

To: Councillor McElligott (Chair);  
Councillors Ballsdon, Eden, D Edwards,  
Ennis, Gavin, Hoskin, Jones, O'Connell,  
Orton, Pearce, Stanford-Beale, Vickers,  
White and R Williams.

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**NOTICE OF MEETING - ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE - 2 MARCH 2016**

A meeting of the Adult Social Care, Children's Services and Education Committee will be held on **Wednesday 2 March 2016 at 6.30pm** in the **Council Chamber**, Civic Offices, Reading.

**AGENDA**

	<b>WARDS AFFECTED</b>	<b>PAGE NO</b>
1. DECLARATIONS OF INTEREST Councillors to declare any disclosable pecuniary interests they may have in relation to the items for consideration.		
2. MINUTES OF THE MEETING OF THE ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE HELD ON 5 NOVEMBER 2015 AND 3 FEBRUARY 2016		1
3. MINUTES OF OTHER BODIES - Children's Trust Partnership Board - 20 January 2016		28
4. PETITIONS Petitions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee's Powers & Duties which have been received by Head of Legal & Democratic Services no later than four clear working days before the meeting.		-

5.	QUESTIONS FROM MEMBERS OF THE PUBLIC AND COUNCILLORS		-
	<p>Questions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee's Powers &amp; Duties which have been submitted in writing and received by the Head of Legal &amp; Democratic Services no later than four clear working days before the meeting.</p>		
6.	DECISION BOOK REFERENCES		-
	<p>To consider any requests received by the Monitoring Officer pursuant to Standing Order 42, for consideration of matters falling within the Committee's Powers &amp; Duties which have been the subject of Decision Book reports.</p>		
7.	MENTAL HEALTH SCRUTINY	BOROUGHWIDE	34
	<p>A report providing the Committee with an update of the work of the Mental Health Absconders Task and Finish Group and to recommend future actions that could be overseen by the continuation of the Task and Finish Group.</p>		
8.	TRANSFORMING CARE FOR PEOPLE WITH LEARNING DISABILITIES AND BEHAVIOUR THAT CHALLENGES	BOROUGHWIDE	38
	<p>A report providing the Committee with an update on the progress of the Transforming Care for People with Learning Difficulties and Challenging Behaviour project.</p>		
9.	RIGHT FOR YOU	BOROUGHWIDE	41
	<p>A report providing the Committee with a summary of the pilot being run in Adult Social Care to transform the approach to social care to promote independence, wellbeing and improved customer satisfaction.</p>		
10.	UPDATE ON EDUCATION PERFORMANCE 2014-15	BOROUGHWIDE	48
	<p>A report providing the Committee with an update on education performance 2014-15.</p>		
11.	NEW DIRECTIONS SERVICE UPDATE	BOROUGHWIDE	77
	<p>A report highlighting the sustained improvement in outcomes and value for money that New Directions, the Council's Adult Learning and Employment Service, has delivered over recent years, including its rating of 'Good' by Ofsted following an inspection in December 2015.</p>		

12.	CHILD SEXUAL EXPLOITATION (CSE) UPDATE 2016	BOROUGHWIDE	89
	A report providing the Committee with an update on the progress made against the Local Safeguarding Children Board (LSCB) priorities from the CSE Strategy.		
13.	SECOND QUARTER REPORT CHILDREN'S SERVICES IMPROVEMENT BOARD	BOROUGHWIDE	97
	The second quarter report of the Children's Services Improvement Board		
14.	REMODELLING THE YOUTH OFFER	BOROUGHWIDE	102
	A report setting out a remodelled Youth Offer.		
15.	CHILDREN'S WORKFORCE STRATEGY 2016-2018	BOROUGHWIDE	114
	A report setting out and seeking approval for a Workforce Strategy for Children's services.		

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Present: Councillor McElligott (Chair)  
Councillors Ballsdon, Eden, Ennis, Gavin, Hoskin, Jones,  
O'Connell, Orton, Pearce, Stanford-Beale, Vickers, White and  
R Williams.

Apologies: Councillor D Edwards.

