influence of a number of relevant government reports and guidance, the LSCB agreed to the formation of a Leicester, Leicestershire & Rutland (LLR) Subgroup to safeguard children in these categories, identify and manage related issues and progress solutions effectively.

What action did the Board take?

A subgroup was formed and the first bi-monthly meeting took place in August 2012. Financial support was given for a Business Analyst to assist in establishing an effective data collection process across all agencies.

What has been the impact?

Bringing together key agencies across Leicester, Leicestershire & Rutland to avoid duplication of effort and focus expertise into the activities of the subgroup. Overseeing changes to policy, procedure and joint protocols.

The Police formed a team of police officers to deal specifically with these issues and work closely with other LLR partners.

The Police led on the production of the 2012 Joint protocol 'Children and Young People who Run Away or go Missing from Home or Care' providing guidance for parents, carers and professionals. This was launched at an LLR event to 150 managers in February 2013. The Subgroup was able to react promptly to an ACPO definition change in respect of Missing persons by reviewing the above protocol with plans to re-launch it in June 2013.

Improved linking to private children's homes to ensure that they are supported to work within (LLR) protocols and networking with other authorities to ensure best practice of child placements into the area. The Subgroup produced the 'LLR CSE, Trafficking & Missing draft Strategy and Action Plan' along with a 'Subgroup Communication Strategy' and submitted articles for the new publication "Safeguarding Matters".

Prompt completion of the Office of the Children's Commissioner's Formal Inquiry into CSE in Gangs and Groups year 2 dataset requests.

In Leicestershire, the Safeguarding & Improvement Unit (SIU) has the operational lead and this includes: monitoring cases involving CSE, trafficking and missing; raising awareness of the issues amongst colleagues and partner agencies; offering consultation to practitioners; and developing processes and practice.

Since the roll out of the LSCB CSE procedure and practice guidance in July 2011 over 90 CSE strategy meetings have been held chaired by the SIU. Further analysis is required but this work appears to be having an impact. The evidence suggests there is now earlier identification of issues, more successful earlier disruption and offers of help, improved outcomes and improved identification of perpetrators.

The SIU also managed the Return Project, a listen and support service aimed at children going missing from home, that was piloted in NW Leicestershire. A report was produced detailing how the Project has been effective in its impact in reducing local missing episodes and recommending the endorsement of the method being rolled out more widely. This is still progressing.

What developments and improvements are required in the future?

On-going work with the police, health and others partners to collect data on these issues to inform practice guidance and identify intelligence and emerging trends and to inform targeting of resources.

To continue to make recommendations to the LLR Executive about services required to address the issues and inform commissioning decisions.

To continue to review and react appropriately to National, Government and research publications and guidance in order to better safeguard children and reduce incidences exposing them to harm.

8.9. Safeguarding Children - Voluntary Community Sector (VCS) Reference Group

Role of the Subgroup

The Leicester and Leicestershire/Rutland LSCB VCS Reference Group works on behalf of the VCS, acting as a conduit for communication between the LSCBs and the VCS. The Group is proactive in engaging the involvement of the VCS in the work of the LSCBs and has identified the following responsibilities:

- To represent VCS perspectives to the LSCBs and identify VCS representatives to attend LSCB Subcommittees as appropriate.
- To seek the views of the VCS and raise awareness of the work of the LSCBs.
- To raise the awareness of the LSCBs in relation to the work of the VCS.
- To identify appropriate safeguarding resources available to the VCS.
- To create and maintain appropriate links with other VCS networks.

The Group meets bimonthly with a total of 9 different VCS groups represented with additional efforts being made to expand membership.

What was planned?

The following Outcomes have been taken from the VCS Reference Group 2012/2014 Action Plan. The broader achievements of the Group have also been highlighted to further demonstrate the contribution of the Group to each priority.

Action Plan Outcome 1 – *‘Agencies within the LSCB are aware of VCS services and the contribution the VCS can make to the Safeguarding Children & Young People agenda.’*

Action Plan Outcome 2 – *‘Agencies within the VCS are aware of the LSCB and their responsibilities to safeguard children & young people within LSCB procedures and guidance.’*

Action Plan Outcome 3 – *‘A resource library is identified, developed and maintained and made easily accessible to the VCS ensuring this includes: CSE, Domestic Abuse and Abuse through Technology.’*

Action Plan Outcome 4 – *‘A monitoring framework is established to enable the Reference Group to identify increased access to safeguarding training across children and adults services..’*

Action Plan Outcome 5 – *‘Increased awareness by VCS groups/organisations of the Safe Network Standards and role of the Safe Network Champion.’*

Action Plan Outcome 6 – *‘The LSCB Reference Group has supported both the VCS and statutory partners within the LSCB to reflect and learn from experiences of complex cases, SCRs, ‘stuck’ cases and professional challenge over safeguarding issues.’*

Action Plan Outcome 7 – *‘The LSCB VCS Reference Group has an established membership that is representative of the sector.’*

Action Plan Outcome 8 – *‘The LSCB VCS Reference Group has a clear action plan in place that is linked to the business plans of the L&R and L Boards. The action plan is regularly monitored and reviewed and is up-dated annually.’*

Action Plan Outcome 9 – *‘Review LSCB action plans to ensure alignment of Reference Group Action Plan.’*

What action did the Group take?

- Action plan developed and reviewed against LSCB Business plan and Risk Register priorities.
- An audit of current membership, attendance and identification of gaps in representation and proactive steps taken to encourage broader membership; invitations sent to Federation of Muslim organisations, PREVENT Leicester, Swanswell, New Futures, Future Minds and The Aquoon Centre.
- Providing VCS input through regular attendance at Leicestershire/Rutland and Leicester LSCB’s Executives, Communications and Engagement and other relevant sub-groups.

- Reporting on activities and key achievements to LSCB Executive Groups via the LSCB Managers and Deputy Chair of the VCS CYP Reference Group; including information from Annual Workforce Data Profiles and Inter-Agency Training Evaluation Report.
- LSCB features and SCR bulletins added to CWM website (with links to VAL website). Also included in CWM e-Briefings, 'Safeguarding Matters' Newsletter and CWM Newsletters (Rutland).
- Continued development of the Safe Network Champion, supporting the VCS (Rutland). Raising awareness of Safe Network Standards and promoting the use of 'Safe Network' training.
- Learning from SCRs and SILPs disseminated via CWM to the Group members and passed onto the wider VCS as well as own organisations. Learning also detailed on CWM website (accessible to all) and shared via the e-briefings (Rutland).
- Identification and collation and review of relevant and new resources, creating online links on the CWM website and to other websites.
- Support and promotion of safeguarding training programmes through CWM website, newsletters and e-bulletins.
- Production of a Disclosure & Barring Service Leaflet.
- Discussions with the Board Office relating to the sharing of information between with the Safeguarding Adults Board in respect of work with the VCS and the possibility of setting up a Safeguarding Adults VCS.
- Promotion of CYP Safeguarding Agenda to groups working with adults.
- Presentations to the group to raise awareness of safeguarding issues in Madrassas, Disclosure and Barring Service – presentation delivered by Safe Network and PREVENT .

What has been the impact?

Where possible, the Group has taken proactive steps to develop awareness of the need to consider the role of the VCS within Adults Safeguarding; whilst recognising the need to promote children's safeguarding as part of the Adult's agenda. As the steps taken have largely been in the form of broader discussions, advice and support, it is premature to assume that the actions of the Group have had a direct impact on the improving the effectiveness of the SAB. However, the Group feels confident that a contribution has been made in respect of raising awareness of the role of the VCS and broader safeguarding considerations for professionals working with adults.

The work demonstrates that the VCS Reference Group is working towards the following areas of improvement:

- Improving information sharing and awareness in relation to the needs and contribution of the VCS.
- Increasing VCS access to up to date information relating to latest LSCB developments.
- The Action Plan helps to guide the work of the Group and ensures a proactive approach is taken in supporting both LSCBs and the VCS.

- Actively promoting the sharing of key safeguarding information to the sector, raising awareness by using effective communication methods managed by the CWD Project Team
- The availability of free resources is also communicated on a regular basis and key messages are cascaded through training sessions.
- Broadening membership of the Group enables sharing information more widely.

What developments and improvements are required in the future?

By raising awareness of local VCS services, supporting learning from safeguarding issues and aiming to establish a membership that is representative of the sector, the Group is working towards the following areas of improvement:

- Improving VCS awareness of the Safe Network and supporting VCS groups to establish robust auditing and standards for Safeguarding.
- Increasing VCS awareness of learning from key safeguarding issues.
- Improving VCS representation on the Group.
- Supporting the LSCB to review risks in line with the VCS and to use broader techniques.
- To identify resources to deliver key training.
- To undertake a snapshot survey of the sector to identify improved learning through SCRs.

8.10. Leicester, Leicestershire & Rutland Children's Executive

Role of the Subgroup

The Leicestershire and Rutland Executive group of the LSCB and the Leicester City LSCB executive group meet jointly twice a year.

During the year the group have discussed the following issues:

The CDOP annual report, LLR Procedures & Development Group work, the Signs Of Safety Approach, Safeguarding Training Arrangements, the new Working Together Performance Framework and Managing Individual Cases. The group also share/update on the Serious Case Reviews the two Boards are working on at the time (if any).

Other topics of discussion have included updates on CSE across LLR, and the Domestic Violence Risk Assessment Tools used across LLR.

Outcomes from the discussion are fed into the Individual Executive Groups and/or Subgroups for discussion and development.

8.11. Child Death Overview Panel

The duties undertaken by the Leicester, Leicestershire and Rutland (LLR) Child Death Overview Panel are as outlined in chapter 5 of 'Working Together to Safeguarding Children (2013)'. The child death overview process has been established within LLR since February 2009. 'Working Together to Safeguarding Children (2006)' outlined the duties of the Local Safeguarding Children Board (LSCB) to undertake a review of any child death resident within its area. 'Working Together to Safeguarding Children (2013)' re-emphasized the need to ensure a process is in place to undertake this work. Leicestershire Partnership Trust is commissioned to provide and co-ordinate the CDOP process and undertake scene visits for unexpected child deaths.

The remit of the child death overview process is to co-ordinate a systematic review into the death of any child between 0 and 18 years of age (the review does not include stillbirth notifications).

All notifications are received by the Child Death Review Manager who co-ordinates the initial response. Within LLR there is a team of 7 Named Nurses who contribute to rotational cover to undertake a home visit for unexpected deaths. As part of the visit the nurses will discuss the CDOP process with the family and provide them with an opportunity to raise questions they may wish the panel to answer. The nurses will also provide initial information about sources of support the family may wish to access. The nurses are then invited to attend the case discussions that are held prior to the case being presented to the CDOP panel. The nurses provide cover during office hours (9am – 5pm) Monday to Friday (excluding bank holidays).

The CDOP Panel meets 6 weekly and comprises representation from:

- Leicestershire Constabulary Child Abuse Investigation Unit
- Leicester City Council Education and Children's Services Department
- Leicestershire Children and Young Peoples Services
- Rutland Children and Young Peoples Services
- Leicestershire Partnership Trust
- University Hospitals of Leicester NHS Trust
- Community Paediatricians
- Designated Paediatrician
- Designated Nurse for Safeguarding
- Public Health
- Lay Member LSCB
- Chair

During 2012/2013 the panel met on 8 occasions and completed reviews on 53 cases. Data submitted to the Department for Education showed that in the review of cases undertaken and the learning identified LLR CDOP are comparable with other CDOP nationally (the latest statistical release is available on the Department for Education's website).

The highest number of notifications still remains those under 1 year of age.

In order to ensure lessons identified within the panel review are disseminated, in addition to panel members ensuring the learning is taken back to their relevant organisations, the Child Death Review Manager attends a number of key meetings including the Stay Safe Development Group, the respective SCR Sub Committees, the Suicide Audit Prevention Group, the Perinatal Mortality Review Meeting and the Infant Mortality Steering Group.

During 2012/2013:

- Work has been progressed on establishing a shared process with the LSCB (through the training officer) to ensure learning is captured and disseminated
- Multi agency training has been undertaken to provide an update on the process and share learning

- Guidelines regarding thermoregulation management have been reviewed following case review
- Work is still on-going with local organisations regarding 'cardiac death in the young' a conference is being hosted in November at which CDOP will be making a presentation
- The panel received an update on learning from SCRs and SILPs that have been undertaken in order to identify any links/learning with current CDOP cases

A number of cases have also helped to set the priorities for 2013/2014, which include:

- Working with partners to strengthen the process for ensuring families are offered appropriate bereavement support
- LLR CDOP would also like to host a regional forum in 2014 to try and establish links for sharing learning on a regional perspective
- Establishing stronger links with the CCGs

The LLR CDOP annual report will be submitted to the LSCB in November and will provide a more detailed account of the activity of CDOP and the priorities identified.

9. Performance Overview

9.1. Safeguarding Children - Leicestershire

Leicestershire Children and Young People's Service- Contact, Referral and Assessment 2012/2013

There were 14,741 contacts recorded between April 2012 and March 2013, an increase of approximately 1% compared to the previous year, with the number of referrals recorded in the period reducing by 3% to 6,165.

The percentage of referrals going on to initial assessment (NI 68) was 84.5% in 2012/13, an increase from 71.6% reported for 2011/12. This indicator is defined as the total number of initial assessments completed as a percentage of the total number of referrals completed; referrals and assessments may not necessarily relate to the same case.

The percentage of initial assessments carried out within 10 working days (NI 59) between April 2012 and March 2013 was 57.2% compared to 48.8% in 2011/12.

The percentage of initial assessments escalated to core assessments in 2012/13 was 43.1% for the year. The percentage of core assessments completed within 35 working days (NI 60) was 79.5% compared to 70.4% in 2011/12.

There were 1,201 section 47 enquiries recorded in 2012/13, with 662 children considered at an initial child protection conference in the year. This compares to 1,242 section 47 enquiries and 804 children considered at initial child protection conferences in 2011/12.

Child Protection

There were 393 current child protection (CP) plans at 31st March 2013 which is a decrease of 25% compared to 524 plans current at 31st March 2012.

The majority of CP plans at the end of March 2013 continue to be recorded with multiple categories of abuse. The combined category with the highest number of plans was emotional abuse/physical abuse which represented 25% of all plans. The most common category of abuse either alone or combined with others was emotional abuse which is included in 62% of plans.

All 297 children with CP plans for 3 months or more at 31st March 2013 (100%) had been reviewed within timescales (NI 67), compared to 97.8% at 31st March 2012.

Of the 536 CP plans that commenced between April 2012 and March 2013, 63 (11.8%) concerned children that had previously been subject to a CP plan or registration (NI 65). This compares to 14.0% for 2011/12.

Of the 667 CP plans that ended between April 2012 and March 2013, 31 (4.6%) had been at least 2 years in duration (NI 64). This compares to 3.7% for 2011/12.

Of children with a child protection plan at 31st March 2013, the largest age group was age 0 to 4, representing 42% of all children with CP plans, followed by age 5 to 9 at 28% and age 10 to 15 at 23%. 48% of children with CP plans at the end of March 2013 were male, with 47% female and 5% unborn.

Of the children with a child protection plan at 31st March 2013, 55 (14%) were from minority ethnic groups compared to 8% of the Leicestershire population age 0-17 recorded in the 2001 Census.

Children in Care

There were 435 children recorded on Frameworki (the Leicestershire case management system) as in care on 31st March 2013 which is an increase of 61 (16%) compared to 373 at 31st March 2012.

Of the children in care at 31st March 2013, 61 (14.0%) were from minority ethnic groups compared to 8% of the Leicestershire population age 0-17 recorded in the 2001 Census.

The largest age group of children in care at 31st March 2013 was age 0 to 4 (31.0%) although only slightly higher than the group aged 10 to 15 which represents 30.8% of the total care population. 19.5% were age 5 to 9 and 18.6% were aged 16 and over.

Of the 435 children in care at 31st March 2013, 25 (5.7%) had experienced 3 or more placements during the previous 12 months (NI 62). This compares to 8.3% reported for 2011/12.

Of the 110 children and young people in care aged under 16 who had been in care for at least 2.5 years at the end of March 2013, 72 (65.5%) had been in the same placement for at least 2 years (NI 63). This compares to 62.5% reported for 2011/12.

Figure 1: Leicestershire County Council - Contact, Referral & Assessment Information

Leicestershire - Contact, Referral and Assessment Information					
	Q1	Q2	Q3	Q4	Total
Number of contacts to Children's Social Care (include referrals)	3819	3827	3491	3604	14741
Number of referrals to Children's Social Care	1723	1352	1588	1502	6165
Number/Percentage of referrals going onto Initial Assessment	1462	1204	1205	1337	5208
	84.9%	89.1%	75.9%	89.0%	84.5%
Percentage of Initial Assessment carried out within 10 working days	914	734	650	679	2977
	62.5%	61.0%	53.9%	50.8%	57.2%
Number of Initial Assessments escalated to Core Assessments	557	560	538	592	2247
	38.1%	46.5%	44.6%	44.3%	43.1%
Number of Core Assessments carried out within 35 working days	469	415	424	479	1787
	84.2%	74.1%	78.8%	80.9%	79.5%
Number of strategy discussion meetings	350	332	344	357	1383
Number of S47 enquiries	327	296	283	295	1201
LADO referrals	113	68	55	73	309

9.2. Safeguarding Children - Rutland

The number of contacts recorded between April and March 2013 was 631. This is a 21% (523) increase on the previous year. 63% (378) went onto referral, compared to 60% (327) in 2011/12.

The percentage of referrals going on to initial assessment (NI 68) was 71% as at the end March 2013, compared to 78% the previous year.

The percentage of initial assessments carried out within 10 working days (NI 59) between April 2012 and March 2013 is 96.3% compared to 80.4% for the same period in 2011/12.

The percentage of initial assessments that progressed to a core assessment was 15% between April 2012 and March 2013, compared to 36% the previous year. The percentage of core assessments completed within 35 working days (NI 60) was 96.3% at the end of the year. This was a significant improvement on the previous year at 57%.

The numbers of section 47 enquiries recorded was 86; this is a 31% (125) decrease on the previous year.

Child Protection

There were 23 current child protection plans at 31st March compared to 15 the previous year. This is an increase of 53%. The largest category of abuse for CP plans at the end of March 2013 was neglect, which represented 56.5% of all plans. Of the children with a CP plan for 3 months or more at 31st Mar 2013, all been reviewed within timescales (NI 67).

Of the 24 CP plans that ended during the year, none had been at least 2 years in duration (NI 64 – 0%). Performance for the previous year was also 0%.

Of children with a child protection plan at 31st Mar 2013 95.7% were White British compared to 80% the previous year. 57% of children with CP plans at the end of March 2013 were male, with 39% female and 4% unborn.

Children in Care

There were 31 children in care on 31st Mar 2012. This was a similar trend to that of 2011/12 with 29.

Of the children in care at 31st Mar 2013, 3 (10%) were from minority ethnic groups compared to 5.7% of the Rutland population recorded in the 2011 Census. (This % includes all ethnic groups other than White British)

The largest age group of children in care at March 2013 was age 5 to 9 which represents 29% of the total care population, with 25% aged 0 to 4, 23% age 16 and over and 3% age 10 to 15.

Of the 31 in care at 31st Mar 2013, 1 young person (3.2%) had experienced 3 or more placements (NI 62). This compares to 3.4% reported for 2011/12.

Of the children in care for at least four weeks at 31st Mar 2013, all (100%) had received statutory reviews within timescale (NI 66). Performance for the year before was also 100%.

64.3% of the children looked after at 31st March 2013 for 2.5 years or more had remained in the same placement for at least 2 years (NI63). This was an increase on the year before with 46.7%.

Figure 2: Rutland Peoples Service- Contact, Referral and Assessment & LADO

Rutland Peoples Service- Contact, Referral and Assessment & LADO					
Rutland	Q1	Q2	Q3	Q4	Total
Number of contacts to Children's Social Care (include referrals)	156	180	143	152	631
Number of referrals to Children's Social Care	86	107	83	102	378
Number of Referrals including domestic abuse incidents	9	11	7	9	36
Number of referrals made by EDT/Out of Hours Team	4	2	6	1	13
Number/Percentage of referrals going onto Initial Assessment	65	57	59	80	261
	75.6%	31.7%	71.1%	78.4%	64.2%
Number/Percentage of Initial Assessment carried out within 10 working days	62	57	55	77	251
	95.4%	100.0%	93.2%	96.3%	96.2%
Number/Percentage of Initial Assessments escalated to Core Assessments	2	10	10	19	41
	2.6%	17.5%	16.9%	23.8%	15.2%
Number/Percentage of Core Assessments carried out within 35 working days	26	30	29	33	118
	100.0%	100.0%	100.0%	89.2%	97.3%
Number of strategy discussion meetings	37	12	9	27	85
Number of S47 enquiries	29	12	9	26	76
LADO referrals	5	2	2	6	15

9.3. Safeguarding Adults - Leicestershire

Safeguarding Adults - Safeguarding referrals 2012/13 from Leicestershire County Council

Total Referrals

There were a total of 1341 referrals (leading to investigation) received by the Adults and Communities Department during 1/4/2012 and 31/3/2013. Compared to 2011/12 this is a 28% increase.

Total referrals have steadily increased quarter by quarter from 282 in Q1 to 424 by Q4 of 2012/13. Comparing Q4 to Q1 this is approximately a 50% increase.

Community / Residential Referrals

Of the 1341 referrals, 842 (63%) were where location of alleged abuse was in a residential or nursing care home, whilst 461 (34%) were where location of alleged abuse was in the community. There were 38 referrals (9%) where location of abuse was not recorded.

Comparing this to 2011/12, 765 referrals (73%) were where alleged abuse was in a residential or nursing home whilst 269 (26%) was where location of alleged abuse was in the community. 1% of the referrals in 2011/12 were where location of alleged abuse was not recorded.

This shows that the proportion of referrals in the community is rising. Since 2011/12, the number of community referrals has risen by 71% whilst the number of residential referrals has risen by 10%.

Outcome of Referrals

In 2012/13, 1273 referrals were completed, which represents 95% of total referrals, whilst in 2011/12 only 85% of the referrals were completed by the end of the reporting period.

Of the 1273 completed referrals, 53% were substantiated or partially substantiated. This compared to 59% in 2011/12 and 51% in 2010/11.