15. MINUTES

The Minutes of the meeting held on 29 June 2015 were confirmed as a correct record and signed by the Chair.

16. MINUTES OF OTHER BODIES

The Minutes of the following meeting were submitted:

- Children's Trust Partnership Board, 8 July and 14 October 2015.

Resolved - That the Minutes be noted.

17. SAFEGUARDING ACTIVITY REPORT - APRIL - AUGUST 2015

Further to Minute 31 of the meeting held on 4 March 2015, Andy Fitton, Acting Head of Service - Early Help and Family Intervention, presented a report providing the Committee with an update of the key activity areas within Children's Social Care from April 2015 to August 2015 as reported through internal performance reporting which was updated on a month by month basis. This was then submitted via National Returns, which all local authorities were required to submit to the Department for Education in July and August each year. The report also considered key performance for Children in Need and Looked After Children against the previous year's performance.

The report explained that all comparative and trend data in the report was provisional pending validation locally and nationally and as a result it could not be analysed against comparative data until later in the year.

The report stated that as part of the continuing journey of improvement the following would be necessary to achieve the objectives for young people:

- That the new directions set were embedded over the next few months and provided the quality of care to young people in the Council's care;
- That the auditing culture in the department continued to be developed and the learning cascaded through training events and regular workshops;
- That the voice of the child emerged strongly throughout practice;
- That the core standards were understood fully and the key priorities were adhered to;
- That stability in staffing was achieved;
- That all staff had an understanding about budgetary pressures;
- That residential care was only considered when all options had been exhausted.

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Resolved - That the report be noted.

18. CHILDREN'S SOCIAL CARE RECRUITMENT AND RETENTION - PROGRESS REPORT

Ian Wardle, Managing Director, presented a report by Ben Morgan, Operations and Support Manager, providing the Committee with an outline of the actions already taken and plans to improve recruitment and retention of Children's Social Care staff.

The report stated that the recruitment and retention of social workers continued to be a challenge for local authorities on a national level, fuelled by a shortfall in experienced social workers which had been predicated by the Policy Exchange to continue until 2022. As an area of high employment, relatively expensive housing and, due to its geographical location, having to compete for talent with both neighbouring authorities and London, the Borough found itself in an acutely competitive market.

From a practice and financial perspective the preference was for permanent workers rather than agency staff. However, the authority continued to be reliant on sourcing workers through the agency route to ensure that services could continue to be delivered. This was an equally competitive market.

The report outlined the actions that had been taken already and plans to improve recruitment and retention of Children's Social Care staff.

Resolved -

- (1) That progress to date be noted;
- (2) That the planned actions, as detailed in the report, be endorsed.

19. READING BOROUGH COUNCIL PREVENTION OF NEGLECT ACTION PLAN

Andy Fitton, Acting Head of Service - Early Help and Family Intervention, presented a report detailing the manner in which the Council would address the harm experienced by children and young people as the result of neglect. A copy of the Reading Local Safeguarding Children Board (LSCB) Neglect Protocol 2015 was attached to the report at Appendix 1 and a copy of the Prevention of Neglect Action Plan for Reading was attached to the report at Appendix 2.

The report stated that in 2014/15 the percentage of Reading children subject to a Child Protection Plan and classified under the category of neglect stood at 48%. This was above the performance of statistical neighbours (34.1%) and nationally (42.1%). As of 31 August 2015 the number of children with Child Protection Plans and a category of neglect had reduced to 45%.

Reading's LSCB had approved a Neglect Protocol in September 2015 and the Council's response was set out in an action plan to ensure that neglect was identified and interventions were put in place at the earliest possible stage.

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Resolved -

- (1) That the Prevention of Neglect Action Plan be endorsed;
- (2) That all services working with Children and Young People familiarise themselves with the protocol, ensure staff are equipped to identify neglect and be aware of referral pathways;
- (3) That an update on progress made against the Prevention of Neglect Action Plan be submitted to the June 2016 meeting.