Of the 861 completed residential referrals, 60% were substantiated or partially substantial compared to 65% for 2011/12 and 58% for 2010/11. Of the 378 completed community referrals, 41% were substantiated or partially substantiated compared to 42% in 2011/12 and 43% in 2010/11.

General profile

Of the 1341 referrals received:

- 47% where the victim had a physical or sensory disability,
- 32% where the victim had mental health needs,
- 21% where the victim had a learning disability, and
- Less than 0.5% was where the victim had substance misuse problems.

Of the referrals received in 2012/13:

- 31% were relating to people aged 18-64,
- 8% were relating to people aged 65-74,
- 24% related to people aged 75-84,
- But the majority, 37%, related to those aged 85 or over.

Of the 1341 referrals received, the majority, 38%, related to neglect, followed by 34% relating to physical abuse.

Source of referrals for majority of referrals was residential care staff accounting for 33%, followed by 12% for other and 8% for family member.

There has been a continuing shift in the balance of community and residential referrals over the course of the past year, reversing the previous trend evident in 2011/12. There has been a steady growth in the number of community referrals in 2012/13, and at the same time it appeared for much of the year that residential referrals had peaked following rapid growth in 2011/12. However, residential referrals rose again significantly in the final quarter of 2012-13 and early indications are that this trend is continuing into the current year. The increase in the number of completed referrals is likely to relate to recording issues, due to the impact of restructuring in 2011/12. Overall, there were no significant changes overall in referral outcomes across either community or residential settings.

The most significant change in terms of referral profiles relates to the category of abuse. There has been an increase in referrals related to neglect from 31% to 38% with a corresponding decline in the referrals related to physical abuse from 43% to 34%.

Despite the efforts to improve the quality of residential care there are still increasing numbers of safeguarding referrals arising from unacceptably poor standards of care relating to issues such as nutrition, administration of medication, moving and handling and, in particular, falls.

More work is needed to understand patterns of repeat referrals from residential providers and to evaluate the effectiveness of intervention designed to improve care standards.

The work on defining thresholds for safeguarding investigations is now nearing completion and can therefore be applied to an audit of concern for welfare referrals in order to provide assurance regarding community safeguarding referrals, and to inform the wider corporate work streams relating to vulnerability.

Figure 3: Safeguarding Referrals to Leicestershire Adult Social Care

Safeguarding Adults - Referrals by Agency - Year to Date (Reporting Frequency – Quarterly)					
	Q1	Q2	Q3	Q4	Full Year
Number of Referrals					
	279	262	326	424	1341
Outcome					
Substantiated	118	50	64	149	538
Partly Substantiated	22	8	7	37	136
Not Substantiated	44	31	72	117	347
Not Determined/ Inconclusive	39	30	15	65	252
Primary Client Type					
Phys. Disability / Frailty / Sensory Imp.	120	108	162	215	635
Mental Health Needs	83	92	97	137	424
Learning Disability	76	60	66	70	277
Substance Misuse	0	2	1	2	5
Other Vulnerable People	0	0	0	0	0
Primary Age Group					
18-64	106	94	98	108	423
65-74	15	19	29	37	106
75-84	52	53	83	118	318
85 +	106	96	116	161	494

Safeguarding Adults - Referrals by Agency - Year to Date (Reporting Frequency – Quarterly)					
	Q1	Q2	Q3	Q4	Full Year
Type of abuse					
Physical	125	93	114	132	484
Sexual	14	15	27	17	73
Emotional / Psychological	18	29	24	33	115
Financial	33	41	37	45	170
Neglect	90	95	130	200	539
Discriminatory	2	1	0	2	6
Institutional	11	12	2	11	36
Not Known	3	6	5	1	3
Source of Referral					
Primary Health Care	22	34	47	49	163
Secondary Health Care	7	13	13	17	49
Adult Mental Health Setting	1	2	7	4	15
Residential	132	77	73	145	443
Day Care	3	5	4	6	18
Social Worker/Care Manager	19	24	24	29	107
Self-Directed Care Staff	4	0	0	0	4
Domiciliary	7	7	12	27	57
Other Care Workers	8	13	21	25	71
Self	3	4	7	5	24
Family Member	24	31	32	20	110
Other Service User	0	0	2	1	3
Friend/Neighbour	2	1	3	7	14
Care Quality Commission	9	5	7	9	30
Housing	3	5	1	11	21
Education	3	0	14	1	18
Police	3	7	5	10	28
Other	22	28	44	56	164
Not Known	7	6	10	2	2
Protection Plans					
Adult Protection Plans accepted	120 (92)	54 (34)	83 (56)	164 (121)	596 (423)
Adult Protection Plans not accepted	79 (33)	51 (19)	70 (13)	181 (50)	578 (197)
Could not consent	24 (15)	14 (5)	5 (2)	23 (15)	99 (54)
Repeat Referrals					
No of Repeat Referrals	53	17	50	54	261

9.4. Safeguarding Adults - Rutland

This report contains information for 2012/13. Information in respect of 2011/2012 was not collected in a format that would be suitable to compare year on year trends.

Total Referrals

There were a total of 59 referrals (leading to investigation) received by the Adults Team during April 2012 and March 2013.

Community / Residential Referrals

Of the 59 referrals, 29 (49%) were where location of alleged abuse was in a residential or nursing care home, whilst 30 (51%) were where location of alleged abuse was in the community.

Outcome of Referrals

Of the 59 completed referrals, 54% were substantiated or partially substantiated.

General profile

Client type breakdown of referrals:

- 31% where the victim had a physical or sensory disability,
- 10% where the victim had mental health needs,
- 14% where the victim had a learning disability, and
- 41% none recorded

Age breakdown of referrals:

- 31% related to people aged 18-64,
- 0% related to people aged 65-74,
- 20% related to people aged 75-84,
- but the majority, 44%, related to those aged 85 or over.

Of the 59 referrals received, the majority, 37% ,related to neglect, followed by 19% relating to physical abuse.

The Source of referrals for the majority of referrals (where recorded) was residential care staff and Social Care Staff which accounted for 36%.

There is a drive to improve the number of not known and not recorded entries (Primary Client Type and Source of Referral) through training, procedure development and the location of a qualified Social Worker on the Duty Team.

Not all the referrals required a Protection Plan. Where there is more than 1 similar referral in a residential home a Protection Plan can be produced for the residential home rather than the individual.

In over half of the total number of closed cases the allegation was substantiated at least in part. In 19 cases the allegation was unsubstantiated and 5 cases were inconclusive.

People with physical disabilities/sensory impairment/ frailty continue to be the client group most prevalent in safeguarding investigations, reflecting the fact that this is the largest client group within adult services. 6 had mental health issues and 8 were people with learning disabilities. In keeping with the statistics from Q3 the most prevalent form of abuse in Q4 was neglect.

Figure 4: Safeguarding Adults - Referrals 2012-13 to Rutland County Council

Safeguarding Adults - Referrals by Agency - Year to Date (Reporting Frequency – Quarterly)					
	Q1	Q2	Q3	Q4	Full Year
Number of Referrals					
	40	21	52	59	172
Referral by type					
Community	8	10	9	3	
Residential	10	11	4	4	
Unknown	0	0	0	0	
Outcome					
Substantiated	1	11	26	24	62
Partly Substantiated	0	0	6	8	14
Not Substantiated	2	3	7	19	31
Not Determined/ Inconclusive	0	0	4	5	9
Primary Client Type					
Phys. Disability / Frailty / Sensory Imp.	2	7	18	18	45
Mental Health Needs	1	1	6	6	14
Learning Disability	0	6	8	8	22
Substance Misuse	0	0	0	0	0
Other Vulnerable People	0	0	0	0	0
Primary Age Group					
18-64	2	9	13	18	42
65-74	0	0	0	0	0
75-84	0	1	4	12	17
85 +	1	4	15	26	46
Type of abuse					
Physical	1	6	9	11	27
Sexual	0	1	3	3	7
Emotional / Psychological	0	3	9	9	21
Financial	0	8	11	14	33
Neglect	2	6	17	22	47
Discriminatory	0	0	1	1	2
Institutional	0	4	7	8	19
Not Known	0	0	0	0	0
Source of Referral					
Primary Health Care	0	0	0		
Secondary Health Care	0	0	0		
Adult Mental Health Setting	0	0	0		
Residential	0	5	10		
Day Care	0	0	0		

Safeguarding Adults - Referrals by Agency - Year to Date (Reporting Frequency – Quarterly)					
	Q1	Q2	Q3	Q4	Full Year
Social Worker/Care Manager	1	3	9		
Self-Directed Care Staff	0	0	0		
Domiciliary	0	0	0		
Other Care Workers	0	0	0		
Self	0	0	0	0	
Family Member	0	1	2	4	
Other Service User	0	0	0	0	
Friend/Neighbour	0	0	0	0	
Care Quality Commission	1	4	5	5	
Housing	0	0	0	0	
Education	0	0	0	0	
Police	0	0	0	0	
Other	0	0	0	0	
Not Known	1	1	6	2	
Protection Plans					
Adult Protection Plans accepted	0	6	9	10	25
Adult Protection Plans not accepted	3	5	8	7	23
Could not consent	0	3	13	12	48
Repeat Referrals					
No of Repeat Referrals	0	11.00%	20.00%	25.71%	

9.5. Deprivation of Liberty Safeguards 2012-2013

Background

The Deprivation of Liberty Safeguards (DoLs) is a later addition (2007) to the Mental Capacity Act (2005). It provides a legal framework for the deprivation of liberty of people who lack the capacity to consent to arrangements made for their care or treatment but who need to be deprived of liberty in their own best interests, to protect them from harm. The Safeguards apply to people over the age of 18, whose care/treatment is being delivered in a registered care homes or hospital, and has not been authorised already under the provision of the Mental Health Act 1983.

The purpose of the DoLs is to safeguard the rights of vulnerable adults living in care homes or who are in hospital, from arbitrary decisions being made to deprive them of their liberty and to provide a robust and transparent framework in which to challenge the authorisation of DoLs.

DoLs came into force on the 1st April 2009. Care homes and hospitals, (managing authorities) must seek authorisation from Supervisory bodies (Currently PCT and local authorities) in order to lawfully deprive a person of their liberty. Where a request for a Standard authorisation for DoLs is made, the supervisory body is responsible for arranging a number of assessments to determine whether the authorisation is to be granted. Where any assessment is negative the authorisation cannot be granted.

Partnership Agreement

The delivery for the DoLs service is currently provided under a Partnership Agreement between three local authorities in Leicester, Leicestershire and Rutland. This service is currently hosted by Leicestershire County Council; this arrangement will expire on the 31st March 2014. The local authorities take over supervisory responsibility from Health in April 2013.

Transition of PCT responsibility to Local Authority

With effect from April 1st 2013 the NHS responsibilities for DoLs will transfer to the local authorities. The basis for this transfer is set out in the DoLs Funding Transfer Fact Sheet published by the DoH on 24.9.12. This means that the local authorities become the supervisory bodies for people subject to a deprivation of liberty in NHS settings and NHS organisations only retain the role of a managing authority.

Service Delivery

Referral Rates

Since the safeguards were first introduced there has been a year-on-year increase in the number of applications for DoLs. The DoLs service has taken a proactive approach since 2009 to ensure heightened awareness and ownership of the DoLs Safeguards. The general indicator, which has been validated by the DoH, is that higher referral figures are an indicator that the legislation is understood.

Figure 5: DoL Referral Rates across Leicestershire and Rutland since 2009/10

Referral Rates across Leicestershire and Rutland since 2009/10				
Supervisory Body	2009/10	2010/11	2011/12	2012/13
Leicestershire	213	419	463	488
Rutland	15	17	21	43
PCT - Leicestershire County and Rutland	93	96	75	73
Totals	321	532	559	604

Figure 6: DoL Referral Rates across Leicestershire and Rutland 2012 - 2013

Referral Rates across Leicestershire and Rutland 2012 - 2013					
Supervisory Body	Q1	Q2	Q3	Q4	Total Referrals
Leicestershire	105	120	127	136	488
Rutland	12	14	10	7	43
PCT - Leicestershire County and Rutland	15	20	14	24	73
Totals	132	154	151	167	604

Figure 7: DoL National Referral figures 2012-2013

National Referral figures 2012-2013	
Local Authority	Referrals
Leicestershire	488
Buckinghamshire	365
Hampshire	289
Essex	259
Leicester City	244
Derbyshire	215

In 2011/2012 Leicestershire DoLs Service received 463 (Figure 5) referrals, this amounted to the highest DoLs referral rate in the country. The next highest rates were: Buckinghamshire (261) and Derbyshire (236). This trend continues. However, there are significant increases in some areas e.g. Buckinghamshire (365) (Figure 7)

The DoH endorses this trend and views it as an indicator of heightened awareness and local ownership of the Safeguards.

The National PCT figures for 2012/13 (not shown) see considerable variance with Leicestershire and Rutland (73) compared with Mid Essex (113) Hull and North East Lincolnshire (0).

The NHS transfer is likely to mean approximately 80 combined additional sign offs per annum for Leicestershire and Rutland.

Locally, referral rates continue to rise (Figure 5 and 6). Approximately 60% of the current referrals amount to repeat referrals for persons who have been subject to a number of authorisations. It is also thought that in part, the use of short authorisations may account for the higher than average referral rate. Observations indicate that shorter authorisations may be used during first use of DoLs/Hospital cases or where there are outstanding issues that may impact on a person's Best Interests. Further work needs to be completed in the light of the number of shorter authorisations utilised by the, Assessor/Supervisory Bodies.

The DoLs service holds referrer data that evidences which care homes and hospital request DoLs assessments. Where appropriate, this information is shared with Safeguarding and Compliance teams.

During 2011/12, referral rates have decreased within hospital settings. The conversion rates, (that is a referral which results in an agreement to a Standard Authorisation) in 2011-12 were 68% County, 65% City and 9.5% Rutland. These figures were highlighted recently within a BBC News article. In part, the conversion rate is accounted for by the higher than average number of renewals undertaken.

Partnership Working

The DoLs Service has been working closely with the Safeguarding, Compliance teams and Partner agencies such as the Continuing Health Care (CHC) teams in order to ensure that any themes or concerns identified by the BIA's are feedback and action taken.

Following advice from the DoH to avoid any periods of unlawful deprivation, a renewal Chaser System has been implemented and a leaflet is due to be piloted to further support the Managing Authorities in avoiding periods of unauthorised deprivation.

Training

The Leicestershire Social Care Development Group (LSCDG) commission basic MCA and DoLs training. This is aimed at Care Providers. Front line professionals can attend, although they would also need to undertake a more detailed training course to enable them to undertake complex Best Interest /MCA assessments.

Due to the potential training gap identified for practitioners, each agency has organised their own MCA training, the content of the training varies across agencies.

As identified in the recent CQC report, Mental Capacity Act and DoLs Training are central to awareness and ownership of the Safeguards by Care Homes/Hospitals and other professionals.

10. Looking Forward

The business plan for 2013/14 lays out the key improvement objectives that will underpin our work and sets out the actions that will be taken to address the priorities. There is an emphasis on ensuring that we are more explicit about the outputs, outcomes and impact that the Boards intend to achieve. We believe this will strengthen our ability to quality assure, performance monitor and risk manage the work of the Boards and their impact on safeguarding service delivery and on safeguarding outcomes for children, young people and adults.

The priorities in this Business Plan have been identified against a range of national and local drivers including:

- National policy drives to strengthen safeguarding arrangements and the roles of LSCBs and SABs including revisions to 'Working Together', a move to statutory status for Safeguarding Adults Boards and the outcomes of the Winterbourne View review
- Recommendations from regulatory inspections
- The outcomes of Serious Case Reviews (SCRs) and Serious Incident Learning Processes (SILPs) emerging from both national and local reports
- Evaluations of the impact of previous Business Plans and analysis of need in Leicestershire and Rutland
- Priorities for action emerging from Quality Assurance and Performance Management arrangements operated by both Boards
- Responses to the views of stakeholders including the outcomes of engagement activities
- Best practice reports issued by Ofsted, ADCS and ADASS

Having considered these matters, members of the Boards have identified 3 key priorities for work over the next three years. These priorities are to:

- Improve the effectiveness and impact of the Safeguarding Boards
- Secure confidence in the operational effectiveness of the Safeguarding Partner Agencies and Services through robust Quality Assurance and Performance Management of Safeguarding
- Improve the effectiveness of Communications and Engagement

The Plan will be implemented during a period of major challenge. Many agencies in the partnerships that form the two Boards are undergoing major organisational and structural changes whilst facing reductions in available resources. In addition, we are developing new strategic arrangements such as the creation of Health and Well-Being Boards and new approaches to commissioning and providing services.

Safeguarding is everyone's business. Never has it been more critical for LSCBs and SABs to show strong, robust and effective leadership in securing the safeguarding and well-being of our communities.

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**CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY
COMMITTEE**

11 NOVEMBER 2013

**REPORT OF THE DIRECTOR OF CHILDREN AND YOUNG
PEOPLE'S SERVICE**

**RESULTS OF THE CONSULTATION ON THE FUTURE OF
OAKFIELD SCHOOL**

Purpose of Report

1. The purpose of this report is to set out the results of the consultation on the future of Oakfield School and to ask the Overview and Scrutiny Committee to comment on the proposed recommendations which will be presented to the Cabinet for consideration on 20 November 2013.

Policy Framework and Previous Decision(s)

2. The Cabinet on 20 December 2011 authorised the Director of Children and Young People's Services (CYPS) to consult on changes to services, including a 10% reduction in behaviour support services provided by the Local Authority for schools.
3. On 12 June 2012 the Cabinet agreed the report of the Scrutiny Review Panel on Special Educational Needs.
4. On 8 May 2012 the Cabinet agreed the future direction of CYPS including a service restructure and the future role of behaviour partnerships.
5. The Schools Forum on 20 February 2013 agreed transitional funding to Oakfield School as a result of School Funding Reform when considering the 2013/14 Schools Budget.
6. The Cabinet on 6 October 2012 agreed the 2013/14 School Funding Formula and this reflected the wish expressed by schools through the Schools Forum, that funding for behaviour support be delegated to schools.
7. On 9 July 2013 the Cabinet agreed to consult on the future of Oakfield School.

Background

8. Oakfield School is formally registered as a Pupil Referral Unit (PRU) for Key Stages 1, 2 and 3¹ with a remit to educate children who cannot attend mainstream schools because of behavioural issues. A series of local and national developments have opened up the potential to develop further the way in which the current provision in Leicestershire is organised for these children and young people. The three key drivers of change concern national policy, quality of provision and financial sustainability.
9. Nationally the Taylor review of PRUs and Alternative Provision which was published in March 2012 by the Department for Education, set an agenda for improvement in the sector including more autonomy for PRUs and a long term expectation that schools will take control of the commissioning of Alternative Provision.
10. Alternative Provision is the term used to describe educational packages that include time out of school on planned activities that are carefully tailored to an individual young person's skills and interests. They include a wide range of activities and involve a wide range of providers from small private organisations to larger Further Education Colleges. When planned and supported well, these activities help young people who have become disillusioned and demotivated with the standard school curriculum to re-engage with learning, enjoy success and achieve accredited outcomes. The Taylor review recognised the importance of this kind of provision in helping young people with behaviour difficulties to re-kindle their enthusiasm for education. It argued that schools should become the main commissioners of this kind of provision in the future, rather than Local Authorities, to promote local flexibility and innovation.
11. Leicestershire has a tradition of innovation and success in this area. Local Behaviour Partnerships have been developing their work across all Leicestershire secondary schools and academies since 2005. Led by Headteachers, there are five Behaviour Partnerships around the county (South Leicestershire, Hinckley and Bosworth, North West Leicestershire, Charnwood and Melton) and these include all secondary schools and academies in the Leicestershire . An initial brief around agreeing priority cases for additional support and PRU placement has been extended to include managing a key stage 4 devolved Alternative Programme commissioning budget. In September 2013 the role of these partnerships was further extended when central behaviour support services for Key Stages 1-3 closed and the responsibilities of these services transferred to the partnerships.
12. Oakfield School was judged by Ofsted to require special measures in May 2012. Considerable resources have been deployed by the Local Authority to support the improvement plan, including enhanced senior management capacity, a new management committee and additional resources to enhance

¹ Key Stage 1: 5-7 years, Key Stage 2: 7-11 years, Key Stage 3: 11-14 years, Key Stage 4: 14-16 years.

staffing. Inspectors returned to review progress in November 2012 and again in February 2013. On both occasions, progress was judged to be “reasonable”. A further review during the summer term of 2013 concluded that progress is inadequate.

13. New funding arrangements for PRUs were introduced nationally from April 2013. These established a system whereby local authorities fund places, at cost of £8,000 per place, with top up funding being provided by the commissioner of that place. Occupancy rates at PRUs tend to be lower in the autumn and rise as pupils are excluded from schools during the school year. This increases the cost when calculated per occupied place. For pupils permanently excluded, the commissioner is the local authority. For students on fixed term exclusions, schools commission provision if the exclusion lasts for more than five days. The new funding arrangements envisage that schools will become the commissioner where children are dual registered, with both the PRU and a mainstream school. Leicestershire did not move to fully implement this arrangement in 2013 because of the need to review the current provision and therefore, with the agreement of the Schools Forum, the Authority has retained top up funding for all places. The cost of Oakfield is such that top up rates are high and schools may look for alternative ways of meeting needs at lower costs. The potential loss of pupils could impact the ongoing financial stability of Oakfield School, if places remain unoccupied.
14. Local authorities are being advised by the Department of Education to consider a sponsored academy arrangement for underperforming schools and PRU's. The DfE will have rising expectations of the local authority to consider this option as a result of continuing underperformance. However, the last Ofsted monitoring report (June 2013) noted that the progress being made by primary pupils had accelerated since the previous visit and the proportion of good teaching was increasing, while pupils at Key Stage 3 were not making enough progress. A primary-only provision would therefore be likely to attract a much more positive assessment from Ofsted. Commissioners could be subject to the risk of increasing costs from what would be a sole provider of provision for excluded children and there would be no incentive on the provider to reduce permanent exclusions.

Proposals/Options

15. The following options were presented for consultation:

Option 1

Close all PRU provision and devolve resources to behaviour partnerships.