**20. FIRST QUARTER REPORT - CHILDREN'S SERVICES IMPROVEMENT BOARD**

Further to Minute 4 of the meeting held on 29 June 2015, Ian Wardle, Managing Director, submitted a report by the Independent Chair of the Children's Services Improvement Board providing the Committee with a view of the progress made by the Board since July 2015. The report was presented by Helen McMullen, Chair of the Children's Services Improvement Board. A copy of the objectives and purpose of the Board were attached to the report at Appendices 1 and 2 respectively.

The report explained that the Improvement Board met monthly and had met three times since it had been established in July 2015. The Board had good representation from partners including Health and the Police, although the Council had yet to identify representatives from Education.

The report stated that it was too early for the Board to report that there was evidence of consistently high standards of practice, that there was strong learning culture and that there was evidence of an outcome focused approach to practice although there were some 'green shoots'. However, there was evidence that a strong recruitment drive underpinned by the Reading Offer was paying dividends in the recruitment of more permanent social workers and that day to day management of staff was beginning to set high expectations on social work practice but there was much to be done if the authority were to be deemed 'good' and the pace of improvement needed to be accelerated across all services and embedded into day to day practice and management.

Resolved -

- (1) That the report be noted:
- (2) That the Children's Services Improvement Board be thanked for their work to date.

**21. ANNUAL COMPLAINTS REPORT 2014 - 2015 FOR CHILDREN'S SOCIAL CARE**

Nayana George, Customer Relations Manager, submitted a report providing the Committee with an overview of complaints activity and performance for Children's Social Care for the period from 1 April 2014 to 31 March 2015. A copy of the Children's Social Care Complaints 2014/15 Summary Report was appended to the report.

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The report stated that during the period the service had received 86 statutory complaints of which:

- 23 had been resolved through Alternative Dispute Resolution by the Social Care Teams;
- 48 had been investigated to an outcome;
- 13 had been withdrawn part-way through the investigation;
- 2 were on-going at the end of the reporting period.

During the same period nine complaints had progressed to a Stage 2 investigation and two Stage 3 investigations had been carried out.

The report stated that the Customer Relations Team had continued to raise awareness of the complaints process and in accordance with recommendations from the Office of Standards in Education (Ofsted) had worked with operational teams to encourage children and young people to submit complaints where they were dissatisfied with the service they had received.

Resolved -

- (1) That the report and intended actions to further improve the management of representations and complaints in 2015/16 for Children's Social Care be noted;
- (2) That the continuing work to raise awareness of the complaints progress and to encourage its use by children and young people be noted.

## **22. READING LOCAL SAFEGUARDING CHILDREN BOARD ANNUAL REPORT**

Esther Blake, Business Manager for Reading Local Safeguarding Children Board (LSCB) and Children's Trust Partnership, submitted a report presenting the Committee with the Reading LSCB Annual Report. The Annual Report was presented by Fran Gosling-Thomas, Independent Chair of the LSCB, and a copy was attached to the report.

The report explained that unlike previous years the Annual Report had focused on the achievements and ongoing challenges for the LSCB and partners specifically against priorities. The achievements were set out under the following headings:

- Domestic Abuse;
- Strengthening the Child's Journey and Voice;
- Child Sexual Exploitation and other Particularly Vulnerable Groups;
- Neglect;
- Effectiveness and Impact of the LSCB.

Key ongoing challenges had been identified and captured in the risk/concern log and included the following:

- A multi-agency and community informed approach to Female Genital Mutilation was required;



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- The numbers of known privately fostered children remained extremely low;
- Children's Social Care staffing remained a concern;
- Significant progress was required to address the issue of neglect;
- Young people's involvement with the Board needed to be strengthened.

Resolved -

- (1) That the LSCB Annual Report be noted;
- (2) That Fran Gosling-Thomas be thanked for the work being done to support the social care team.

23. SCRUTINY REVIEW INTO THE INCREASE IN MENTALLY ILL ABSCONDERS FROM PSYCHIATRIC HOSPITALS

Further to Minute 11 of the last meeting Councillor Hoskin presented a report by Melanie O'Rourke, Head of Adult Social Care, introducing the findings of scrutiny work carried out by a task-and-finish group set up by the Committee at its meeting on 29 June 2015, to look at the increase in mentally ill absconders from psychiatric hospitals and in particular from Prospect Park Psychiatric Hospital in Reading. A copy of the task and finish group's report was attached to the report at Appendix 1 and a copy of the briefing prepared for the task and visit group prior to their visit to Prospect Park Hospital by Andrew Burgess, Head of In-Patient Services, was attached to the report at Appendix 2.

The report explained that the task and finish group had initially scoped out the remit of the review and had devised a series of questions that had been posed to Berkshire Healthcare Foundation Trust (BHFT) in advance of their visit to Prospect Park Hospital. The visit had included a question and answer session with the Inpatient Service Manager and the Reading Locality Manager for Mental Health Services and a tour of two wards. The report by the task and finish group made a number of recommendations including the following:

- For BHFT to continue to capture robust data and learn from themes;
- For BHFT to continue to source comparator data to enable local performance to be scrutinised;
- For BHFT to monitor the impact of the smoking ban on the site and take necessary mitigation to support those who were detained who were smokers;
- That the Council and BHFT look at ways of working together to avoid delayed discharge.

The Committee discussed the report and agreed that the task and finish group should meet again and come up with recommendations, both short and long term, as to how the levels of delayed discharge could be monitored and what support could be given to the Trust to get people home and support them once they were at home. The pressure mental health services were under was also acknowledged as was the fact that the way the figures on absconders had initially been presented in the press was not a true reflection of the actual position.

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- (1) That the findings of the scrutiny work, including the clarity of local performance, carried out by the Task and Finish Group be noted;
- (2) That the Task and Finish Group submit a report to the next meeting setting out both short and long term recommendations in respect of delayed discharge of care from Prospect Park Hospital.

24. LEARNING DISABILITY TRANSFORMATION PROGRAMME - UPDATE

Wendy Fabbro, Director of Adult Care and Health Services, submitted a report providing the Committee with an update on the progress of the Learning Disability Transformation work, and to explain the key elements of the project. A copy of the action plan, the Council's response to 'Transforming Care for People with Learning Disabilities - Next Steps' was appended to the report.

The report explained that the Learning Disability Transformation Project was a significant piece of work sitting within the overall Adult Social Care Transformation Programme and was required to contribute £1.975m towards the overall Adult Social Care Savings target for the three years to 2017/18. The report detailed the key issues that would be addressed as part of the project and explained that the project would be delivered in alignment with the key focus areas of the National Health Service England (NHSE) Transforming Care initiative.

The project would be delivered in accordance with Care Act requirements, promotion of independence and the personalisation agenda, incorporating consultation, engagement and co-production throughout. Future provision would be firmly based on best value and best quality decisions, putting the individual at the heart of decision making and considering alternative delivery models which would most likely be achieved through mixed economy of in-house provision and external providers.

The over-arching aims of the project included the following:

- The transition to a more modernised co-produced model of day support across Older People, Physical Disability, Mental Health and Learning Disability services;
- Reviewing the current respite offer;
- Active review of individual packages of care;
- A shift in the belief that individuals were entitled to a tenancy;
- Proactive work to promote and encourage the take up of Direct Payments.

The report explained that this was a large and complex piece of work that would require a dedicated resource to co-ordinate and manage and included a table that set out the key elements of the programme. The whole project would be supported by an over-arching Learning Disability Strategy, Needs Analysis and Implementation Plan.

Resolved -

- (1) That the proposals for the Learning Disability Transformation Project and supporting Strategy be endorsed;

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- (2) That the plan, attached to the report at Appendix 1, which outlined proposals to deliver the Social Care elements of the NHSE's Transforming Care Initiative by April 2016 be approved.

## 25. IMPROVING DAY OPPORTUNITIES IN READING

Melanie O'Rourke, Head of Adult Social Care, submitted a report providing the Committee with an update on the day services improvement programme in Reading and seeking the Committee's approval to proceed to the next phase. A copy of the Improving Day Services: Consultation Report was attached to the report at Appendix 1 and a copy of the Improving Day Opportunities in Reading: Equality Impact Assessment was attached to the report at Appendix 2.