This option would enable secondary schools to make more flexible local provision for young people who have been excluded or who may be at risk of permanent exclusion. However, primary pupils are educated full time at the PRU and Primary Behaviour Partnerships are not as well developed as the secondary groupings, although they are keen to innovate.

Option 2

Seek an academy sponsor for the whole of the PRU.

This option would deliver the DfE expectation that schools in difficulty are provided with a sponsor. However, it would negate the successful work of the Behaviour Partnerships at secondary level, and miss an opportunity to extend their work.

Option 3

Close and devolve to schools key stage 3 PRU provision, and seek academy sponsors for primary provision only.

This option would allow separate development paths for primary and secondary provision, and could potentially provide additional capacity to support improvement work in the Primary PRU. However, this option could leave the primary provision with higher fixed costs because it occupies a site designed for a larger group of young people.

Option 4

Devolve the costs of and responsibility for key stage 3 provision to Behaviour Partnerships, and look for locality-based solutions for key stage 1 and key stage 2, in the medium term.

This option takes account of the different paces of development of partnership working at primary and secondary. However, it does not provide a quick solution for primary provision.

Consultation Process

16. A 14 week consultation took place to consider future arrangements for PRU provision in Leicestershire, commencing on Friday 12 July and closing on Friday 18 October. This ensured that six weeks of the consultation period fell during the autumn term. The following issues were addressed:
- (a) Has the merger of primary and secondary provision in September 2011 been successful?
 - (b) Should there be different futures for primary and secondary provision?
 - (c) Can secondary behaviour partnerships take over the functions of the secondary PRU provision?
 - (d) Would an academy sponsor speed the improvement of the provision?
 - (e) What is the relationship with the work of the Leicestershire Educational Excellence Partnership (LEEP)?
 - (f) What is the most cost effective option that secures the right outcomes of children and young people?

17. A web page containing consultation material² went live from Friday 14th July. The web page included a link to the Cabinet report, a downloadable “Have your say” document and an online survey. Both documents posed the questions set out in the Cabinet report and above, with supporting background information. The web page also included a draft detailed options appraisal and a draft Equality Impact Assessment.
18. Staff at Oakfield were briefed about the contents of the Cabinet report when the papers were published on Monday 1st July. All schools were contacted via the Education Information System in early September alerting them to the web page and the consultation. More detail was provided for all Primary Heads at briefings during the week of 30th September to 4th October and for Special Heads at a meeting of the group on 6th September. Secondary Heads were also consulted via the chairs of the five behaviour partnerships around the county on Friday 27th September.
19. Parents and staff were invited to further meetings on 27th September at Oakfield. The date was chosen to coincide with a fund raising coffee morning to which parents had been invited. Two separate meetings were held, one for parents and a second for staff.

Consultation Responses - Summary

20. The following conclusions can be drawn from the detailed information presented in Appendix A:
 - a) There was generally a low level of response to this consultation on line with only 17 responses being received. More primary parents responded and nearly all staff attended the consultation meeting.
 - b) Families of children attending Oakfield highly value the primary provision and the sense of acceptance of them and their children. They balance the time taken on taxi journeys across the county with the expertise and robustness available to support them and their children.
 - c) The merger of primary and secondary provision has not been successful.
 - d) Secondary behaviour partnerships are ready to take a lead on secondary provision.
 - e) Overall, bringing children together in special classes works well at primary level, while a more individualised programme approach works best for secondary pupils.
 - f) Primary partnership working is not sufficiently advanced to consider a devolved solution in the primary phase, but there is a strong commitment amongst primary heads to developing this area of provision. Any academy sponsor would need to make a commitment to working collaboratively with schools, but this could prove difficult to enforce.
 - g) There were mixed views about the value of a primary academy sponsor. A sponsor would need to show that it had specific expertise in

² http://website/index/education/going_to_school/la/edu_consultations/oakfield_consultation.htm

this area of provision, but would take control of the current site, with the loss of this asset to the Local Authority. Furthermore, a financial risk to the commissioner of this provision has been identified under this option (see Resource Implications).

Resource Implications

21. The Department for Education Funding Reform requires PRUs to be funded at £8,000 per commissioned place with 'top-up' funding paid only for the places that are occupied (previously PRUs received funding for the places available rather than occupied). A single place in the PRU is likely to cost in the region of £30,000 for a year. Members of the Schools Forum have expressed concern that schools will be unwilling or unable to meet these costs and that the cost of provision at Oakfield is generally too expensive. The Schools Forum agreed to maintain 2012/13 funding levels for Oakfield in 2013/14 and retain the current commissioning arrangements, whereby places are fully funded by the Authority. The Schools Forum raised concerns about whether this was sustainable in the medium term. For 2013/14 Oakfield has a net budget of £1.56m and has 51 places available. It also draws down funding from schools for dual registered pupils which increases its budget and therefore overall cost of placement. A clearer future for the provision will allow the necessary development of funding and commissioning arrangements.
22. Oakfield School is funded through the ring fenced Dedicated Schools Grant (DSG). The allocation of increased resources over and above the formula allocation for Oakfield School is not a sustainable option.
23. It will be necessary to disaggregate the current Oakfield budget to establish budgets for the differential solutions for primary and secondary schools to a Key Stage 1 and 2 provision and that required for Key Stage 3. It is estimated that the cost of retaining the Key Stage 1 and 2 PRU with the current Oakfield overheads will be in the region of £850k., Some or all of the remaining budget of £710k could then become available to devolve to behaviour partnerships for the Key Stage 3 work.
24. It will be necessary to establish the funding and commissioning arrangements required under school funding reform for any new model of provision. Schools may become responsible for commissioning some or all places; however, schools would have the freedom to commission places from providers other than the redesigned PRU.
25. A local authority has some element of financial control over the costs at a maintained provision., This is not the case with an academy which would be responsible for setting the charge for places and the commissioner may then face a situation where costs increase. It will therefore be necessary to ensure that any provision is cost effective and affordable to the commissioner.

26. Consideration will also need to be given to the appropriateness of the current site for a 5-11 provision and also to the impact of the changes to the current staff establishment.
27. The Director of Corporate Resources has been consulted about the contents of this report.

Timetable for Decisions

28. A report will be submitted to the Cabinet on 20 November 2013 detailing the results of consultation together with a proposed way forward for consideration.

Conclusions

29. The Taylor review of provision for children with behaviour difficulties encourages innovation and development through stronger local control of commissioning by schools. Leicestershire's long term work encouraging secondary schools and academies to co-operate on this area of provision through behaviour partnerships provides an opportunity to redevelop the provision made at Oakfield School. The consultation process has identified financial risks to the Local Authority associated with the academy sponsor option. The Ofsted monitoring visit in June 2013 concluded that primary aged children were making accelerated progress through a higher proportion of good teaching.

Proposals

30. The following proposals are recommended for consideration:
 - a) To devolve Key Stage 3 PRU provision and funding to secondary behaviour partnerships and to authorise the Director and Lead Member of Children and Young People's Services to begin discussions with the partnerships to agree suitable terms for the transfer;
 - b) To maintain a primary PRU at Oakfield and re-register the provision as primary age only (5-11yrs), if an agreement can be reached with secondary behaviour partnerships as referred to in (a) above;
 - c) Consider whether there is a better site in Leicestershire for the primary provision as a stand alone facility;
 - d) To continue to develop local strategic plans with primary school groupings to offer a local devolved alternative in the medium term.

Equal Opportunities Implications

31. An Equality Impact Assessment is attached at Appendix B.

Background Papers

Taylor Review, March 2012:

<http://education.gov.uk/schools/pupilsupport/behaviour/b00204776/taylor-review-of-alternative-provision>

Report to the Cabinet on 20 December 2011 – ‘Future Direction of Children and Young People’s Service

Report to the Cabinet on 8 May 2012 – ‘Future Direction of Children and Young People’s Service – Implementation of Further Change

Report to the Cabinet on 12 June 2012 – ‘Final Report of the Scrutiny Review Panel on Special Educational Needs’

Report to the Cabinet on 9 July 2013 – ‘Consultation on the Future of Oakfield School’

Circulation under the Local Issues Alert Procedure

Mr G. Welsh CC.

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Appendices

Appendix A - Detailed Responses from the Consultation

Appendix B - Equality Impact Assessment

Detailed Responses from the Consultation

Online consultation results

1. 17 on-line responses had been received by the end of the consultation on Friday 18th October. The majority (11/17) felt the merger of primary and secondary provision had been unsuccessful, and most (13/17) felt there should be different futures planned for primary and secondary provision. Again a majority felt that secondary behaviour partnerships should take over the secondary provision (11/17), although there was no clear view whether an academy sponsor would speed improvement (5/17 in favour, 5/17 against, 7/17 not sure).
2. With respect to options for the future, the numbers supporting each option were as follows:

Option 1 (Devolution of Prim and Sec to partnerships)	1 (6.5%)
Option 2 (Academy sponsor for an unchanged Oakfield)	3 (18.5%)
Option 3 (Sec to Partnerships, Prim to academy sponsor)	4 (25%)
Option 4 (Sec to Partnerships, build capacity of Prim Parts)	8 (50%)
3. Further comments included:
 - Look at the successes of the Behaviour Improvement Programme, and it's emphasis on prevention at primary level
 - Closer links could be made with mainstream and special schools
 - How important the PRU provision was to schools with very challenging children
 - Academies may not necessarily have the specific expertise around this group of young people
 - Working with an academy could help to focus on the long term academic goals for these young people, and learning about the best teaching methods from subject specialists in mainstream schools
 - The importance of Oakfield to families who feel the system has otherwise rejected them and their children
 - Links with academies could help build preventative work to reduce exclusions
 - Oakfield staff are experts in Nurture, Team Teach, and could share these skills with mainstream staff. Teaching schools could offer reintegration programmes for children, working together, schools could avoid the reliance on 1-1 support that can leave students isolated in mainstream settings
 - Specialist provision such as Oakfield allows the students difficulties to be properly addressed, to rebuild self esteem and re-engage with the world.
 - The primary facility could do well on its own- it has done in the past, and has a strong track record of returning children to mainstream. Without such provision, pupils run the risk of being moved from school to school
 - The provision needs good stable management, to improve quality. Closing would increase pressure on already stressed mainstream schools.
 - Primary children would be best served by keeping the provision in it's current form.

- Mainstream schools do not have the expertise to support this area of specialist provision. Oakfield has received pupils from schools judged by OFSTED to be outstanding.

4. Respondents identified themselves as follows:

Member of staff	8 (47%)
School Governor	3 (18%)
Parent	1 (6%)
Other	1 (6%)
No Response	4 (23%)

In addition, all but one were in the 30-59 years age range. 8 identified themselves as male and 5 female. 11 identified themselves as white, and two from other ethnic groups. None identified themselves as having a disability.

Meeting with Parents

5. The meeting took place on Friday 27th September at Oakfield. Parents had been invited by letter, and the meeting coincided with a MacMillan coffee morning to raise funds for the charity. The meeting took place from 11.15-11.30, and included 12 parents, all of whose children were primary aged. There were 18 children on roll at the time.
6. The parents commented as follows:
- All were unaware of previous arrangements where primary and secondary provision was made in different places
 - They could see the value of linked provision for continuity from primary to secondary, and expressed concern that expertise could be lost if there was a split.
 - There was concern about the length of taxi journeys on the other hand, that went hand in hand with a single county facility
 - Parents could see the value of a link with a successful academy through a sponsor arrangement, but wondered if an academy grouping would have expertise in this specialist area of provision.
 - Parents were keen to say how important the provision had been to them and their children when relationships had broken down with their primary school.
 - They wanted to reinforce the sense of stability that the provision created for them and their children, against a background of uncertainty and feelings of rejection.

Meeting with Staff

7. The meeting took place on Friday 27th September. Some 23 staff members attended the meeting, which took place from 12.15 to about 12.45.
8. Do you think this merger has been successful or not?
- Primary Comment - No not been successful. It was never a good idea to host KS1&2 with the KS3 young people on the one site however we have tried very hard to make it work.

- Secondary Comment - If there had been a better segregation it may have worked
9. Should there be different futures for the Primary and Secondary provision at Oakfield?
- Primary comment – our experience is that the older ones find it difficult to be on site together and creates a domino effect leading to an unsuccessful day for everyone.
 - Secondary comment – This behaviour however also depends on what cohort we have in the school as we do have good days!
 - CP commented to the group that the Secondary Behaviour Partnerships have developed and would welcome taking over this resource and are available as a solution. Primary Partnerships are not at this stage yet.
10. Can Secondary Behaviour Partnerships take over the functions of the secondary PRU Provision?
- Staff concerns are that it is still early days, less work has been completed than that of KS4 and more evidence required
 - Partnerships need more provision and the development of that provision in place to support KS3
 - Constant change and restructure is unsettling for staff and children
 - There was a comment about KS4 were told Partnerships were ready but actually they weren't and some have been re-employed, in a partnership transition support team
 - Why couldn't Oakfield stay open but used in a different way, firstly a bespoke 1:2:1 package then a 'pseudo' school to reintegrate young people back into school life.
11. Would an Academy Sponsor speed the improvement of the provision?
- Concerns raised that academies will find curriculum expertise but have they got the behaviour expertise – CP confirmed that Parents were querying this earlier.
 - Are there any outstanding Pru Academies?
 - Can Academies with their commercial concerns just 'pull out' of their contracts if its not going well
 - Most if not all young people at this school are known to services and on the social care radar. It is the Government's responsibility to support these vulnerable young people. Should the Government be contracting this out?
12. How might teaching schools or academy alliances work with Oakfield in the future?
- It was felt this question had already been answered
13. What is the relationship with the work of the Leicestershire Education Excellence Partnership?
- CP explained LEEP promotes school to school improvement.
 - There was some discussion around national evidence that your own school starts to fail once you start supporting another school.

- Staff queried a lot of KS3 students start at Oakfield without Statements, when they need to be and questioned why does it take so long
- There was some discussion around an existing debate about whether behaviour is SEN.

14. What is the most cost efficient option that secures the right outcomes for children and young people?

- There was one comment of option 3 in this group format.
- Staff are concerned that they don't fully understand how the Behaviour Partnerships work.
- Staff feel that Oakfield is respite for parents, school and the young person so Oakfield staff can facilitate the placing of a positive child back in a new setting.
- Parents feel unsupported in an existing school where relationships have broken down and their child is labelled.
- How easy will it be for a family to shake off a negative image if they are placed back in the same school.
- By providing intervention at an early age, staff at Oakfield are able to work with families to increase a young persons attendance. This process is more difficult when they are older when the trust in relationships and interventions have failed.
- Please consider staff and young people when decisions are made as last time we had to move sites, have all the management team leave and other staff leave all at once and it was very stressful for all concerned.

15. Other comments

- CP confirmed consultation closure date of 18.10.13
- CP confirmed Cabinet Meeting of 20.11.13 but before it goes public he will let staff know the outcome.
- CP confirmed between 18.10.13 and 20.11.2013, work will be completed to shape what is going to happen and it is either agreed or disagreed on 20.11.13
- CP confirmed the KS3 solution will be quick but as primary is working well wont be rushed
- Budget is confirmed until 31st March 2014
- Staff questioned why they put under extra pressure of HMI whilst the consultation process is happening?

Meeting with Secondary Behaviour Partnership Chairs

16. Five partnership chairs attended a meeting with the Head of Strategy for Vulnerable Groups on Friday 27th September from 10.00-11.00am at Countesthorpe College. Chairs made the following points.

- They were well aware of the current difficulties at the PRU particularly around KS3 provision.
- They will do everything they can to limit KS3 admissions to Oakfield over the next few months to support the improvement plan.
- They would welcome the transfer of the KS3 budget and responsibilities of Oakfield to the behaviour partnerships.

- They would welcome this transfer at the earliest opportunity.
- They would welcome the opportunity to bid for invest to save funding to support the new responsibilities partnerships were taking on.

Meeting with Primary Area Panel Chairs

17. Five ex-panel chairs were invited to discuss Oakfield on 8th November. The meeting was arranged following individual meetings with each chair. Primary area panels had been organised by the Locality Support Team which had closed during the summer. Sadly, none of the chairs was able to attend, but expressed the following either before or after the meeting.
- The changes to LA support services over the summer meant that there was no point in primary area panels continuing to meet. Their function had been to agree priority cases for the support service which had now closed.
 - All heads were keen to continue to work with the LA on strategy in this area.
 - All heads were clear that primary partnership working for behaviour was not sufficiently developed to take over running primary PRU provision.
 - There was a great deal of variety in the current pattern of partnership working around the county. No stable long term pattern was yet clear.

Emails and letters

18. Name and Address withheld on Request

This respondent wrote at length about their personal experience of provision for some of the pupils at particular points in the history of the provision. They concluded that option 4 was their preferred option, and noted that this was a difficult area of provision.

19. An employee of Oakfield wrote suggesting:
- Move Oakfield Primary age children to a smaller site for at least two academic years whilst CYPS builds the correct and robust primary infrastructure it needs to support Leicestershire's most vulnerable children and families so they don't slip through the net and become child protection cases.
 - Oakfield becomes the LA's own small Alternative Provision albeit a temporary one but develops and enhances the way it works with Schools and families.

Equality Impact Assessment (EIA) Report

For further information on undertaking and completing an Equality Impact Assessment, please see the [guidance](#).

Name of policy/ procedure/ function/ service being assessed:	Proposals for the Future of Oakfield School
Department and Section:	CYPS : Education and Learning
Name of lead officer and others completing this assessment:	Charlie Palmer
Contact telephone numbers:	0116 305 6767
Date EIA assessment completed:	4 th July 2013 and ongoing

Step 1: Defining the policy/ procedure/ function/ service

Using the information gathered within the Equality Questionnaire, you should begin this full EIA by defining and outlining its scope. The EIA should consider the impact or likely impact of the policy in relation to all areas of equality, diversity and human rights, as outlined in the Equality, Diversity and Human Rights Strategy of Leicestershire County Council.

<p>What are the main aims, purpose and objectives of the policy/ procedure/ function/ service? How will they be achieved?</p>
<p><u>Oakfield School</u> Oakfield School is a Pupil Referral Unit for children and young people aged 5-14yrs whose behaviour prevents them from attending mainstream schools. Young people come to Oakfield having been permanently excluded from their mainstream school, or very close to permanent exclusion on a dual placement. They are often angry, de-motivated, and struggle to obey classroom rules and routines. Oakfield provides a supportive environment to both continue the young people's education, and improve their self control, attitudes and belief in themselves as learners who can be successful again in a mainstream setting. Young people who cannot return to mainstream school and who have been identified as needing a statement of special education needs often move on to a special school placement.</p> <p>Three drivers have led to the cabinet seeking views on how this provision can be improved. First, school finance arrangements have changed since April 2013. Since then, the full costs of Oakfield have to be expressed in per pupil costs. Under these requirements, each place costs over £30,000 a year. Many schools believe that such a high cost is unsustainable.</p> <p>Second, the quality of provision. The school was judged to require special measures by OfSTED in May 2012, three monitoring visits have taken place to inspect progress. The first two visits found progress to be adequate. Sadly, the judgement at the most recent inspection was that progress was inadequate overall, although better in the primary phase.</p> <p>Third, national policy is bringing big changes in education. In this sector, the government</p>

<p>published the Taylor Review in March 2012. The review suggested that schools should become the commissioners of PRU provision. Many schools have expressed the view that the provision as it stands is too expensive.</p>
<p>What are the main activities relating to this policy/ procedure/ function/ service and distinguish who is likely to benefit from these activities.</p>
<p>Permanent exclusions are always reluctantly undertaken by headteachers because they represent a rejection for both young person and their family. Occasionally, schools find that despite the deployment of additional support to young people, their behaviour cannot be accommodated in the mainstream school and fixed term exclusions have not been successful. Schools are expected to do everything they can to prevent permanent exclusions. The activities are therefore educational in nature.</p> <p>The first beneficiary is the child and family because the PRU undertakes the Education Act 1996 Section 19 duty on behalf of the Local Authority to educate children otherwise than at school. The family also benefits from this provision, because children often respond well to the smaller teaching groups and more flexible curriculum and teaching arrangements. If young people are more settled, this reduces the stress on families. Families commented movingly to this effect during the consultation.</p>
<p>What outcomes are expected?</p>
<p>The consultation seeks views on 4 potential options for the future of the PRU.</p> <p>Option 1: Close all PRU provision and devolve resources to behaviour partnerships. This option would enable secondary schools to make more flexible local provision for young people who have been excluded or who may be at risk of permanent exclusion. However, primary pupils are educated full time at the PRU and Primary Behaviour Partnerships are not as well developed as the secondary groupings, although they are keen to innovate.</p> <p>Option 2: Seek an academy sponsor for the whole of the PRU. This option would deliver the DfE expectation. However, it would negate the successful work of the Behaviour Partnerships.</p> <p>Option 3: Close and devolve to schools key stage 3 PRU provision, and seek academy sponsors for primary provision only. This option would allow separate development paths for primary and secondary provision, and could potentially provide additional capacity to support improvement work in the Primary PRU. However, this option could leave the primary provision with higher fixed costs because it occupies a site designed for a larger group of young people.</p> <p>Option 4: Devolve the costs of and responsibility for key stage 3 provision to Behaviour Partnerships, and look for locality-based solutions for key stage 1 and key stage 2, in the medium term. This option takes account of the different paces of development of partnership working at primary and secondary. However, it does not provide a quick solution for primary provision.</p> <p>Cabinet will be asked to consider proposals for the future based on these options on 20th November 2013.</p>

Step 2: Potential Impact

Use the table below to specify if any service users or staff who identify with any of the 'protected characteristics' below will be affected by the policy/ procedure/ service you are proposing (indicate all that apply) and describe why and what barriers these individuals or groups may face.