The report explained that as part of its continuing improvement programme the Council had carried out a public consultation from March to June 2015 on developing its day service offer for older people and people with physical disabilities who had more complex needs, particularly on how to modernise the service in line with best practice.

The current day opportunities offer included the following:

- Community Services;
- Externally commissioned Day Services;
- The Maples Centre;
- Extra Care Sites.

The options for future service delivery were as follows:

- (a) Do nothing;
- (b) Transfer the Older People's/Physical Disability day service to another building that would operate on lower costs;
- (c) Re-model the Council's day service for older people/people with physical disabilities to offer a Wellbeing Centre on the site of the Rivermead Leisure Complex and then close the Maples Resource Centre;
- (d) Dispense with all buildings based day services and support people to access alternative day activities.

The report stated that locating to Rivermead presented a very strong opportunity to maximise on synergies and to develop a well-being approach to the provision of day opportunities and was the recommended option.

Resolved -

- (1) That the options for future service delivery as detailed in the report be considered;
- (2) That the development of option C to re-model the Council's day service for older people/people with physical disabilities to offer a Wellbeing Centre on the site of Rivermead Leisure Complex and the closure of The Maple Resource Centre, be approved;

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- (3) That officers be authorised to proceed with:
  - (a) scoping work for a move to Rivermead;
  - (b) an implementation plan to migrate service users from The Maples into alternative facilities as outlined in paragraph 5.12 of the report;
  - (c) implementing a closure plan for The Maples Resource Centre;
- (4) That the further development of community and neighbourhood services for residents with varying levels of care need be supported;
- (5) That authority to spend against the Council's Social Care capital grant (part of the Better Care Fund 2015/16) up to a limit of £360,000 to procure the necessary works for the development of a Wellbeing Centre as described in paragraphs 5.7 to 5.14 of the report, be agreed in conjunction with Health partners.

26. CARE ACT IMPLEMENTATION UPDATE - NOVEMBER 2015

Wendy Fabbro, Director of Adult Care and Health Services, submitted a report providing the Committee with a reminder summary of the duties set out in the Care Act 2014; and Reading's Adult Social Care Service response and performance against them in relation to those parts of the Act which had come into effect from April 2015 and an update on the timings of the Funding Reform changes (Phase 2 of the Act) as these had been delayed.

The report explained that at quarterly intervals local authorities were asked to complete a 'stocktake' of their performance in relation to the Care Act. This information was shared with the Department of Health and the Association of Directors of Adult Social Care. The report set out Reading's response to the latest stocktake.

The report stated that provisions in relation to a cap on care costs and the offer of care accounts to people who funded their own care had been postponed until 2020 and that to date central Government had not indicated the size and scale of the Better Care Fund for 2016/17; it was anticipated that guidance would be announced in the autumn statement.

Resolved -

- (1) That the performance of the Council thus far in relation to the changes implemented in April 2015 in order to comply with the Care Act be noted and the next phase of transformation actions be approved;
- (2) That the ongoing risks to the budget and resources required to deliver on these increased duties be noted and the actions necessary to deliver a balanced budget be approved;

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- (3) That the change of timing of the funding reforms (Phase 2 of the Care Act) which would be introduced from April 2020 be noted and a subsequent report on the consequences of this deferral and the actions needed to support people needing care be requested.

27. READING INTEGRATION UPDATE/BETTER CARE FUND IMPLEMENTATION

Melanie O'Rourke, Head of Adult Social Care, submitted a report providing the Committee with a half year progress report and the opportunity to plan for the Better Care Fund 2016/17.

The report stated that integration between Health and Social Care remained an important area of work in the Council. Research had shown that when Health and Social Care worked together individuals had a better experience and a greater chance of retaining their independence. Sam's Story, produced from the Kings Fund, had been shared with the Health and Wellbeing Board and remained relevant to how the authority provided responsive Health and Social Care. It had identified some key areas of success for the individual: not having to repeat the same message more than once, professionals involved in their care were well informed and did not duplicate care and support and that individuals were supported to remain as independent as possible by receiving "the right care, at the right time, in the right place".

Over the previous 15 months the Health and Wellbeing Board had overseen the progress of the Better Care Fund. The report detailed the progress to date and set out some key imperatives for Health and Social Care to enable successful integration locally as follows:

- Ensure the efficient use of resources so that all schemes evidenced value for money;
- That the Council had a skilled available workforce;
- That services were available seven days a week;
- That Health and Social Care did not duplicate tasks;
- That Primary Care and community services were central to care and explored fully before people needed to use the acute hospital setting.

The report also set out performance indicators for the Better Care Fund and explained that the factors were monitored closely by the Reading Integration Board. To date there had been a reduction in both the number of people who were formally identified as being a delayed discharge of care and the amount of time people spent in hospital when they no longer needed to be there.

The Committee discussed the report and requested that a report be submitted to a future meeting once the Better Care Fund for 2016/17 was known so that the impact and influence of the targets for the second year of the Better Care Fund could be considered.

Resolved -

- (1) That the current status of the Reading Integration agenda be noted;

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- (2) That the imperatives for Adult Social Care and Health be agreed;
- (3) That the blockages and challenges that needed to be remedied to enable a successful Health and Social Care system be noted;
- (4) That a report be submitted to a future meeting of the Committee once the Better Care Fund for 2016/17 was known so that the impact and influence of the targets for the second year of the Better Care Fund could be considered.

28. DELAYED TRANSFERS OF CARE UPDATE

Melanie O'Rourke, Head of Adult Social Care, submitted a report aimed at ensuring the Committee were fully aware of the local performance relating to Delayed Transfers of care and describing the challenges to both Health and Social Care from the anticipated impact of winter pressures to ensure a shared understanding of the anticipated pressures.

The report explained that a delayed transfer of care was a measure of the number of people who had remained in an acute hospital bed beyond the point where they required medical treatment. The reasons would be classed as either, attributable to health or attributable to Adult Social Care. Nationally, delayed transfers of care were reported on and monitored through the Better Care Fund to NHS England and through the Adult Social Care Outcome Framework. Poor performance in this area was also scrutinised by Monitor, who were the sector regulator for the NHS. The reports were taken from a 'snapshot' day within each month, rather than aggregating the performance over a month.

The report stated that locally performance in relation to delayed transfers of care was closely monitored and scrutinised and there was a comprehensive governance structure set out to enable this.

Performance for the first four months of 2015/16 had improved, although there had been a spike in activity in June 2015 demonstrating the precarious nature of the management of hospital activity and despite plans that had been put in place through the Better Care Fund there was still an anticipated growth of the number of people who would attend A&E of 2.5%.

The report also gave details of winter pressures and stated that although they occurred every year despite significant planning they continued to present a challenge for health and social care.

Resolved -

- (1) That the work to promote the avoidance of hospital attendance and admission where community services could appropriately meet the need be approved;
- (2) That the approach to the CCG to clarify the additional financial burden to the Council on how this might be reconciled within the Better Care Fund be approved.

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29. CHARLES CLORE COURT SAVINGS PROPOSAL

Angela Dakin, Interim Head of Commissioning and Improvement, submitted a report outlining the proposal for savings available from Charles Clore Court from restructuring and outsourcing. A table setting out the financial impact of the proposal was attached to the report at Appendix A.

The report explained that Charles Clore Court was an Extra Care Housing site in Southcote Ward run by A2 Dominion with the care provided by the Council. There were 47 flats, all of which were assured tenancies with A2 Dominion, 37 of the flats were used by clients who had some care needs. The level of care provided was mixed and weighted towards the lower end of need. However, four people received over 30 hours of care, which was a much higher level than other Council Extra Care provision.

The report stated that there had been careful consideration of all options for savings over a number of months to reduce the cost of Charles Clore Court and retain the level and quality of care. To achieve savings two phases had been explored, to outsource the care provision and to restructure the in-house service. To achieve the level of savings required both phases needed to be taken forward.