Who is affected and what barriers may these individuals or groups face?	
Age	The PRU provides for young people aged 5-14 years.
Disability	Very few of the young people attending Oakfield have an identified disability, although many do have learning delays. Small numbers may have signs of Dyslexia, speech and language difficulties or Autism. These can be contributing factors to children's behaviour difficulties, and in some cases, the major factor causing such difficulties.
Gender Reassignment	N/A
Marriage and Civil Partnership	N/A
Pregnancy and Maternity	N/A
Race	Of the 44 children on roll at the PRU in July 2013, only two would not be classified as White British. At 4.5%, the proportion of children attending the PRU who are not White British is lower than the 7% of secondary aged children reported as not White British in the 2011 Leicestershire School Census. Ethnic groups are therefore under represented as a whole. As only two pupils are involved, further analysis by ethnic group is not possible.
Religion or Belief	There is no data to suggest that any religious or belief group is over or under represented in the PRU.
Sex	Nationally four times as many boys are excluded as girls, and this is reflected in the proportion of boys and girls supported by Oakfield. The School Census 2013 shows that of the 12,950 children in PRUs, 9,080 (70%) of them were boys. (https://www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2013). In July 2013, there were 44 children at Oakfield of whom 38 (86%) were boys.
Sexual Orientation	N/A
Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and	There is no specific evidence that these groups will be affected by the proposals. The work of Behaviour Partnerships has led to a significant reduction in

refugee communities, looked after children, deprived or disadvantaged communities	permanent exclusions, and the extension of their role will provide additional flexibility to partnerships to provide support where needed.
Community Cohesion	N/A

Step 3: Data Collection & Evidence

In relation to your related findings in 'Step Two' are your presumptions on these barriers based on any existing research, data evidence or other information?

What evidence, research, data and other information do you have which will be relevant to this EIA?
What does this information / data tell you about each of the diverse groups?
<p>1. National exclusion data produced by the DfE shows that four times as many boys as girls are excluded from school due to poor behaviour, this pattern of exclusion is also reflected in local data. Leicestershire's exclusion rates are significantly lower than the national average, e.g. just 2 permanent exclusions from upper schools in the academic year 2011/12.</p> <p>2. The cabinet report identifies the success behaviour partnerships in reducing permanent exclusions. Secondary Permanent exclusions in Leicestershire have fallen from 120 a year in 2006 to 26 in 2009 and have remained low since then. The partnerships take on additional responsibilities from September 2013 when they take on work previously undertaken by central support services at Key Stages 3 and 4.</p> <p>3. The consultation has confirmed that while secondary partnerships are ready to take on the additional work currently done by Oakfield at key stage 3, primary partnerships are not ready for such a collective responsibility. In addition, there was a much clearer parental voice in support of the provision amongst the parents of primary children.</p>
What further research, data or evidence may be required to fill any gaps in your understanding of the potential or known affects of the policy?
Have you considered carrying out new data or research?
None identified at present.

Step 4: Consultation and Involvement

When considering how to consult and involve people as part of the proposed policy/ procedure/ function/ service, it is important to think about the service users and staff who may be affected as part of the proposal.

Have you consulted on this policy/ procedure/ function or service?
Outline any consultation and the outcomes of the consultation in relation to this EIA.

Staff at Oakfield were briefed about the contents of the Cabinet paper when the papers were published on Monday 1st July.

All schools were contacted via the Education Information System in early September alerting them to the web page and the consultation. More detail was provided for all Primary Heads at briefings during the week of 30th Sept- 4th October, and for special heads at a meeting of the group on 6th September. Secondary heads were also consulted via the chairs of the five behaviour partnerships around the county, on Friday 27th September. Parents and staff were invited to further meetings on the 27th September at Oakfield. The date was chosen to coincide with a fund raising coffee morning to which parents had been invited. Two separate meetings were held, one for parents and a second for staff.

Do any of the barriers you identified *actually* exist based on this consultation?

The biggest barrier identified through consultation was sense of isolation and rejection experienced by students and families who had been permanently excluded. Therefore, the provision should be used where possible to avoid a permanent exclusion rather than to just provide for those who have been permanently excluded.

Step 5: Mitigating and assessing the impact

In relation to any research, data, consultation and information you have reviewed and/or carried out as part of this EIA, it is now essential to assess the impact of the policy/ procedure/ function/ service and distinguish whether a particular group could be affected differently in either a negative or positive way?

If you consider there to be actual or potential adverse impact or discrimination, please outline this below. State whether it is justifiable or legitimate and give reasons.

There is no evidence identified for potential or actual adverse impact at this time.

N.B.

a) If you have identified adverse impact or discrimination that is illegal, you are required to take action to remedy this immediately.

b) If you have identified adverse impact or discrimination that is justifiable or legitimate, you will need to consider what actions can be taken to mitigate its effect on those groups of people.

What can be done to change the policy/ procedure/ function/ service to mitigate any adverse impact?

Consider what barriers you can remove, whether reasonable adjustments may be necessary and how any unmet needs that you have identified can be addressed.

Step 6: Making a decision

Summarise your findings and give an overview of whether the policy will meet Leicestershire County Council's responsibilities in relation to equality, diversity and human rights.

There is no evidence at present to suggest that the proposals will not meet these responsibilities. Schools and the local authority have their respective responsibilities and these are clear in legislation.

Step 7: Monitoring, evaluation & review of your policy/ procedure/service change

How will you monitor the impact and effectiveness of the new policy/ procedure/ service change and what monitoring systems will you put in place to monitor this and to promote equality of opportunity and make positive improvements?

- Monitoring of permanent exclusions by gender, ethnicity, age and SEN
- Through formal agreements with Behaviour Partnerships, supported by regular meetings to review and monitor effectiveness.
- In line with the Local Authorities revised statutory duties for monitoring and reporting on the performance of schools through the Leicestershire Education Excellence Partnership (LEEP).

How will the recommendations of this assessment be built into wider planning and review processes?

e.g. policy reviews, annual plans and use of performance management systems.

CYPS will need to provide a secure system for ensuring sufficiency and quality of alternative provision for permanently excluded students of all ages. Programmes need to be individually planned, monitored, and adjusted. Secondary behaviour partnerships are willing to take on additional responsibilities in this area. A performance framework with termly reporting has been designed for behaviour partnerships to report on their performance.

Consideration of alternative provision and behaviour support arrangements in schools will need to influence the developing role of the Local Authority as a Champion for Young People and in its work on developing the Leicestershire Education Excellence Partnership.

Equality Improvement Plan

Please list all the equality objectives, actions and targets that result from the Equality Impact Assessment (continue on separate sheets as necessary). These now need to be included in the relevant service plan for mainstreaming and performance management purposes.

Equality Objective	Action	Target	Officer Responsible	By when
Ensure secondary behaviour partnerships are held to account for the outcomes they achieve with young people at risk of permanent exclusion.	Termly reports to the behaviour partnerships executive group using an agreed template.	Zero secondary permanent exclusions in 2013-14	Charlie Palmer	July 2014
Ensure primary provision is used preventatively to avoid primary permanent exclusions.	Establish a working agreement with primary schools on access to Oakfield or successor provision.	Reduction in permanent exclusions particularly amongst children with statements of special educational needs.	Charlie Palmer	July 2014

1st Authorised Signature (EIA Lead):

Date:

2nd Authorised Signature (Member of DMT):

Date:

Once completed, please send a copy of this form to the Departmental Equalities Group for quality assurance. Once authorised, this Equality Impact Assessment (EIA) Report will need to be published on our website. Please send a copy of this form to the Members Secretariat in the Chief Executives Department to louisa.jordan@leics.gov.uk.



**CHILDREN AND YOUNG PEOPLE'S SERVICE OVERVIEW AND
SCRUTINY COMMITTEE**

11 NOVEMBER 2013

**REPORT OF THE DIRECTOR OF CHILDREN AND YOUNG
PEOPLE'S SERVICE**

**ENSURING EDUCATION EXCELLENCE IN LEICESTERSHIRE:
LEICESTERSHIRE EDUCATION EXCELLENCE PARTNERSHIP –
MONITORING REPORT**

Purpose of report

1. To provide the Children and Families Overview and Scrutiny Committee with a monitoring report outlining the progress in implementing the Leicestershire Education Excellence Partnership (LEEP) and the performance of schools and inspection outcomes.

Policy framework and previous decisions

2. At its meeting on 9th April 2013 the Cabinet agreed to the development of a new policy through a partnership approach with maintained schools and academies (LEEP).
3. At its meeting on 9th July 2013 the Cabinet approved the continued development and implementation of LEEP including that the Children and Families Overview and Scrutiny Committee would provide assurance.
4. At its meeting on 9th September 2013 the Children and Families Overview and Scrutiny Committee received a report that provided further detail about the progress of LEEP. It was noted and agreed that:
 - a. The County Council has strong links with schools and well established practices for collaborative working which will be the focus for developing a new system for school improvement;
 - b. The partnership continues to evolve through ensuring that head teachers of both maintained schools and academies are taking a leading role in shaping a distributed school improvement system;

- c. The County Council has a distinct role as champion for children and will need to work with all schools to enable it to satisfy its statutory obligations.
- d. It will be necessary over the long term to provide evidence of positive outcomes resulting from the new partnership arrangement.
- e. The Children and Families Overview and Scrutiny Committee plays a key role in providing assurance that LEEP will enable the local authority to discharge its statutory duties. The Committee will receive a performance report three times each year.
- f. The outcome of future Ofsted reports of schools are directed to Committee members in a timely way.

Development of the LEEP Strategy

- 5. In the last report to the Committee, several key areas for development were identified with short, medium and long term actions. The short term actions were to:
 - a. Ensure that the right support is commissioned to support identified schools;
 - b. Analyse 2013 performance data to identify schools that may require support;
 - c. Complete initial LEEP documentation with further detail about processes and systems for support;
 - d. Implement a communication plan including briefing sessions in localities, attendance at headteacher briefings and development of a web presence;
 - e. Report to the Children and Families Overview and Scrutiny Committee.

Support for schools

- 6. Following analysis of provisional data by schools, the local authority is providing support and monitoring the quality of school to school support to 40 schools. This support includes: regular visits from an Education Quality Adviser representing the Local Authority; partnership work with a Teaching School Alliance or local network; support from a National or Local Leader in Education or a National Leader of Governance. If the school is a Church of England school, the local authority works closely with the Diocese to ensure that there is a co-ordinated approach and good communication.
- 7. As part of LEEP, Governor Development Services offer additional support to these schools to ensure that governors are aware of how to analyse and ask questions about school performance data. Governor Development Services

also commission external reviews of the governing body where this is required as an outcome of inspection.

LEEP documentation and communication plan

8. The initial documentation for LEEP has been agreed by the LEEP Strategic Group. This provides an overview of the strategic intent of LEEP and how it is intended to secure education excellence in Leicestershire. The terms of reference for the Strategic Group have been agreed and a data sharing agreement has been finalised. These documents will be sent out to schools by the end of the autumn term and shared with governors at the next Chairs of Governors' briefings in January 2014. The LEEP Working Group has agreed the final version of the LEEP Strategy for 2013-2015. This document sets out the strategic approach for LEEP and can be strongly traced back to the original LEEP proposal which was presented to the Local Authority by schools in January 2013. It is the intention to circulate this document widely with schools and other partners. Appendix 1 contains this initial documentation.
9. Head teachers and governors in all sectors will have the opportunity to hear more about LEEP and how to get involved as part of briefings that are taking place during the autumn term. These sessions have provided a good forum for school leaders to make suggestions about how LEEP can work and for them to understand how this approach is aligned to other developments such as Behaviour Partnerships and Supporting Leicestershire Families. Once this series of briefings has been completed and evaluated the LEEP Strategic Group will consider what actions need to be taken in the medium and long term, including further implementation of the communication strategy.

Report to Children and Families Overview and Scrutiny Committee

10. Appendix 2 provides a LEEP evaluation report about the performance of schools compared to national benchmarks and statistical neighbours, inspection outcomes up to July 2013, information about schools that have been supported and the use of financial resources.

Internal Audit of LEEP

11. In addition to the original short term objectives, the Education and Learning team have commenced a project with the Internal Audit Service to review the local authority's approach for securing school improvement arrangements for Leicestershire. This will ensure that the approach is sufficiently robust. This audit will also provide independent analysis about the quality of the LEEP strategy and provide the Children and Families Overview and Scrutiny Committee with added assurance and recommendations. The final report will be shared with the Committee in the spring of 2014.

Conclusion

12. School Performance in Leicestershire is broadly in line with national expectations with both pockets of excellence and areas where performance could be improved. LEEP is identifying sustainable approaches for sharing and enhancing good and outstanding practice in schools. The focus for the next stage of development is to broaden the range and access to expertise across the system through developing the local networking arrangements, whilst maintaining support for schools that most need it. Further activity will be targeted towards the medium and long term actions which were outlined in the report to the Children and Families Overview and Scrutiny Committee on 9th September 2013. The partnership will continue focusing on developing and strengthening local arrangements to ensure that school improvement arrangements are fit for purpose for all Leicestershire schools.

Resource implications

13. The County Council approved its budget and the Medium Term Financial Strategy at its meeting on 20th February 2013. The budget included a growth item of £350,000 to support the new approach to securing educational excellence in Leicestershire. The budget will support the release of school staff to provide support to each other through a self-supporting schools system and provide for administrative support.

Equal Opportunities Implications

14. The Education Act 1996 identifies the local authority role in ensuring that *all* children achieve the fulfilment of their educational potential, including the most vulnerable.

Risk Assessment

15. The risks to the County Council arising from the development and implementation of LEEP are kept under regular review by lead officers with the Children and Young People's (CYPS) Department and are recorded in the CYPS Departmental Risk Plan. Analysis of the indicators which the Department for Education use to select local authorities for inspection of the arrangements for school improvement indicate that Leicestershire is unlikely to be inspected at the current time.

Environmental Implications

16. None

Circulation under the Local Alert Issues Procedure

17. The report to the Children and Families Overview and Scrutiny Committee will be circulated to all Members of the County Council for information.

Background Papers

Report to the Cabinet on 26 July 2010 – ‘Development of Academy status for Leicestershire schools’

Report to the Cabinet on 9 July 2012 – ‘Ensuring Education Excellence’

Report to the Cabinet on 13 November 2012 – ‘Proposed Policy for Ensuring Education Excellence’

Report to the Cabinet on 9 April 2013 – ‘Ensuring Education Excellence’

Report to the Children and Families Overview and Scrutiny Committee on 9 September 2013 – ‘Ensuring Education Excellence: Development of Leicestershire Education Excellence Partnership (LEEP)’

Academies Act 2010 and Education Act 2011

Academy guidance on department for Education website
www.education.gov.uk/academies

Officers to Contact

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Gillian Weston, Interim Assistant Director, Education & Learning
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Appendices

Appendix 1 – LEEP Documentation

1A- LEEP: An inclusive strategic vision for outstanding education in Leicestershire

1B Terms of reference for the Strategic Group

1C Data sharing agreement

Appendix 2 – Children and Families Overview and Scrutiny Committee monitoring report

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APPENDIX 1A



Leicestershire Education Excellence Partnership (LEEP)

Striving for Success

An inclusive strategic vision for outstanding education in Leicestershire

September 2013 – September 2015

Version 0.4

Introduction

This document sets out how the Leicestershire Education Excellence Partnership will form part of the strategic vision for ensuring an excellent education for all children and young people in Leicestershire. Working in collaboration, representatives of headteachers, governors, teaching school alliances, the Church of England and Catholic dioceses, the local authority and lead member have agreed an approach that is underpinned by a sense of common purpose and shared values.

The aspiration is that all children and young people have the best education possible by ensuring that they have access to a good or outstanding school with inspirational teaching and leadership. This will ensure that we achieve our vision of Leicestershire being the best place for children and young people to learn and thrive.

Leicestershire is well placed to develop this partnership approach. Schools have become increasingly autonomous and self-supporting. Strong and innovative network arrangements are emerging and new alliances are being forged. Much of this innovation is happening without direct involvement from the local authority. The high percentage of good and outstanding schools indicates that this new landscape is continuing to be successful in raising standards. We believe that by harnessing the collective will and commitment that exists through a co-ordinated approach, even more can be achieved.

The local authority maintains a statutory duty to ensure that all children achieve their potential. Its role as a champion for all children, especially the most vulnerable, underpins the relationship that it will have with all state funded schools. Within LEEP the role of the local authority is to work with schools and other partners to build strong collaboration. As a new landscape is shaped the challenge will be to establish a common understanding about what can be expected of the local authority as a stronger, system-led approach becomes embedded. There will still be times when the local authority takes a more proactive approach on behalf of children to ensure that schools are improving and are offering high quality education for all.

Leicestershire Education Excellence Partnership is in its first stage of implementation. The collaborative nature of the work means that at each stage of development there will be regular reviews and opportunities for feedback. The success of such an approach is dependent on the commitment of those who will lead from within the system. It is intended that all schools are included and become engaged. The aim is to see Leicestershire schools contributing into an informed dialogue, both locally and nationally, which helps to shape this evolving strategy.

This document provides a strategic summary to inform all partners about the roles and responsibilities, the underlying principles and the plans for developing stronger collaboration which will shape Leicestershire Education Excellence Partnership.

Shared Goals

With a shared sense of moral purpose, the Partnership seeks to ensure the best learning experience for all children and young people in Leicestershire. LEEP will draw upon the best practice and use this expertise to secure outstanding learning for all.

The Partnership aims to support a highly effective, self-sustaining system where schools are developing a strong collaborative identity and where those in schools and other providers are equal and trusted partners. The vision is for a collective responsibility for every Leicestershire learner.

Strategic Objectives

- To create opportunities for peer to peer professional learning and peer to peer leadership development by sharing effective practice and expertise
- Identify and develop leadership potential of all staff
- Provide support and challenge for all schools through sharing of knowledge, training, resources and systems across the local education environment.

Guiding principles

Colleagues working as part of LEEP will:

- work collectively to support those schools which are underperforming
- ensure responses are swift and established in agreement with the school
- act ethically, with integrity and in the best interests of children and young people, including the most vulnerable
- respond flexibly and appropriately to meet the needs of different partners
- endeavour to make the best use of resources, based on principles of best value whilst ensuring high quality
- hold each other to account in trust and mutual respect and report honestly and fairly with accurate and reliable evidence

To support independence and choice LEEP will:

- build on and extend existing networks, relationships and local partnerships so that autonomy does not lead to professional isolation
- collectively support and challenge institutions to reach outstanding outcomes
- oversee school to school support in partnership with other school improvement agencies, ensuring that there is a differentiated package of support and challenge for schools that can be accessed from any national or regional source
- use its strategic knowledge to communicate the successes of Leicestershire's schools and to develop local agreements so that they can be self-regulated
- develop leadership potential and succession planning at all levels
- encourage constructive conversations about the performance and current issues facing the wider educational system

- develop effective systems for gathering information and analysing the learning needs of schools and acting swiftly to address identified needs.

Key themes and priorities

Through analysis of performance information, discussions and feedback from school leaders, including governors, the following areas have been identified.

- To improve rates of progress in all key stages so that all pupils make at least expected progress and the gap between pupils eligible for free school meals and their peers is closing.
- To ensure that all schools are developing strong local partnership arrangements that provide appropriate support and challenge and lead to improved outcomes for pupils.

Specific themes will be:

- Improving standards in all Key Stages and Early Years Foundation Stage. From Reception to Year 6, specifically reading and writing and from Year 7 to Year 13, specifically mathematics;
- Increasing rates of progress in all key stages so that more pupils make better than expected progress;
- Narrowing the gap which exists between pupils eligible for free school meals and those who are not;
- Improving leadership, particularly middle and subject leadership and governance;
- Developing future leaders.

We believe that by tackling these priorities, Leicestershire will be in the top quartile of all local authorities because more children will be achieving their potential wherever they are in their education journey.

Sharing information

The success of LEEP will be dependent, in part, on the ability to share and exchange intelligence and information which will assist in objective and impartial evaluation. The local authority has access to a range of performance information which will support LEEP in identifying schools requiring support. In addition, schools have their own tracking systems and knowledge of need which add further 'intelligence' and ensure a more sophisticated approach to planned support. A separate data sharing agreement will provide assurance and transparency to schools and partners which will enable them to be confident that colleagues involved in LEEP will treat any information with the utmost care and professionalism.

Governance arrangements

Children and Families Overview and Scrutiny Committee

The work of the Partnership will be evaluated in a number of ways, including through reports to Ofsted and the Department for Education. Through termly meetings, Leicestershire Children and Families Overview and Scrutiny Committee will provide assurance that the local authority is carrying out its statutory role and that the activity of LEEP is improving outcomes for children and young people.

LEEP Strategic Group

The Strategic Group will meet at the beginning of each term to review the performance of schools. This will include performance information, inspection outcomes and common themes that are arising. These meetings will provide an opportunity to look at school to school support across the county so that best practice can be identified and shared. This group will be responsible for determining the direction of the Partnership. Plans will be based on secure evidence which includes the views of school leaders, governors and other partners.

Representatives from the local authority will also meet with officers from the Department of Education and have termly meetings with senior HMI in order to provide assurance and accountability for schools' performance.

Networks

It is intended that LEEP operates through a range of networks, many of which are already well established across Leicestershire. As schools have become increasingly autonomous, new alliances are emerging. These range from small triads to much broader and deeper arrangements such as learning partnerships, collaborative trusts, academy trusts and companies. LEEP wants schools to exercise their choices, freedoms and flexibilities to the full, strengthening networks and partnerships that are jointly supportive and challenging.

The benefits of a more diverse educational offer are there to meet the needs of every individual child and LEEP is committed to using its strategic influencing role to ensure that all providers work together for the benefit of children. We support the concept that schools, irrespective of their governance structure, are best placed to raise standards. LEEP will work with all schools any new provider to encourage strong networking arrangements within localities. This includes local authority maintained schools, academies and free schools.

Teaching School Alliances have a key role because they operate within nationally agreed terms of reference and are quality assured through the National College for Teaching and Leadership with specific key performance indicators. They provide a national perspective for system leadership and ensure, through their own wider networks, that Leicestershire is participating in wider educational developments.

Behaviour Partnerships will be aligned to LEEP, their focus being on children and young people who need alternative arrangements, perhaps for a short period, to ensure that they access an appropriate curriculum and achieve their potential. All schools are expected to provide access and inclusion to vulnerable learners.

The roles of those involved in LEEP

Schools and partners will engage with LEEP in different ways but the premise is that all have something to offer and all have something to learn.

1) Schools giving support will:

- Share their expertise and best practice with colleagues to improve outcomes.
- Deliver school-to-school support as agreed and in accordance with each school's action plan priorities;
- Report progress regularly through action logs or reviews;

2) Schools receiving support will:

- Be open to advice and support given;
- Make available data, information and resources, necessary to address the agreed areas for improvements.