Resolved -

- (1) That the action in phase 1 of the proposal to approve the deletion of the scheme manager's position at Charles Clore Court and the redundancy of the current manager be agreed and the Head of Service for Adult Social Care be granted delegated authority to secure any further staffing efficiencies required;
- (2) That officers be given authority to tender for an external provider to take over the running of the care service at Charles Clore Court as outlined in phase 2 of the proposal.

30. AUDIT OF ADULT SAFEGUARDING PRACTICE AND PERFORMANCE

Wendy Fabbro, Director of Adult Care and Health Services, submitted a report providing the Committee with a summary of the findings of an audit of the Adult Safeguarding function commissioned in order to measure compliance with both Safeguarding Adults policies and procedures as defined in the Care Act 2014, and with local policies and procedures of the West of Berkshire Safeguarding Adults Board (SAB).

The report explained that the independent and objective audit had been commissioned from an experienced consultant following a case involving the death of a service user. The case had been agreed as a Safeguarding Adults Review and while there was evidence of some good practice this was not yet consistent. The consultant had been commissioned to audit in excess of 70 randomly selected safeguarding cases against Care Act requirements and local policy and procedure and the report summarised the findings as follows:

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1. It was clear that the Council custom and practice used different terms and timescales from the West Berkshire Safeguarding Adults Board;
2. Local policy and procedures were insufficiently written and existed largely as guidance;
3. In 50% of cases audited the consultant felt there was insufficient evidence of risk being appropriately managed and inadequate evidence of satisfactory discharge of Duty of Care;
4. In 52% of cases audited the evidence available had identified cases where information had justified further enquiry but "no further action" or "no safeguarding" was recorded;
5. In 64% of audited cases there had been insufficient evidence of consultation with the adult concerned or appropriate advocate;
6. There was good evidence of partnership working and mostly good working in single point of access.

The report explained that the planned response would have three domains as follows:

1. The local guidance would be re-drafted to local policy and procedure aligning to the West Berkshire SAB and Care Act duties;
2. A programme of training and briefing would be arranged for compulsory completion at an acceptable standard;
3. A regime of audit across care management, line management and Safeguarding team audit, overseen by Directorate Management Team case file audit.

The report explained that once the training on new procedures had been completed and the audit regime had been established a monthly report would be available indicating Compliance with Care Act duties. It was also expected that customer satisfaction would increase as would the extent to which interventions had delivered a greater feeling of safety and wellbeing.

Resolved - That the report be noted and the proposal in section 4 of the report be approved.

### 31. ADULT SOCIAL CARE TRANSFORMATION PROGRAMME - POLICY IMPLICATIONS

Wendy Fabbro, Director of Adult Care and Health Services, submitted a report highlighting those areas where implementation of the Adult Social Care Transformation Programme currently underway required officers to implement a change of current practice in relation to existing policies, and to give early indication of instances where policy change might be required.

The report explained that at the meeting of Policy Committee on 20 July 2015 savings proposals for Adult Social Care totalling £6,709,000 over three years to 2017-18 had been approved (Minute 13 refers). The proposals were embedded within the Adult Social Care Transformation Programme which totalled over 60 pieces of work. The six key savings projects related to the following:

1. Adult Social Care Spend - Older People and Physical Disabilities;



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2. Adult Social Care Staffing - Older People and Physical Disabilities;
3. Extra Care Housing/Supported Living;
4. Adult Mental Health Services;
5. Voluntary and Community Sector/Neighbourhoods (prevention) services;
6. Learning Disabilities Efficiencies in purchased services and support.

A significant proportion of the savings the projects were committed to deliver were dependent on the implementation of existing policies and decisions which were not currently applied, or were partially applied. Areas that would require a change in practice were detailed in the report and proposed areas of change were as follows:

- The transition to a more modernised model of day services across Older People, Physical Disability, Mental Health and Learning Disability Services;
- Active review of individual packages of care across Older People, Physical Disability, Mental Health and Learning Disability;
- A shift in the balance of accommodation provision from residential care to Extra Care Housing and Supported Living;
- A review of out of hours services.