3) The Local Authority will:

- Convene partnerships across all schools to promote innovation and improvements and facilitate the development of local support networks;
- Promote the work of new and established collaborative groups, including self-starting groups;
- Quality assure the work of the Partnership in providing a high standard of school-to-school support;
- Ensure that school to school support is well co-ordinated so that partners, including the dioceses, have relevant information which informs their work;
- Commission additional support to maintained schools which require improved or are at risk of causing concern
- Intervene in schools where improvements against agreed priorities are too slow or the school is at risk of an adverse inspection outcome.

How LEEP will function

LEEP has been developed to provide strong support and challenge within the school system. It is intended to work on agreed areas for development in a focused way with clear outcome measures linked to themes. The main approach will be to support collaborative project work and school to school support. Models of professional development will be based on tried and tested approaches such as lesson study, classroom-based research and joint practice development. Where possible, local case studies of best practice will be shared with other schools. The majority of schools will identify their priorities and plan the collaborative work. There will be occasions when LEEP helps to bring schools together because common themes have emerged.

Striving for success

Good education is the bedrock of children and young people's future life chances and choices. We have a collective responsibility to ensure that the children and young people who are being educated in Leicestershire in the next few years grow to become confident and successful citizens of the future.

The opportunity to shape education in Leicestershire that has been presented to us must not be lost. For a number of years Leicestershire has had a reputation for its innovative and forward thinking strategies in the field of education. Striving to succeed through LEEP could ensure that we continue to deliver the best possible educational experience for all.

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THE LEICESTERSHIRE EDUCATION EXCELLENCE PARTNERSHIP (LEEP)**TERMS OF REFERENCE FOR THE STRATEGIC GROUP: AGREED****1. Core purpose of the Partnership**

- 1.1 The Leicestershire Education Excellence Partnership (LEEP) is a partnership between the local authority, all 'schools'¹ and other providers with major responsibility and accountability for the quality of education and learning outcomes for children and young people in Leicestershire.
- 1.2 The Partnership aims to support a distributed, sustainable self-improving education system in a shared, collaborative culture of educational excellence that recognises those in schools and other providers as equal, trusted partners. It intends to build on existing networks, relationships and local partnerships to ensure that no school is isolated and is able to access timely and pre-emptive support.

2. Remit for the Strategic Group

- 2.1 The Strategic Group will be responsible for the direction of the Partnership, monitoring effectiveness, identifying and agreeing priorities and programmes. It will also be responsible for determining further actions where necessary in schools that are being supported. The Chairperson will be elected at the first meeting.

3. Objectives of the Strategic Group

The Group will work to the following objectives:

- i. to improve the standards of education provided to all children and young people in Leicestershire;
- ii. To develop workstreams and projects that bring about improvements and empower all schools to be a part of local strategies;
- iii. to consider the priority areas within the school system and identify and suggest suitable strategies for their resolution;

¹ All state funded schools and education providers

4. Specific responsibilities of the Strategic Group

- i. To take responsibilities for the success of projects and activities which are commissioned by LEEP;
- ii. To support the local authority in assuring the performance of the education provision including key strategic risks, elevating them to Children and Families Overview and Scrutiny Committee or other appropriate bodies as necessary;
- iii. To contribute to and coordinate the necessary communication activities required to further develop and implement LEEP within Leicestershire;
- iv. To consider, support and make recommendations as appropriate for the development of LEEP;
- v. Support and engage with Ofsted inspections of local authority arrangements for securing school improvement;

5. Responsibilities of Group Members

Each member of the Strategic Group will:

- i. comply at all times with the objectives of the Terms of Reference;
- ii. ensure that advice/support is given in a timely and accurate manner, and in keeping with each representative's capacity and scope of responsibilities;
- iii. ensuring that the confidentiality of identified items is maintained at all times;
- iv. ensuring effective communications from the LEEP meetings to schools/networks as appropriate
- v. take a lead role for specific tasks/providing support where capacity is available and agreed by the Group.

6. Membership;

- Lead Member for Education, Leicestershire County Council
- Director, CYPS, Leicestershire County Council
- Assistant Director, Education & Learning, Leicestershire County Council
- Appropriate Heads of Strategy and other officers of CYPS, Leicestershire County Council where necessary
- All Teaching Schools
- Representative of Leicestershire Primary Heads Association
- Representative of Leicestershire Secondary Heads Association
- Representative of Leicestershire Special School Heads Association
- School Governor representative,

- Representative of the Anglican Diocesan Board
 - Representative of the Roman Catholic Diocesan Board
- Associate stakeholders invited to attend as necessary:

- Initial Teacher Training Professional Representatives of De Montfort, Leicester and Loughborough Universities
- The Regional Director of Ofsted
- Representative of DfE
- Representative of Professional Associations
- Representative of the National College
- Local Safeguarding Children's Board (LSCB)

7. Reporting arrangements of LEEP

The Strategic Group will provide the Overview and Scrutiny Committee an annual report to evaluate the performance and impact of LEEP ensuring it is meeting the council's statutory duties to secure school improvement. The Group will share with the school community analysis and evaluation of the school systems performance.

8. Frequency and Timing of Meetings

- 8.1 The Group shall ensure that it meets at least once a term; however extraordinary meetings may be called where necessary.
- 8.2 The agenda will be circulated in advance of any meeting. Authors of reports or those required to provide data/information will be expected to do so to meet the above timescales. Minutes will be circulated as soon as practicable following the meeting.

9. Decision Making

- 9.1 The Strategic Group will discuss together as equal trusted partners, key strategic decisions and actions.
- 9.2 At all times, a consensual approach will be sought. Where the application of the LEEP budget which is provided by the local authority, the authority through its representatives reserves the right to make a final decision on how these monies are spent.
- 9.3 The spending of any future monies which are secured through grants and bids by LEEP will be determined within the strategic group, following a democratic process. If a disagreement arises on how these monies are spent, a decision will be taken by the Chairperson.

10. Communications

- 10.1 It shall be the responsibility of individual members to communicate decisions progress and outcomes of the Strategic Group to their respective organisation, but respecting the need for any confidentiality or embargoes that might be stated.

11. Review of the Strategic Groups functions

- 11.1 At a regular interval and no more than annually, the representatives shall:
- review the Terms of Reference;
 - discuss whether the Strategic Group has operated effectively to fulfil these aims over the preceding period;
 - discuss whether any amendments are required to the workings of the Strategic Group, including the groups disbandment.

12. Data sharing agreement

- 12.1 Please see the LEEP data sharing agreement, which member of the Strategic Group will abide by at all times

13. Confidentiality

- 13.1 Individual schools and representatives should observe complete confidentiality in all matters discussed especially regarding staff and pupils
- 13.2 Members should exercise the highest degree of caution when involved in sensitive issues arising outside of the network which may have an impact on the organisation or its members.

14. Conduct

- 14.1 Members should declare a personal interest in any item of the agenda before the item is discussed.
- 14.2 Members have the right to request any matters discussed at meetings to be recorded in the minutes subject to confidentiality
- 14.3 All visits to network schools should be within an agreed framework and arranged in advance with the headteacher or designate representative.

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**LEICESTERSHIRE EDUCATION EXCELLENCE PARTNERSHIP
(LEEP)**

Data Sharing Agreement

Introduction

The purpose of this Data Sharing Agreement is to set out protocols and expectations for the sharing and use of data and information within a distribute school based support system. In order for LEEP to be effective, it will be necessary for school's data to be discussed and reviewed to develop effective support strategies. It is recognised by all partner groups the potential challenges and sensitivities of discussing data.

This document aims to set out in a transparent manner the principles and ethics which will be adhered to by all members of LEEP

Guiding principles & ethics for all members of LEEP

- Information will be shared with the overall aim of improving the education and learning of children in Leicestershire
- Information will be shared in good faith, and partners will be trusted to show appropriate confidentiality and professionalism whilst using information and data
- Act ethically, with integrity and moral purpose, in the best interests and well-being of the children, young people and adults;
- Hold each other to account in trusted and mutual respect and report evaluative judgements honestly and fairly, based on accurate and reliable evidence;
- Schools who are receiving support will be forthcoming in providing the necessary information to enable support to be implemented
- Information will not be used to 'label' or 'catgorise' a school. The only judgements LEEP will follow on a schools performance are those from Ofsted
- Information will be shared to enhance the ability of partner organisations to support the learning and welfare of children and young people through the exchange of data and use of information not otherwise available to either organisation
- Data will not be shared with 3rd parties for any purpose other than developing and providing support

Confidentiality

- Individual schools and representatives should observe complete confidentiality in all matters discussed especially regarding staff and pupils

- Members should exercise the highest degree of caution when involved in sensitive issues arising outside of the network which may have an impact on the organisation or its members
- All members are asked to respect and show an awareness of the potential impact of sharing information and data

The local authority's role in providing information

- The local authority will continue to produce data summary and analysis which will be shared in good faith and appropriately for the benefit of improving education standards
- Where necessary, the local authority will provide tailored and measured information to partners to enable the school based system to deliver support

Conduct

All members will:

- act fairly and with impartiality at all times when using support;
- respect all educational professionals and partners;
- Openly share and exchange intelligence and information which will assist in objective and impartial evaluation in line with the shared vision of LEEP;
- members should declare a personal interest in any item of the agenda before the item is discussed;
- have the right to request any matters discussed at meetings to be recorded in the minutes subject to confidentiality;
- comply with all aspects of the Data Protection Act when handling, storing and transferring of any personal and sensitive data.

Complaints & comments

At times, members may want to bring the partnerships or the local authority attention a concern about a specific matter.

The first step in addressing any concern would be for the party to raise it with a representative of the Strategic Group who would be able to advise on appropriate remedial steps.

If the complaint is of a serious nature or remains unresolved, the complaint would be taken before the Children and Families Overview and Scrutiny Committee. The

Committee will hear all of the facts of the complaint and suggest solutions and practical steps which can be taken.

The aim of the Committee will be to impartially resolve the complaint and may invite the complainant and other interested parties to further discuss the issue at a Committee meeting. All parties involved will be notified of the Committee's decision about the complaint.

If any complaints are received specifically regarding the actions of the local authority, then the standard corporate complaints procedure will be applied.

If a complaint is raised concerning the accessing of personal and sensitive data, it may be necessary to forward the complaint to the Information Commissioner's Office. In the first instance, a member of the Strategic Group should be contacted to assist and support in the complaint.

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Leicestershire Education Excellence Partnership – Monitoring Report

Achievement in all phases (Provisional)

- Early Years Foundation Stage

In 2013 there has been a change of assessment arrangements and a different approach to assessing children's achievement in the Foundation Stage Profile. A number of key measures have changed and data is not directly comparable with previous years including gap comparisons so these should be treated with caution. In 2013 46.4% of Leicestershire children achieved a good level of development and the gap between boys and girls has narrowed and is better than national. The gap between children eligible for free school meals and their peers has widened by one percentage point. (A child is deemed to have achieved a good level of development if they have achieved at least expected levels in all of the early learning goals and the prime areas of learning, and in the specific areas of literacy and mathematics).

- Key Stage 1

Leicestershire has performed above the national average in the phonics screening check at Year 1 and has improved since 2012.

Leicestershire continues to perform above national averages in reading, writing and mathematics at all levels. Standards have improved in all areas. Leicestershire is in the top 20% of all local authorities. Girls are performing better than boys in reading and writing, however, there is no difference overall in the performance of girls and boys in mathematics. Over time the gap between pupils eligible for free school meals and their peers is variable and gradually narrowing.

- Key Stage 2

Attainment at the end of Key Stage 2 is broadly in line with national and has declined slightly since 2012. 74% pupils achieved Level 4 in combined reading, writing and mathematics compared to 76% nationally. Leicestershire is ranked mid-table or for most subjects compared to statistical neighbours. Progress measures indicate that Leicestershire is broadly average and dipping slightly below the national benchmark in all subjects. Girls are performing better than boys in all subjects, the gap being widest in writing and not significant in mathematics. The gap between pupils eligible for free school meals and their peers has fluctuated over the last three years and is currently 25%. There is no national comparator for 2013.

- Key Stage 3

Standards at Key Stage 3 continue to be above national and have improved in 2013. All performance measures are within the top 5% of Local Authorities nationally. Leicestershire continues to be the best performing statistical neighbour, and has been for the previous 10 years. The performance gap to national is substantial and is being maintained as improvements continue to occur at all levels. The percentage of pupils achieving higher levels (Level 6 and Level 7) is well above national outcomes. Leicestershire is ranked first amongst statistical neighbours for all Key Stage 3 outcomes.

- Key Stage 4

Attainment in all key measures has improved since 2012 and is now closer to national. The proportion of students achieving 5A* - C has improved by 2.4 percentage points to 59.3% compared to a national improvement of 1 percentage point to 60.4%. 13/20 schools are now above the national average compared with 8/20 in 2012. However, Leicestershire still remains within the bottom half of local authorities nationally. The English Baccalaureate indicator shows that there has been an improvement of 5.8% points and that Leicestershire is now closer to the national average at 16.4% despite lower entry rates than national state funded averages. Leicestershire has improved in ranking against statistical neighbours and is particularly strong in 5A* - G where Leicestershire is in the top half of all local authorities. Progress measures indicate that Leicestershire students make expected progress overall from Key Stage 2 to Key Stage 4.

- Key Stage 5

- There is an improving picture at Key Stage 5. In 2013 the level of improvement at Key Stage 5 in Leicestershire has largely gone against the national trend. Average Point Score (APS) per pupil indicators (quantity of qualifications) remains higher than relative APS per entry (quality of outcomes indicator). The APS per entry for state funded institutions in Leicestershire is the best performance since the new point scoring approach was introduced in 2006. This places Leicestershire within the top half of local authorities for the first time ever for this measure. The percentage of students achieving A* - B increased from 45% to 47%.

- Children in Care (Key Stage 2 and Key Stage 4)

There were 13 pupils in this cohort. The number of Children in Care achieving Level 4 in reading, writing and mathematics at the end of Key Stage 2 dipped in 2013. This appears to be because the group had 3 pupils with statement of special educational need who were working at Level 2 or below. When looking at progress data the percentage of pupils making expected progress in English and mathematics over time is good. Progress appears to be better in mathematics than reading and writing.

At Key Stage 4 there were 45 students in the cohort. Outcomes have declined from 2012 when looking at the proportion of students achieving 5A* - C including English and mathematics. However, a more positive picture emerges when looking more broadly at performance. 33/45 young people achieved qualifications in both English and mathematics. Although A* -C grades are lower, the number of A* - D grades has risen significantly. All of the students involved in the Education of Children in Care programme either maintained their predicted grades or exceeded them.

Analysis of outcomes student by student shows that where a stable placement can be secured, performance is significantly better. Unstable emotional or social circumstances have a negative impact on progress. Other key factors for students who have achieved well are additional 1-1 tuition and the DMU (De Montfort University) mentoring programme.

- NEET

NEET figures are consistently good in Leicestershire. The latest figures for July 2013 show that Leicestershire has 3.3% young people not in education, employment or training against a target of 4%. The national average is 6.5%. Leicestershire is ranked first amongst statistical neighbours.

Ofsted inspection outcomes (July 2013)

- At the end of July 2013 83% schools were judged good or better. This is above the national average and places Leicestershire 3/11 when compared to statistical neighbours. When looking at inspections during the academic year 2012 – 13. 103 schools were inspected. 70% were judged good or outstanding: 56% secondary schools and 75% primary schools.
- Primary schools are performing particularly well. 82% are judged to be good or outstanding which is above the national average of 78%. 3% are judged to be inadequate which is below the national average.
- 77% secondary schools are judged to be good or outstanding which is above the national average of 72%. 6% are judged to be inadequate which is slightly above the national average.
- There is no significant difference between the percentage of good and outstanding schools when comparing academies and local authority maintained schools. Both are above national averages.
- The current inspection framework requires the lead inspector to discuss each local authority maintained school with a representative from the local authority. The quality of support from the local authority is then commented upon in the final report. In

2012 – 13 86% comments were very favourable. No reports commented that the local authority support had been inappropriate.

- Since September 2013 14 schools have been inspected. 1/14 has been judged outstanding; 8/14 have been judged good; 2 have been judged to require improvement and 2 have been judged to be inadequate. 4 schools have improved since the last inspection; 6 have remained the same and 4 have declined.

Number of schools supported including impact of support (April to July 2013)

- Since April 2013 48 schools have been supported by the local authority. These were schools that were judged to be satisfactory or requiring improvement, or judged good at the last inspection but with a declining trend in performance.
- The support has been put in place through partnership with Teaching School Alliances, National Leaders in Education, Local Leaders in Education and National Leaders of Governance. The local authority has also monitored the support through the Education Quality Team and commissioned Education Quality Advisers.
- During this time eleven of these schools were inspected. Four schools had been identified as vulnerable to an adverse inspection and these were judged to be subject to special measures. These remain schools causing concern to the local authority and are receiving intensive support as they move towards academy sponsorship. Three improved from satisfactory to good. One moved from outstanding to good and three maintained a judgement of good.
- Where academies have been inspected and have been judged to require improvement or to be inadequate, local authority officers meet with the head teacher to ensure that the academy is taking appropriate action to improve. Ofsted does not report on the effectiveness of support from the local authority in this case.

Progress of schools judged to be inadequate or causing concern to the local authority

- Where schools have been judged to be inadequate inspectors visit each term to monitor the quality and progress of the local authority statement of action, progress against key issues and the impact of local authority support. Since April 2013 the local authority statements of action have been fit for purpose and the schools have been making reasonable progress except in one case.
- The local authority has not used its statutory powers of intervention to remove a governing body or issue a warning notice to any

schools. It is working with the Department for Education to identify potential sponsors for those schools judged to be inadequate.

- Notice of financial concern?

National interest and Leicestershire's contribution to regional and national developments

- In July 2013 Leicestershire was asked to present its approach to supporting school improvement through LEEP at a national event.

Outcomes of regional peer evaluation and development work

- The nine local authorities in the East Midlands have a programme of peer challenge planned for this academic year. Leicestershire's challenge event is scheduled for March 2014.

Use and impact of Schools Causing Concern budget and LEEP funding

- Schools Causing Concern budget of £248000 is has been used to support those schools judged to be inadequate to implement the local authority's statement of action. Each statement of action has a detailed breakdown of funding requirements.
- The focus of LEEP funding is to strengthen school to school support and collaborative working. The LEEP Strategic Group has also agreed to use some of the funding to support regular briefings for head teachers and senior leaders.

Priorities – agreed through data analysis and feedback from school leaders

- Raise standards of achievement in all phases, particularly for those pupils eligible for pupil premium (pupils eligible for free school meals, Children in Care including the most able), and thus closing the attainment gap.
- Improving outcomes in mathematics in secondary schools so that more students are ready for employment and further training.
- Strengthen support for leadership, particularly for new headteachers

- Develop future leaders
- Ensure that the proportion of good and outstanding schools remains above national averages

Moving forward

Key Enablers	Potential Barriers
<ul style="list-style-type: none"> • Increased understanding of the underpinning principles of LEEP • Strong communication plan and increased engagement from schools • Comprehensive performance information with which to target appropriate support and share best practice • Effective leaders in Leicestershire schools who want to contribute to a self improving system • Assurance from Ofsted that this approach is appropriate having a positive impact on inspection outcomes 	<ul style="list-style-type: none"> • Managing transition effectively towards a strong self-improving school system which extends beyond the Teaching School Alliances and embraces other collaborative groups and expertise • Ensuring that the capacity of leaders to improve their own schools is not compromised by their support for wider school improvement • The need to establish a succession planning model which identifies and encourages future potential leaders • The capacity of the LEEP Strategic group to extend locality working particularly where this is less well established

Summary Evaluation

Achievement overall is broadly in line with national outcomes and particularly high at Key Stage 3.

The proportion of schools which are good and outstanding is above national averages.

Priorities have been identified and are being addressed through partnership working with schools. Additional support is proportionately directed to those schools who need it

Available resources and funding are being carefully used to target those schools most in need. Budgets are in place to support schools

and are being well managed and monitored.

Indicators for inspection of local authority arrangements for school improvement

	DfE Indicators	Current position		Evidence
		Data		
A	The proportion of children who attend a good or better school, pupil referral unit and /or alternative provision is lower than that found nationally	National 77%	Local 81%	Ofsted inspection reports and weekly updates of overall performance Ofsted reports EQA notes of visit LEEP documentation School performance data
B	There is a higher than average number of schools in an Ofsted category of concern and/or there are indicators that progress of such schools is not securing rapid enough improvement	National 3%	Local 3%	Ofsted website – Data View Ofsted inspection reports and weekly updates of overall performance Reports to Overview and Scrutiny/Cabinet Performance tables and related evaluation
C	There is a higher than average proportion of schools that have not been judged to be good by Ofsted	National 22%	Local 16%	Ofsted website – Data View Ofsted inspection reports and weekly updates of overall performance Reports to Overview and Scrutiny/Cabinet Performance tables and related evaluation

D	Attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak	Inconsistencies across key stages Decline at EYFS/KS2 Improving trend at KS4/5/Outstanding at KS3	DfE National Tables: Raiseonline. Performance reports Inspection reports analysis.
E	Rates of progress, relative to starting points, are lower than that found nationally and/or where the trend or improvement is weak	Progress across KS2 is below national KS2-4 progress below national average	DfE National Tables: Raiseonline. Performance reports Inspection reports analysis. Fisher Family Trust; ALPs (value added for A levels); Ofsted website; Raiseonline.
F	The volume of qualifying complaints to Ofsted about schools in a local authority area is a matter of concern	Number 8 in 2012/13	Ofsted received 8 qualifying complaints in 2012/13 7,500 learners in each year from 1 to year 13.
G	The Secretary of State is known to have concerns about the effectiveness of local authority school improvement arrangements	None raised	DfE discussions



**CHILDREN AND YOUNG PEOPLE'S SERVICE OVERVIEW AND
SCRUTINY COMMITTEE**

11 NOVEMBER 2013

**REPORT OF THE DIRECTOR OF CHILDREN AND YOUNG
PEOPLE'S SERVICE**

**ENSURING EDUCATION EXCELLENCE IN LEICESTERSHIRE:
PERFORMANCE OF LEICESTERSHIRE SCHOOLS**

Purpose of report

1. The purpose of this report is to inform the Committee of the 2013 Key Stage statutory assessments, GCSE and Post 16 examination results in the context of attainment over a number of years in comparison with national and statistical neighbour results.

Policy Framework and Previous Decisions

2. The Local Authority has previously agreed targets each year with the Department for Education (DfE) to support improvements in Key Stage assessments and GCSE results. There is no longer a requirement to do this. However, the local authority continues to have a duty to monitor these results and report upon them. Final results by school and by local authority are made public during the autumn term through the DfE website.

Background

3. There are charts for each Key Stage attached as Appendix 1. Each of these charts highlights the trendline of Leicestershire's results compared with national and statistical neighbour averages.
4. Statistical neighbours are the group of authorities identified by the DfE as most comparable socio-economically with Leicestershire. Therefore it is helpful to compare performance to this group of local authorities as well as to national outcomes. The statistical neighbours are Central Bedfordshire, Essex, Hampshire, Kent, North Somerset, South Gloucestershire, Staffordshire, Warwickshire, West Sussex and Worcestershire. There are 152 local authorities nationally.

5. It should be noted that some of these results remain provisional until they are formally confirmed by the DfE. Whilst there is not usually any significant change in the results, there is a chance that the final percentages may change slightly.

Conclusions

6. Overall outcomes are broadly in line with national averages and similar to those of our statistical neighbours.

Foundation Stage (age 5)

7. In 2013 there has been a change of assessment arrangements and a different approach to assessing children's achievement in the Foundation Stage Profile. Therefore the information is not directly comparable with previous years.
8. In 2013 46.4% of Leicestershire children achieved a good level of development. This is below the national outcome which is 52%.
9. The average point score for Leicestershire is 32.4 which is broadly in line with national outcome of 32.8. 34 points is the equivalent of children achieving the expected level across all early learning goals.
10. The gap between girls and boys has narrowed from 18 percentage points to 14 percentage points. Nationally the gap is 16 percentage points.
11. The gap between pupils eligible for free school meals and their peers has widened from 24 percentage points to 25 percentage points. However, gap analysis is not exactly like-for-like due to the change in assessment.

Key Stage One (age 7)

12. Leicestershire continues to perform above the national average in reading, writing, mathematics and science at all levels of assessment and standards have improved in all areas.
13. Leicestershire is within the top 20% of local authorities.
14. For Year 1 phonics screening checks, the Leicestershire score improved by 10% on 2012. Leicestershire is above national and statistical neighbours and in the top 10% of local authorities nationally.

Key Stage Two (age 11)

15. Attainment at the end of Key Stage Two is broadly in line with the national average.
16. 74% pupils achieved Level 4+ in combined reading, writing and mathematics.

17. For individual subjects (reading, writing and mathematics) Leicestershire's performance has remained relatively stable with a dip in the proportion of higher attaining pupils in reading in line with the national trend.
18. Compared to statistical neighbours Leicestershire is ranked mid table or above for most indicators. The strongest performance is in reading and mathematics at Level 4 and the new grammar, punctuation and spelling test.
19. Leicestershire is in the top 50% of local authorities for children achieving the stretch target of Level 5+ for all Key Stage Two subjects.
20. Between 85% - 88% of children in Leicestershire are making the expected progress between Key Stage 1 and 2 (according to subject). However, this trails the national average in all areas.

Key Stage Three (age 14)

21. Results are based on teacher assessments following the abolition of end of Key Stage Three tests in 2008.
22. Standards at Key Stage Three continue to be above the national average and have improved in 2013. This is the best relative performance in Leicestershire's history.
23. The percentage of pupils achieving Level 5+ has improved and is high in all three core subjects. These are now at 93% in English, 91% in mathematics and 95% in science.
24. Leicestershire is ranked first amongst statistical neighbours for all Key Stage Three outcomes.

Key Stage Four (age 16)

25. Attainment in all key measures has improved since 2012.
26. 5A* - C overall has improved to 81.8%. This remains below the national average of 82.7% ,but improvement in Leicestershire has been greater than that seen nationally which has reduced the attainment gap.
27. 5A* - C (including English and mathematics) has improved to 59.3% and is now much closer to the national average of 60.4% than in 2012.
28. 5A* - G is similar to 2012 at 96.2% and continues to be a good indicator of the inclusive nature of Leicestershire schools.
29. The English Baccalaureate indicator shows that there has been an improvement of 5.8 percentage points, but the number of entries in Leicestershire remains lower than the national average.

30. Leicestershire has improved in ranking against statistical neighbours and is particularly strong in 5+A* - G where performance is in the top half nationally.

Key Stage Five (age 18)

31. There is an improving picture at Key Stage Five.
32. The percentage of students achieving A* - A increased from 19% to 22% and A* - B increased from 42% to 47%.
33. The average point score per entry has increased, but is still below the national average.
34. The average point score per pupil has also increased and places Leicestershire in the top 50% of local authorities.

Children in Care

35. The number of Children in Care achieving Level 4 in reading, writing and mathematics at the end of Key Stage Two dipped in 2013.
36. When looking at progress data the percentage of pupils making expected progress in English and mathematics over time is good. Progress appears to be better in mathematics than reading and writing.
37. At Key Stage Four there were 45 students in the cohort. Outcomes have declined from 2012 when looking at the proportion of students achieving 5A* - C including English and mathematics.
38. When looking more broadly at performance, 33/45 young people achieved qualifications in both English and mathematics. Although A* -C grades are lower, the number of A* - D grades has risen significantly.
39. All of the students involved in the Education of Children in Care programme either maintained their predicted grades or exceeded them.

Not in Education Employment or Training (NEET)

40. The latest figures for July 2013 show that Leicestershire has 3.3% young people not in education, employment or training against a target of 4%. The national average is 6.5%. Leicestershire is ranked first amongst statistical neighbours.

Equal opportunities Implications

41. These are the results achieved by all Leicestershire children and young people in the summer of 2013. As pupil level results are validated and become available, there is scope for greater analysis at school and group levels. This will lead to further analysis of performance by potentially vulnerable groups (children with SEN, for example), by ethnicity and by

school. Analysis of this type is an ongoing process and informs interventions which are targeted to improve the attainment of these groups. This analysis has yet to be completed.

Circulation Under the Local Issues Alert Procedures

42. None

Background Papers

43. None The figures are derived from the DfE Research and Statistics Department which collates data on behalf of all local authorities.

Officers to contact

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Education and Learning

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Appendices

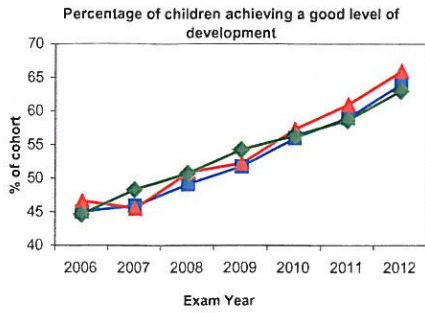
Appendix 1 – Graphs showing attainment over time

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EARLY YEARS FOUNDATION STAGE

Percentage of children achieving a good level of development (Maintained Schools + PVI)

Previous Framework



New Framework



Previous Framework

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2006	45	45	47	0	-2
2007	48	46	46	2	3
2008	51	49	51	2	0
2009	54	52	52	3	2
2010	56	56	57	0	-1
2011	59	59	61	0	-2
2012	63	64	66	-1	-3

New Framework

2013	46
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Previous Framework

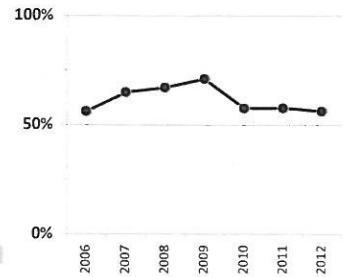
"Good level of development" is defined as achievement of at least 78 points across the Early Years Foundation stage with at least a score of 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy

New Framework

"Good level of development" is defined as achieving at least the expected level in:

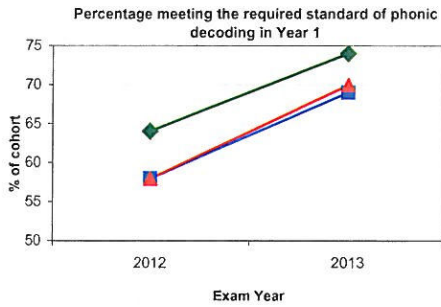
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy

National Percentile Rank
 100% = Best performing LA in England



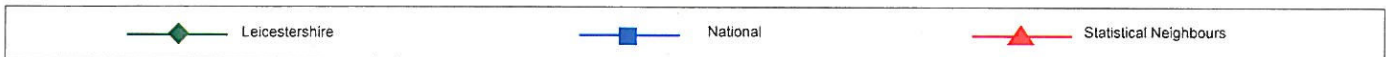
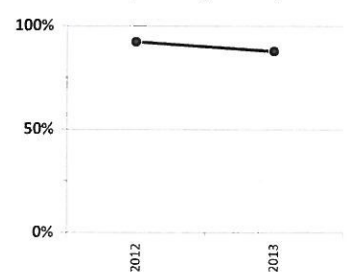
PHONICS DECODING AT YEAR 1

Percentage meeting the required standard of phonic decoding at Year 1

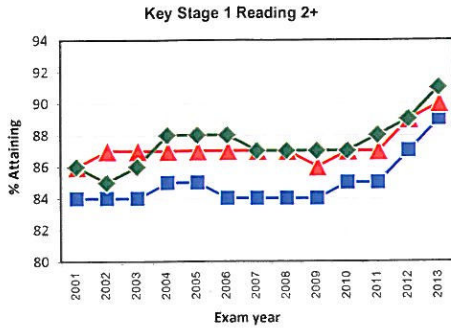


	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2012	64	58	58	6	6
2013	74	69	70	5	4

National Percentile Rank
 100% = Best performing LA in England

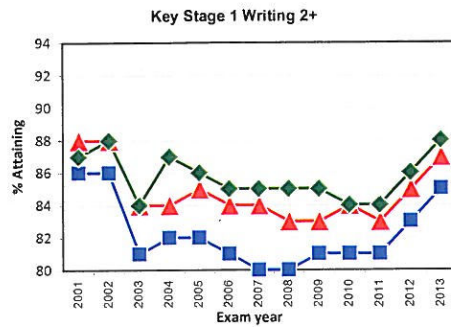
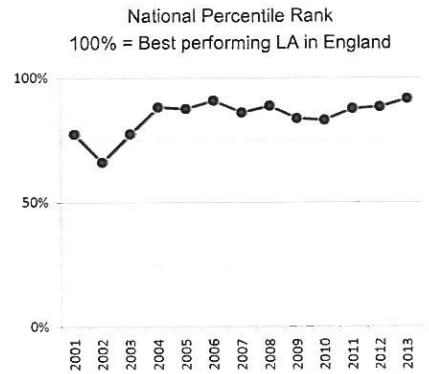


KEY STAGE 1
HISTORIC LA, NATIONAL AND STATISTICAL NEIGHBOUR COMPARISONS



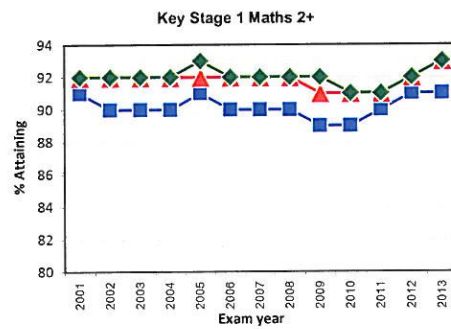
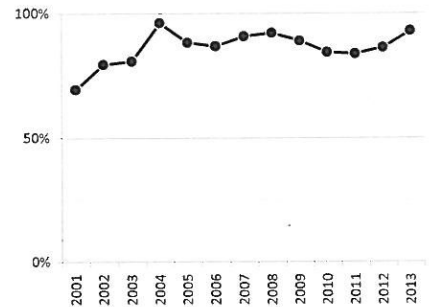
Reading 2+

Year	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	86	84	86	2	0
2002	85	84	87	1	-2
2003	86	84	87	2	-1
2004	88	85	87	3	1
2005	88	85	87	3	1
2006	88	84	87	4	1
2007	87	84	87	3	0
2008	87	84	87	3	0
2009	87	84	86	3	1
2010	87	85	87	2	0
2011	88	85	87	3	1
2012	89	87	89	2	0
2013	91	89	90	2	1



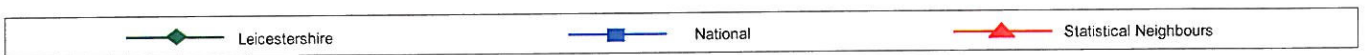
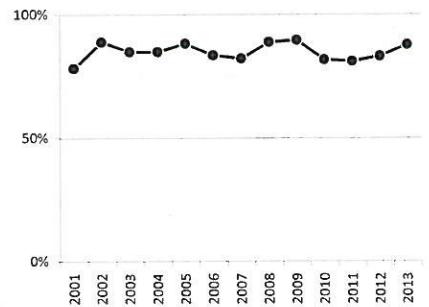
Writing 2+

Year	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	87	86	88	1	-1
2002	88	86	88	2	0
2003	84	81	84	3	0
2004	87	82	84	5	3
2005	86	82	85	4	1
2006	85	81	84	4	1
2007	85	80	84	5	1
2008	85	80	83	5	2
2009	85	81	83	4	2
2010	84	81	84	3	0
2011	84	81	83	3	1
2012	86	83	85	3	1
2013	88	85	87	3	1



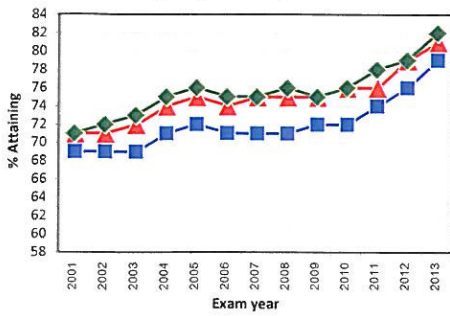
Maths 2+

Year	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	92	91	92	1	0
2002	92	90	92	2	0
2003	92	90	92	2	0
2004	92	90	92	2	0
2005	93	91	92	2	1
2006	92	90	92	2	0
2007	92	90	92	2	0
2008	92	90	92	2	0
2009	92	89	91	3	1
2010	91	89	91	2	0
2011	91	90	91	1	0
2012	92	91	92	1	0
2013	93	91	93	2	0



KEY STAGE 1
HISTORIC LA, NATIONAL AND STATISTICAL NEIGHBOUR COMPARISONS

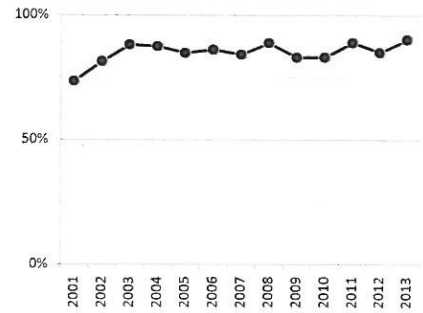
Key Stage 1 Reading 2B+



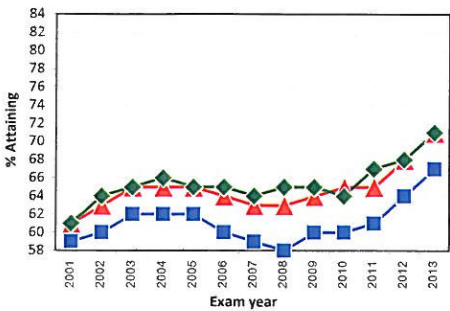
Reading 2B+

Year	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	71	69	71	2	0
2002	72	69	71	3	1
2003	73	69	72	4	1
2004	75	71	74	4	1
2005	76	72	75	4	1
2006	75	71	74	4	1
2007	75	71	75	4	0
2008	76	71	75	5	1
2009	75	72	75	3	0
2010	76	72	76	4	0
2011	78	74	76	4	2
2012	79	76	79	3	0
2013	82	79	81	3	1

National Percentile Rank
100% = Best performing LA in England

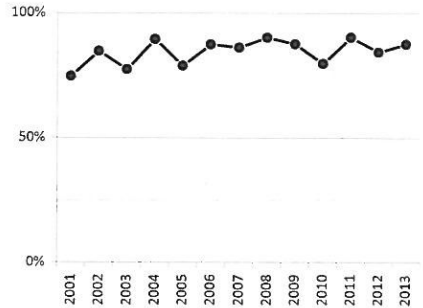


Key Stage 1 Writing 2B+

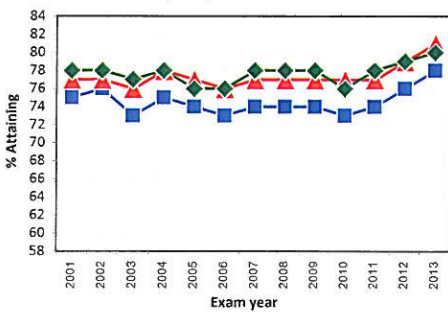


Writing 2B+

Year	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	61	59	61	2	0
2002	64	60	63	4	1
2003	65	62	65	3	0
2004	66	62	65	4	1
2005	65	62	65	3	0
2006	65	60	64	5	1
2007	64	59	63	5	1
2008	65	58	63	7	2
2009	65	60	64	5	1
2010	64	60	65	4	-1
2011	67	61	65	6	2
2012	68	64	68	4	0
2013	71	67	71	4	0

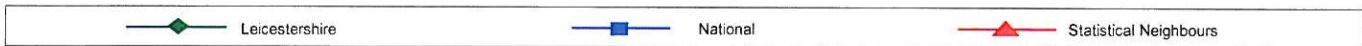
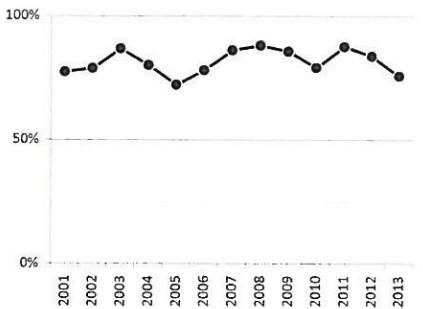


Key Stage 1 Maths 2B+

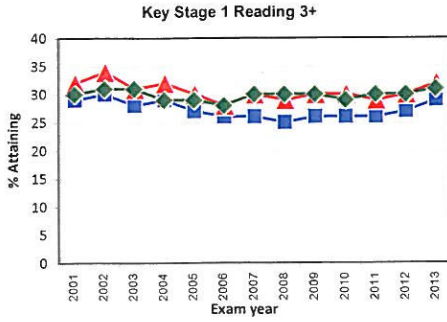


Maths 2B+

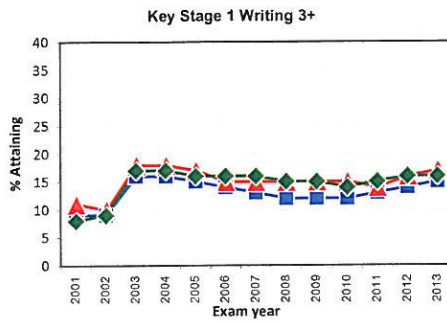
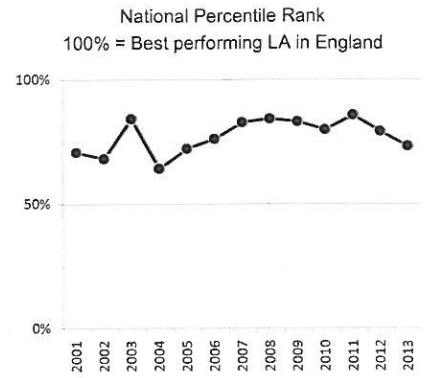
Year	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	78	75	77	3	1
2002	78	76	77	2	1
2003	77	73	76	4	1
2004	78	75	78	3	0
2005	76	74	77	2	-1
2006	76	73	76	3	0
2007	78	74	77	4	1
2008	78	74	77	4	1
2009	78	74	77	4	1
2010	76	73	77	3	-1
2011	78	74	77	4	1
2012	79	76	79	3	0
2013	80	78	81	2	-1



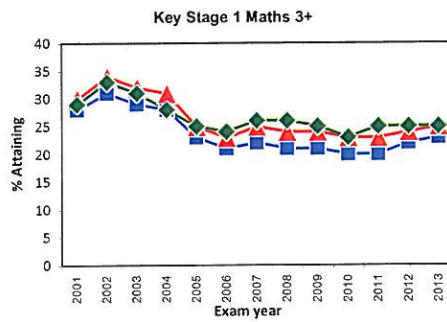
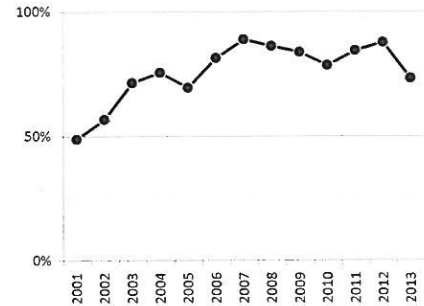
KEY STAGE 1
HISTORIC LA, NATIONAL AND STATISTICAL NEIGHBOUR COMPARISONS



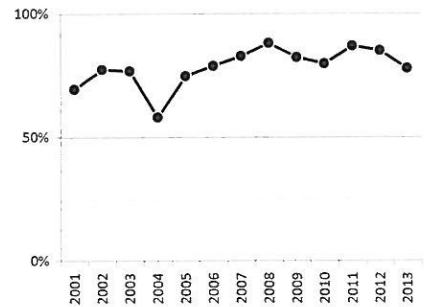
Year	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	30	29	32	1	-2
2002	31	30	34	1	-3
2003	31	28	31	3	0
2004	29	29	32	0	-3
2005	29	27	30	2	-1
2006	28	26	28	2	0
2007	30	26	30	4	0
2008	30	25	29	5	1
2009	30	26	30	4	0
2010	29	26	30	3	-1
2011	30	26	29	4	1
2012	30	27	30	3	0
2013	31	29	32	2	-1



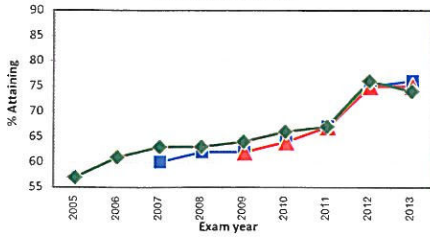
Year	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	8	9	11	-1	-3
2002	9	9	10	0	-1
2003	17	16	18	1	-1
2004	17	16	18	1	-1
2005	16	15	17	1	-1
2006	16	14	15	2	1
2007	16	13	15	3	1
2008	15	12	15	3	0
2009	15	12	15	3	0
2010	14	12	15	2	-1
2011	15	13	14	2	1
2012	16	14	16	2	0
2013	16	15	17	1	-1



Year	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	29	28	30	1	-1
2002	33	31	34	2	-1
2003	31	29	32	2	-1
2004	28	28	31	0	-3
2005	25	23	25	2	0
2006	24	21	23	3	1
2007	26	22	25	4	1
2008	26	21	24	5	2
2009	25	21	24	4	1
2010	23	20	23	3	0
2011	25	20	23	5	2
2012	25	22	24	3	1
2013	25	23	25	2	0



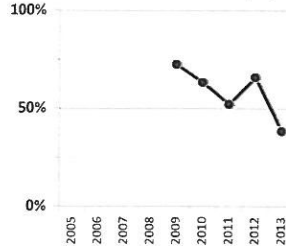
11 year olds achieving level 4+ in Reading, Writing and Maths



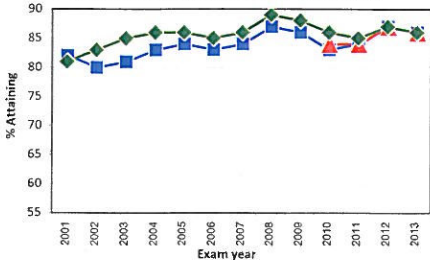
Reading, Writing and Maths 4+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2005	57				
2006	61				
2007	63	60		3	
2008	63	62		1	
2009	64	62	62	2	2
2010	66	64	64	2	2
2011	67	67	67	0	0
2012	76	75	75	1	1
2013	74	76	75	-2	-1

National Percentile Rank
 100% = Best performing LA in England

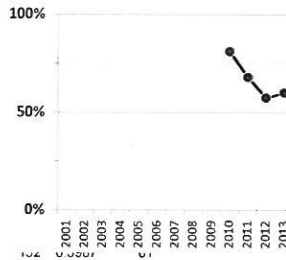


11 year olds achieving level 4+ in Reading

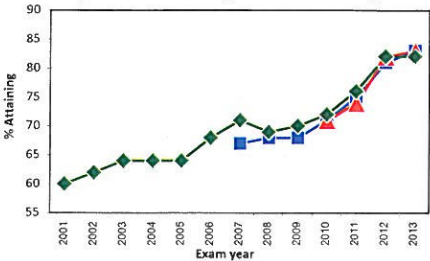


Reading 4+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	81	82		-1	
2002	83	80		3	
2003	85	81		4	
2004	86	83		3	
2005	86	84		2	
2006	85	83		2	
2007	86	84		2	
2008	89	87		2	
2009	88	86		2	
2010	86	83	84	3	2
2011	85	84	84	1	1
2012	87	87	87	0	0
2013	86	86	86	0	0

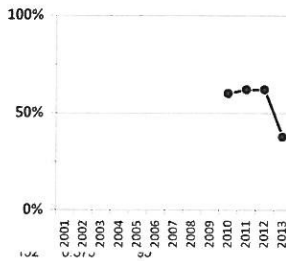


11 year olds achieving level 4+ in Writing



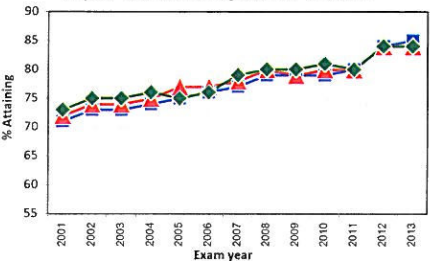
Writing 4+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	60				
2002	62				
2003	64				
2004	64				
2005	64				
2006	68				
2007	71	67		4	
2008	69	68		1	
2009	70	68		2	
2010	72	71	71	1	1
2011	76	75	74	1	2
2012	82	81	82	1	0
2013	82	83	83	-1	-1



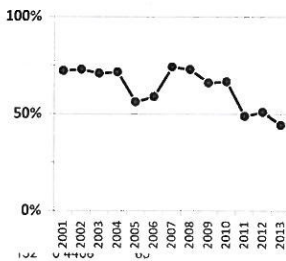
From 2012 onwards Teacher Assessment replaced Test

11 year olds achieving level 4+ in Maths

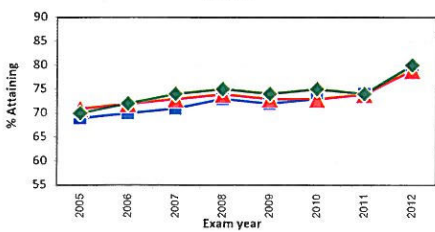


Maths 4+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	73	71	72	2	1
2002	75	73	74	2	1
2003	75	73	74	2	1
2004	76	74	75	2	1
2005	75	75	77	0	2
2006	76	76	77	0	1
2007	79	77	78	2	1
2008	80	79	80	1	0
2009	80	79	79	1	1
2010	81	79	80	2	1
2011	80	80	80	0	0
2012	84	84	84	0	0
2013	84	85	84	-1	0

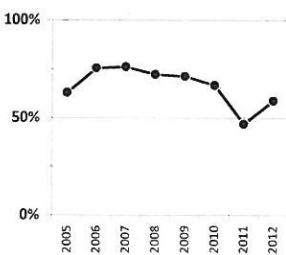


11 year olds achieving level 4+ in English and Maths

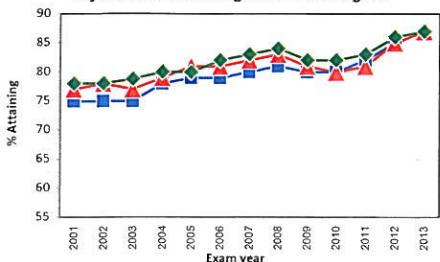


English and Maths 4+ (superseded measure)

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2005	70	69	71	1	0
2006	72	70	72	2	0
2007	74	71	73	3	1
2008	75	73	74	2	1
2009	74	72	73	2	1
2010	75	73	73	2	2
2011	74	74	74	0	0
2012	80	79	79	1	1

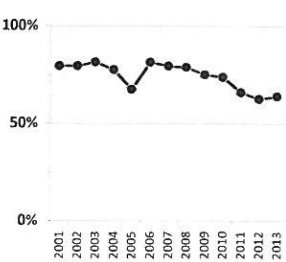


11 year olds achieving level 4+ in English

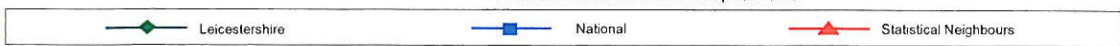


English 4+ (superseded measure)

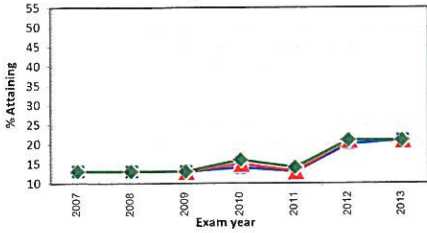
	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	78	75	77	3	1
2002	78	75	78	3	0
2003	79	75	77	4	2
2004	80	78	79	2	1
2005	80	79	81	1	-1
2006	82	79	81	3	1
2007	83	80	82	3	1
2008	84	81	83	3	1
2009	82	80	81	2	1
2010	82	80	80	2	2
2011	83	82	81	1	2
2012	86	85	85	1	1
2013	87	87	87	0	0



From 2013 Teacher Assessment replaces Test



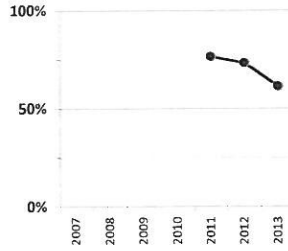
11 year olds achieving level 5+ in Reading, Writing and Maths



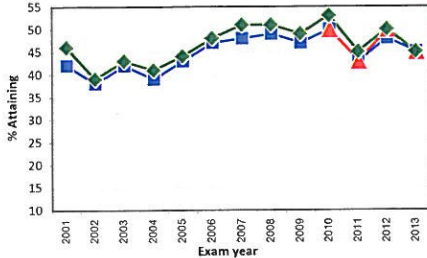
Reading, Writing and Maths 5+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2007	13	13			
2008	13	13			
2009	13	13	13	0	0
2010	16	14	15	2	1
2011	14	13	13	1	1
2012	21	20	21	1	0
2013	21	21	21	0	0

National Percentile Rank
100% = Best performing LA in England

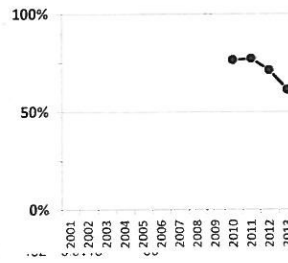


11 year olds achieving level 5+ in Reading

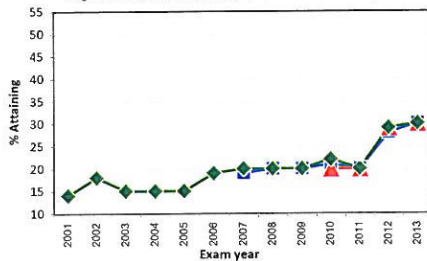


Reading 5+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	46	42			
2002	39	38			
2003	43	42			
2004	41	39			
2005	44	43			
2006	48	47			
2007	51	48			
2008	51	49			
2009	49	47			
2010	53	50	50	3	3
2011	45	43	43	2	2
2012	50	48	50	2	0
2013	45	45	45	0	0

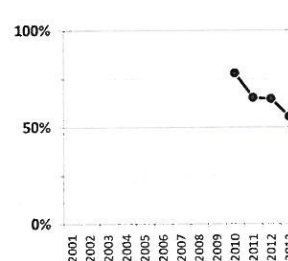


11 year olds achieving level 5+ in Writing



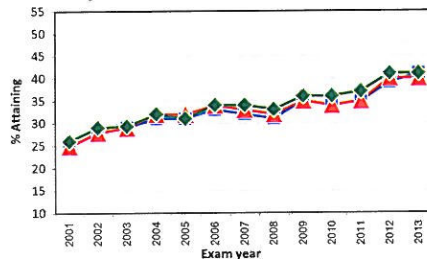
Writing 5+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	14				
2002	18				
2003	15				
2004	15				
2005	15				
2006	19				
2007	20	19		1	
2008	20	20		0	
2009	20	20		0	
2010	22	21	20	1	2
2011	20	20	20	0	0
2012	29	28	29	1	0
2013	30	30	30	0	0



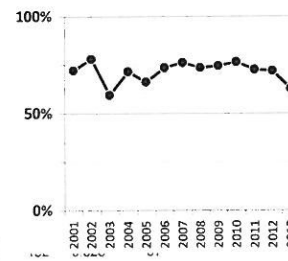
From 2012 onwards Teacher Assessment replaced Test

11 year olds achieving level 5+ in Maths

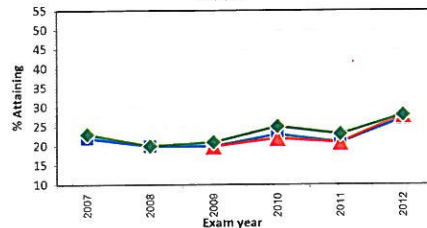


Maths 5+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	26	25	25		
2002	29	28	28		
2003	29	29	29		
2004	32	31	32		
2005	31	31	32		
2006	34	33	34		
2007	34	32	33	2	1
2008	33	31	32	2	1
2009	36	35	35	1	1
2010	36	34	34	2	2
2011	37	35	35	2	2
2012	41	39	40	2	1
2013	41	41	40	0	1

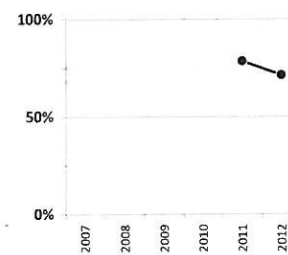


11 year olds achieving level 5+ in English and Maths

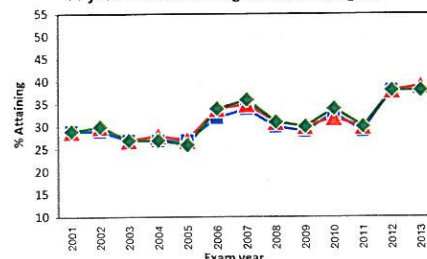


English and Maths 5+ (superseded measure)

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2007	23	22			
2008	20	20			
2009	21	20	20	1	1
2010	25	23	22	2	3
2011	23	21	21	2	2
2012	28	27	28	1	0

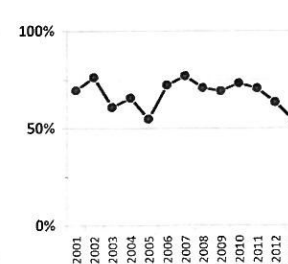


11 year olds achieving level 5+ in English

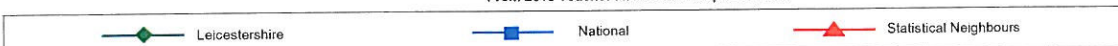


English 5+ (superseded measure)

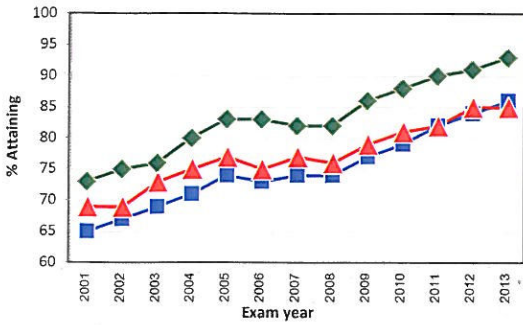
	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	29	29	29	0	0
2002	30	29	30	1	0
2003	27	27	27	0	0
2004	27	27	28	0	-1
2005	26	27	27	-1	-1
2006	34	32	34	2	0
2007	36	34	35	2	1
2008	31	30	31	1	0
2009	30	29	30	1	0
2010	34	33	32	1	2
2011	30	29	30	1	0
2012	38	38	38	0	0
2013	38	39	39	-1	-1



From 2013 Teacher Assessment replaces Test



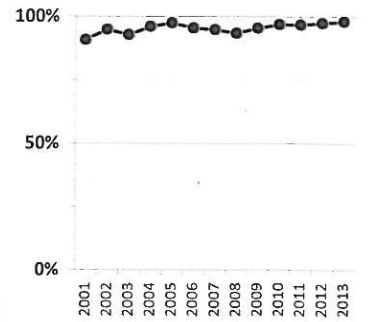
14 year olds achieving level 5+ English



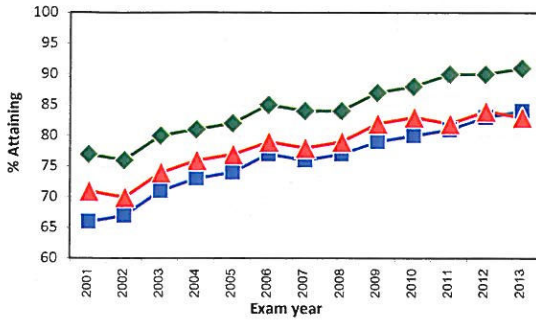
English 5+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	73	65	69	8	4
2002	75	67	69	8	6
2003	76	69	73	7	3
2004	80	71	75	9	5
2005	83	74	77	9	6
2006	83	73	75	10	8
2007	82	74	77	8	5
2008	82	74	76	8	6
2009	86	77	79	9	7
2010	88	79	81	9	7
2011	90	82	82	8	8
2012	91	84	85	7	6
2013	93	86	85	7	8

National Percentile Rank
100% = Best performing LA in England

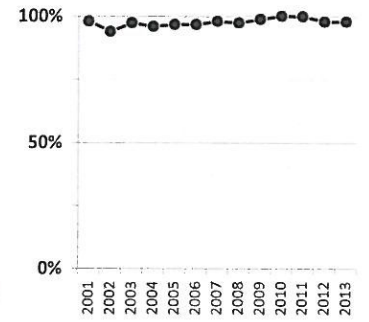


14 year olds achieving level 5+ Maths

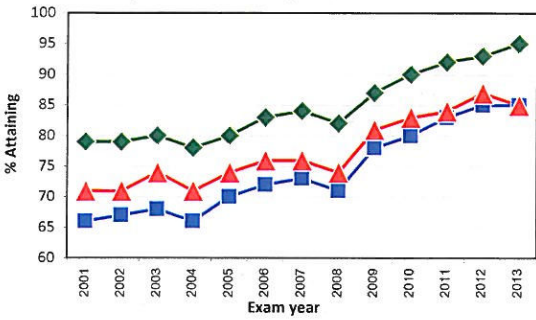


Maths 5+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	77	66	71	11	6
2002	76	67	70	9	6
2003	80	71	74	9	6
2004	81	73	76	8	5
2005	82	74	77	8	5
2006	85	77	79	8	6
2007	84	76	78	8	6
2008	84	77	79	7	5
2009	87	79	82	8	5
2010	88	80	83	8	5
2011	90	81	82	9	8
2012	90	83	84	7	6
2013	91	84	83	7	8

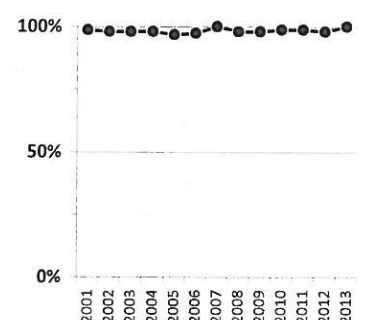


14 year olds achieving level 5+ Science

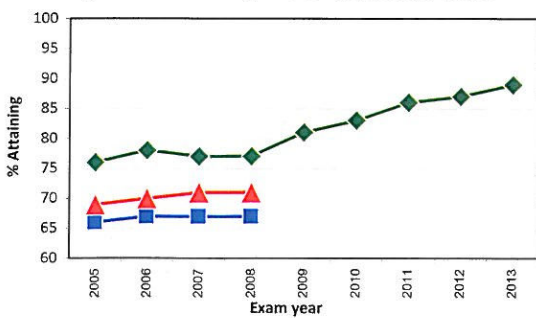


Science 5+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	79	66	71	13	8
2002	79	67	71	12	8
2003	80	68	74	12	6
2004	78	66	71	12	7
2005	80	70	74	10	6
2006	83	72	76	11	7
2007	84	73	76	11	8
2008	82	71	74	11	8
2009	87	78	81	9	6
2010	90	80	83	10	7
2011	92	83	84	9	8
2012	93	85	87	8	6
2013	95	85	85	10	10



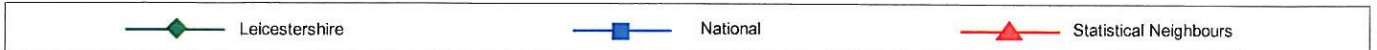
14 year olds achieving level 5+ English and Maths



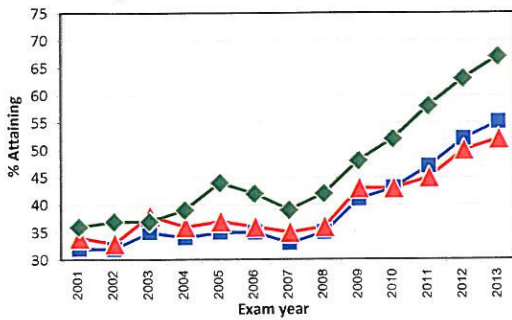
English and Maths 5+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2005	76	66	69	10	7
2006	78	67	70	11	8
2007	77	67	71	10	6
2008	77	67	71	10	6
2009	81	71	71	10	6
2010	83	71	71	10	6
2011	86	71	71	10	6
2012	87	71	71	10	6
2013	89	71	71	10	6

Please note attainment at Key Stage 3 prior to 2009 relates to Test data, from 2009 the data relates to Teacher Assessments



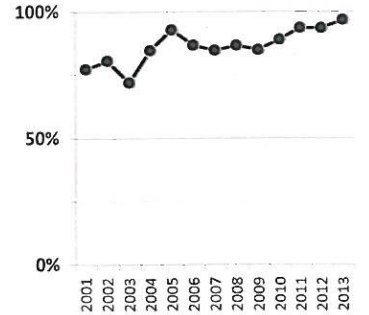
14 year olds achieving level 6+ English



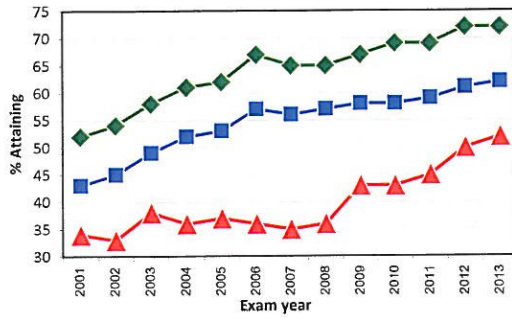
English 6+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	36	32	34	4	2
2002	37	32	33	5	4
2003	37	35	38	2	-1
2004	39	34	36	5	3
2005	44	35	37	9	7
2006	42	35	36	7	6
2007	39	33	35	6	4
2008	42	35	36	7	6
2009	48	41	43	7	5
2010	52	43	43	9	9
2011	58	47	45	11	13
2012	63	52	50	11	13
2013	67	55	52	12	15

National Percentile Rank
100% = Best performing LA in England

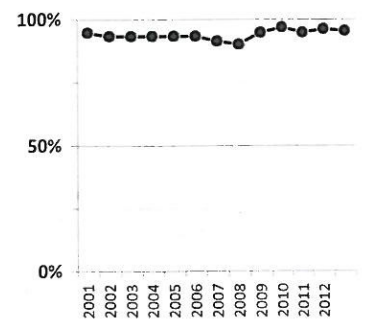


14 year olds achieving level 6+ Maths

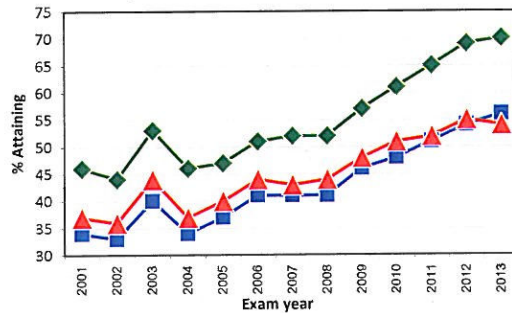


Maths 6+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	52	43	46	9	6
2002	54	45	48	9	6
2003	58	49	53	9	5
2004	61	52	55	9	6
2005	62	53	56	9	6
2006	67	57	61	10	6
2007	65	56	59	9	6
2008	65	57	61	8	4
2009	67	58	61	9	6
2010	69	58	61	11	8
2011	69	59	60	10	9
2012	72	61	62	11	10
2013	72	62	62	10	10

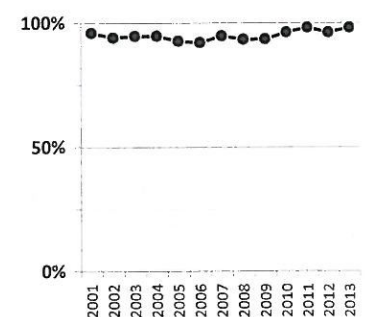


14 year olds achieving level 6+ Maths

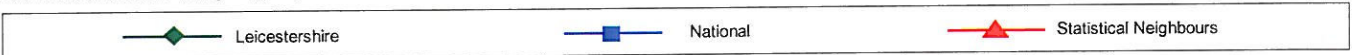


Science 6+

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2001	46	34	37	12	9
2002	44	33	36	11	8
2003	53	40	44	13	9
2004	46	34	37	12	9
2005	47	37	40	10	7
2006	51	41	44	10	7
2007	52	41	43	11	9
2008	52	41	44	11	8
2009	57	46	48	11	9
2010	61	48	51	13	10
2011	65	51	52	14	13
2012	69	54	55	15	14
2013	70	56	54	14	16



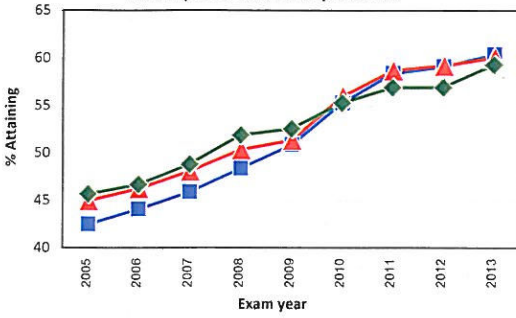
Please note attainment at Key Stage 3 prior to 2009 relates to Test data, from 2009 the data relates to Teacher Assessments



**KEY STAGE 4
HISTORIC LA, NATIONAL AND STATISTICAL NEIGHBOURHOOD
COMPARISONS**

Notes: For 2013 no robust "All institution" (State Funded and Independent sector) national figures are available, all National comparisons for 2013 and before have been switched to the State Funded (SF) sector only (including Academies).

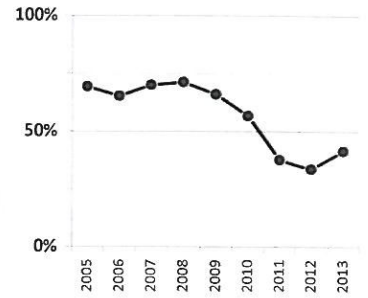
Key Stage 4 5+ A*-C (including English and Maths) in GCSE or equivalent



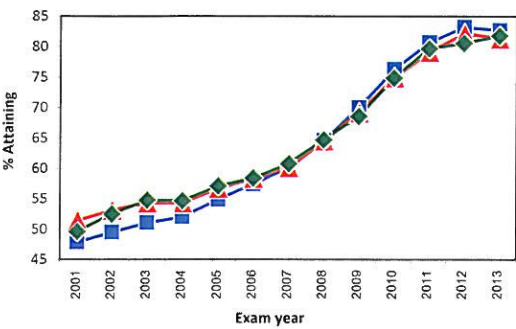
5+ A*-C (inc Eng/Maths)

	Nat %				Diff	
	LA %	All	SF	SN %	LA/Nat	LA/SN
2005	45.7	44.7	42.5	45.0	3.2	0.7
2006	46.7	45.6	44.1	46.3	2.6	0.4
2007	48.8	46.3	45.9	48.1	2.9	0.7
2008	51.9	47.6	48.4	50.4	3.5	1.5
2009	52.6	49.8	50.9	51.4	1.7	1.2
2010	55.3	53.5	55.3	56.0	0	-0.7
2011	56.9	59.0	58.4	58.7	-1.5	-1.8
2012	56.9	59.4	59.1	59.2	-2.2	-2.3
2013	59.3	60.4	60.1	-1.1	-0.8	

**National Percentile Rank
100% = Best performing LA in England**

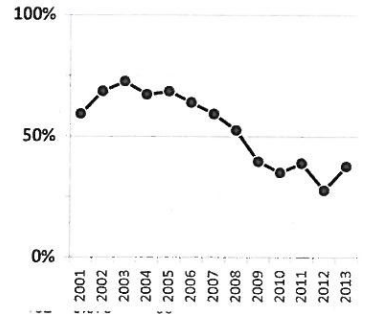


Key Stage 4 5+ A*-C at GCSE or equivalent

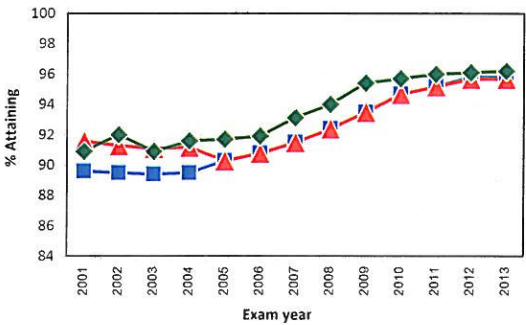


5+ A*-C

	Nat %				Diff	
	LA %	All	SF	SN %	LA/Nat	LA/SN
2001	49.6	50.0	47.9	51.5	1.7	-1.9
2002	52.5	51.6	49.5	53.2	3	-0.7
2003	54.8	52.9	51.1	54.4	3.7	0.4
2004	54.7	53.7	52.0	54.4	2.7	0.3
2005	57.1	56.8	54.9	56.8	2.2	0.3
2006	58.4	59.0	57.5	58.4	0.9	0
2007	60.8	61.4	60.1	60.2	0.7	0.6
2008	64.7	65.3	64.6	64.6	0.1	0.1
2009	68.6	70.0	70.0	69.2	-1.4	-0.6
2010	74.9	75.4	76.3	75.0	-1.4	-0.1
2011	79.7	79.6	80.7	79.2	-1	0.5
2012	80.6	81.9	83.2	82.2	-2.6	-1.6
2013	81.8	82.7	81.4	-0.9	0.4	

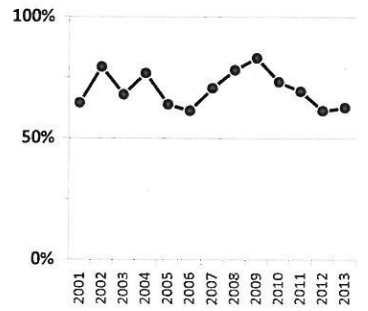


Key Stage 4 5+ A*-G at GCSE or equivalent

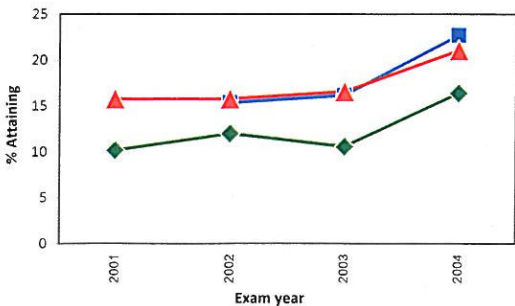


5+ A*-G

	Nat %				Diff	
	LA %	All	SF	SN %	LA/Nat	LA/SN
2001	90.9	88.9	89.6	91.6	1.3	-0.7
2002	92.0	88.9	89.5	91.3	2.5	0.7
2003	90.9	88.8	89.4	91.1	1.5	-0.2
2004	91.6	88.8	89.5	91.2	2.1	0.4
2005	91.7	90.2	90.3	90.3	1.4	1.4
2006	91.9	90.5	90.8	90.8	1.1	1.1
2007	93.1	91.7	91.5	91.5	1.6	1.6
2008	94.0	91.6	92.4	92.4	1.6	1.6
2009	95.4	92.3	93.5	93.5	1.9	1.9
2010	95.7	92.9	94.7	94.7	1.0	1.0
2011	96.0	93.5	95.2	95.2	0.8	0.8
2012	96.1	93.6	95.8	95.7	0.3	0.4
2013	96.2	95.8	95.7	0.4	0.5	

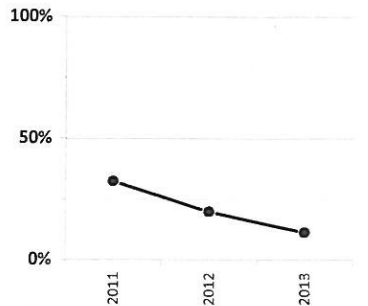


Key Stage 4 The English Baccalaureate



The English Baccalaureate

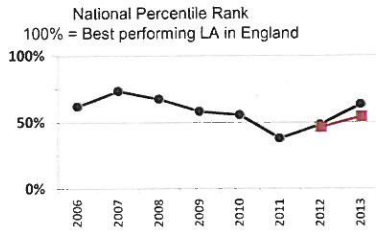
	Nat %				Diff	
	LA %	All	SF	SN %	LA/Nat	LA/SN
2010	10.2	15.6	15.8	15.8	-5.6	-5.6
2011	12.0	17.6	15.4	15.8	-3.4	-3.8
2012	10.6	18.3	16.2	16.6	-5.6	-6
2013	16.4	22.7	21.1	-6.3	-4.7	



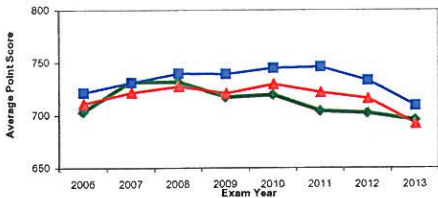
Notes: The National figure in the "All institutions" column is the National All Institution figure including both the State Funded (SF) and the Independent sector. It is compared at an LA level to all State Funded schools (includes FE Colleges).

Key Stage 5: 16-18 year olds QCA Average Point Score per candidate

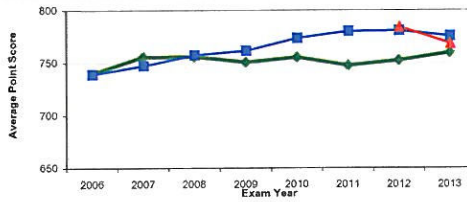
	All institutions (SF at LA level)			State Funded Schools inc Academies			Diff LA/Nat		Diff LA/SN	
	LA %	Nat %	SN %	LA %	Nat %	SN %	All	SF	All	SF
2006	703.2	721.5	711.3	739.4	739.3		-18.3	0.1	-8.1	
2007	731.7	731.1	721.7	755.7	747.3		0.6	8.4	10.0	
2008	731.7	739.8	727.5	755.8	757.4		-8.1	-1.6	4.2	
2009	717.1	739.1	720.9	750.8	761.6		-22.0	-10.8	-3.8	
2010	719.5	744.8	729.6	755.4	773.4		-25.3	-18.0	-10.1	
2011	703.9	745.9	721.8	747.5	779.9		-42.0	-32.4	-17.9	
2012	702.0	733.0	716.0	762.2	780.5	783.8	-31.0	-28.3	-14.0	-31.6
2013	695.3	709.1	691.9	759.4	775.5	768.4	-13.8	-16.1	3.4	-9.0



All state funded institutions

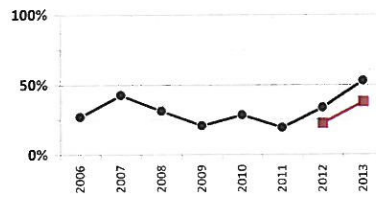


State Funded Schools inc Academies

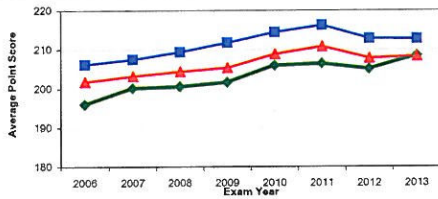


Key Stage 5: 16-18 year olds QCA Average Point Score per exam entry

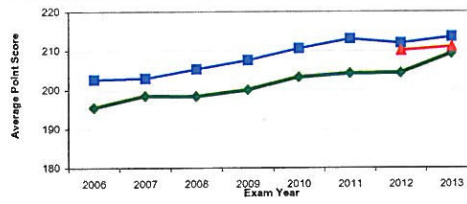
	All institutions (SF at LA level)			State Funded Schools inc Academies			Diff LA/Nat		Diff LA/SN	
	LA %	Nat %	SN %	LA %	Nat %	SN %	All	SF	All	SF
2006	196.0	206.2	201.8	195.4	202.0		-10.2	-7.2	-5.8	
2007	200.1	207.5	203.3	198.4	203.0		-7.4	-4.6	-3.2	
2008	200.5	209.4	204.4	198.3	205.3		-8.9	-7.0	-3.9	
2009	201.6	211.7	205.4	200.0	207.6		-10.1	-7.6	-3.8	
2010	205.9	214.4	208.9	203.2	210.6		-8.5	-7.4	-3.0	
2011	206.4	216.2	210.8	204.2	213.0		-9.8	-8.8	-4.4	
2012	205.0	212.8	207.8	204.3	211.9	210.1	-7.8	-7.6	-2.8	-5.8
2013	208.4	212.7	208.3	209.2	213.5	211.1	-4.3	-4.3	0.1	-1.9



All state funded institutions

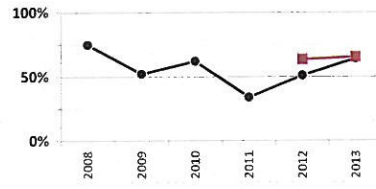


State Funded Schools inc Academies

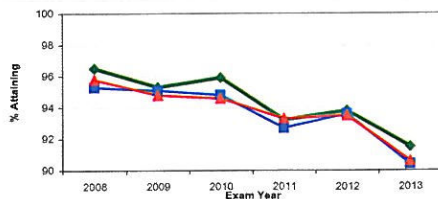


Key Stage 5: 16-18 year olds achieving 2 or more passes of A-Level equiv

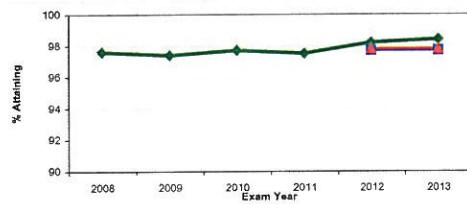
	All institutions (SF at LA level)			State Funded Schools inc Academies			Diff LA/Nat		Diff LA/SN	
	LA %	Nat %	SN %	LA %	Nat %	SN %	All	SF	All	SF
2008	96.5	95.3	95.8	97.6			1.2		0.7	
2009	95.3	95.1	94.8	97.4			0.2		0.5	
2010	95.9	94.8	94.6	97.7			1.1		1.3	
2011	93.2	92.7	93.3	97.5			0.5		-0.1	
2012	93.8	93.6	93.5	98.2	97.7	97.8	0.2	0.5	0.3	0.4
2013	91.5	90.4	90.6	98.4	97.7	97.8	1.1	0.7	0.9	0.6



All state funded institutions

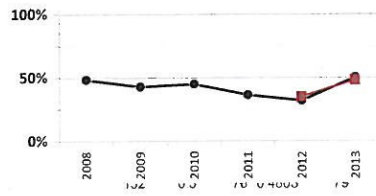


State Funded Schools inc Academies

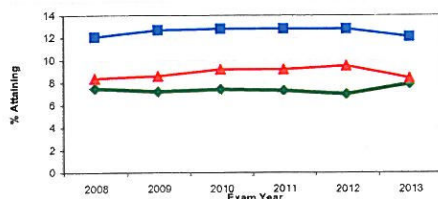


Key Stage 5: 16-18 year olds achieving 3 or more A*-A grades at GCE/Applied GCE A Level and Double Awards

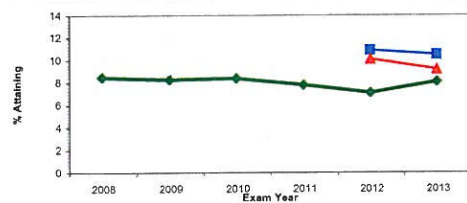
	All institutions (SF at LA level)			State Funded Schools inc Academies			Diff LA/Nat		Diff LA/SN	
	LA %	Nat %	SN %	LA %	Nat %	SN %	All	SF	All	SF
2008	7.5	12.1	8.4	8.5			-4.6		-0.9	
2009	7.2	12.7	8.6	8.3			-5.5		-1.4	
2010	7.4	12.8	9.2	8.4			-5.4		-1.8	
2011	7.3	12.8	9.2	7.8			-5.5		-1.9	
2012	7.0	12.8	9.5	7.1	10.9	10.1	-5.8	-3.8	-2.5	-3.0
2013	7.9	12.1	8.4	8.1	10.5	9.2	-4.2	-2.4	-0.5	-1.1



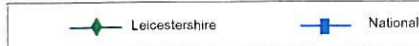
All state funded institutions



State Funded Schools inc Academies



Key - Performance Graphs

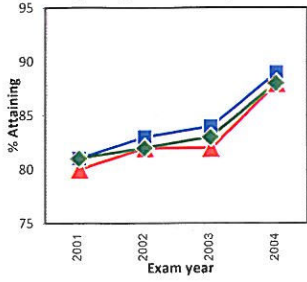


Key - Percentile Ranking Graphs

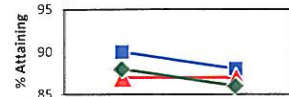


EXPECTED PROGRESS BETWEEN KEY STAGE 1 TO KEY STAGE 2

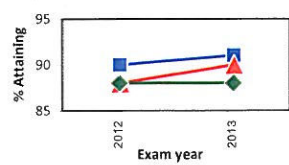
Key Stage 1 to 2 English



Key Stage 1 to 2 Reading



Key Stage 1 to 2 Writing



English (superseded measure from 2012)

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2009	81	81	80	0	1
2010	82	83	82	-1	0
2011	83	84	82	-1	1
2012	88	89	88	-1	0

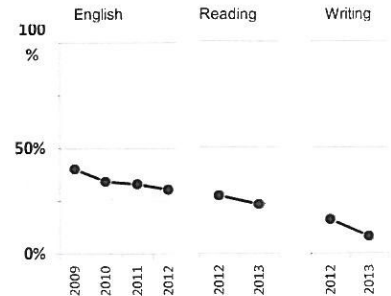
Reading

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2012	88	90	87	-2	1
2013	86	88	87	-2	-1

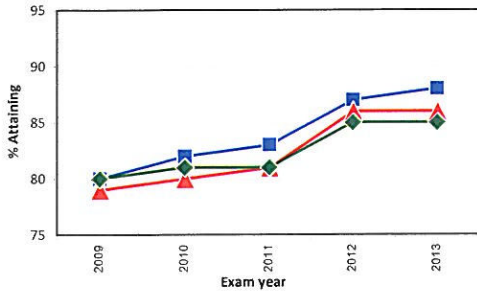
Writing

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2012	88	90	88	-2	0
2013	88	91	90	-3	-2

National Percentile Rank
 100% = Best performing LA in England

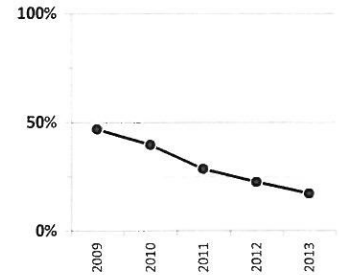


Key Stage 1 to 2 Maths



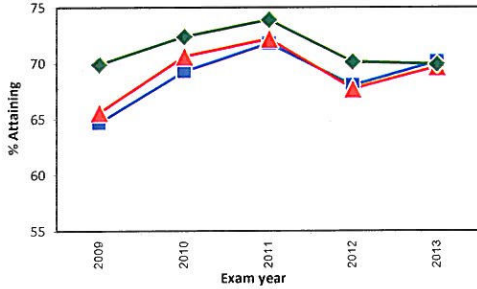
Mathematics

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2009	80	80	79	0	1
2010	81	82	80	-1	1
2011	81	83	81	-2	0
2012	85	87	86	-2	-1
2013	85	88	86	-3	-1



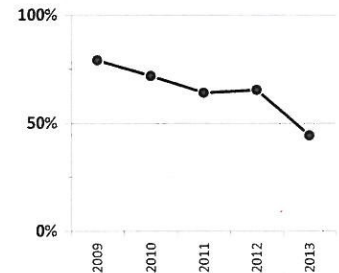
EXPECTED PROGRESS BETWEEN KEY STAGE 2 TO KEY STAGE 4

Key Stage 2 to 4 English

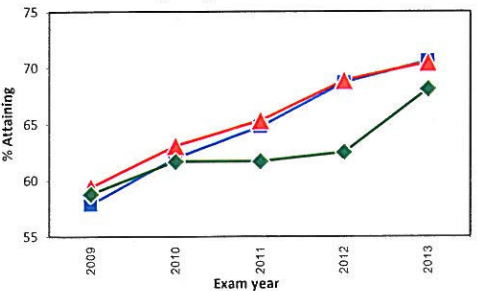


English

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2009	69.9	64.7	65.6	5.2	
2010	72.4	69.3	70.7	3.1	1.8
2011	73.9	71.8	72.2	2.1	1.7
2012	70.1	68.0	67.7	2.1	2.4
2013	69.9	70.1	69.7	-0.2	0.2



Key Stage 2 to 4 Maths



Maths

	LA %	Nat %	SN %	Diff LA/Nat	Diff LA/SN
2009	58.8	57.9	59.4	0.9	-0.6
2010	61.7	62.0	63.1	-0.3	-1.4
2011	61.7	64.8	65.4	-3.1	-3.7
2012	62.5	68.7	68.9	-6.2	-6.4
2013	68.1	70.6	70.5	-2.5	-2.4