Resolved - That in consultation with the Lead Councillor for Adult Social Care, the Director of Adult Care and Health Services be granted delegated authority to implement the necessary changes in practice required to deliver the proposal detailed in section 4 of the report.

### 32. READING'S AUTISM STRATEGY AND ACTION PLAN

Melanie O'Rourke, Head of Adult Social Care, submitted a report presenting Reading's Autism Strategy, a document that had been developed by a range of local partners that set out the plans to improve support for children, young people and adults with autism in the Borough. A copy of Reading's Autism Strategy for Children, Young People and Adults 2015-2018 was attached to the report at Appendix 1 and a copy of the Autism Strategy Action Plan was attached to the report at Appendix 2.

The report explained that a Steering Group made up of representatives from across Council services, health services, voluntary sector organisations and families of people with autism had led the work to develop an Autism Strategy for Reading. The Strategy had been informed by a needs assessment that had been completed by Berkshire Autistic Society in 2013 that included consultation with people with autism and their families, mapping of existing provision, and an examination of data to understand need.

The draft Strategy was consulted on with wider partners across the local authority, health services, the voluntary sector, and people with autism and their families. After taking this feedback into further drafts, a final version of the Strategy was presented to the Health & Wellbeing Board for sign-off in April 2015 (Minute 7 refers). The Strategy set out some high-level priorities for improving support for people with autism in Reading as follows:

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- Increasing awareness and understanding of autism;
- Improving access to diagnosis;
- Supporting better outcomes for people with autism;
- Supporting people with autism to live safely and as independently as possible;
- Supporting families and carers of people with autism.

The report explained that following sign-off of the Strategy, the Steering Group that led the production of the document changed into an Autism Partnership Board to oversee the delivery of the Strategy and develop an Action Plan for the delivery of the Strategy. The Action Plan focused on actions that were achievable and that would allow for progress against the six priorities that had been identified in the Strategy.

The Autism Strategy had been developed with the aim of strengthening partnership working and the Strategy and Action Plan aimed to align with existing local plans and strategies.

Resolved - That the Autism Strategy and Action Plan, developed by the Autism Partnership Board be endorsed.

### 33. RAISING EDUCATIONAL ACHIEVEMENT IN READING - STRATEGY UPDATE

Further to Minute 3 of the last meeting Kevin McDaniel, Head of Education, submitted a report providing the Committee with an update on the feedback from the Boroughwide consultation process on Raising Educational Achievement in Reading, highlighting the changes suggested and setting out the steps required to begin to implement the three year strategy and asking the Committee to approve the strategy and implementation plan. A copy of the Raising Attainment Strategy 2015-18 was attached to the report at Appendix 1, a copy of the Implementation Plan for Raising Standards was attached to the report at Appendix 2 and a copy of the Reading Educational Excellence for All Partnership Board draft Terms of Reference was attached to the report at Appendix 3.

The report explained that the feedback from the consultation had been grouped together and had been used to make suggested changes to the documents in the appendices that had been attached to the report. Once the Strategy and Implementation Plan had been approved the Head of Education would invite nominations to the Partnership Board and establish the first meeting that would refine the draft terms of reference. The School Improvement Team, led by the Senior Schools advisor, would work with schools to refine the Effectiveness Guide in line with the feedback in order that the Guide could be refined and reviewed by the Partnership before it was brought back to a future meeting of the Committee for agreement.

Resolved -

- (1) That the Raising Attainment Strategy 2015-2018 and the Implementation Plan as set out in Appendix 1 and 2 of the report be approved;

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- (2) That the actions set out in sections 4.25 to 4.29 of the report required to implement the strategy, with particular note of the draft Partnership Terms of Reference set out in Appendix 3 which would be developed to steer the day to day school improvement work, be approved.

#### 34. SCHOOL PLACES

Kevin McDaniel, Head of Education, gave a short presentation to update the Committee on the progress of school construction across the Borough.

The purpose of the programme had been to provide 2,520 new primary school places by 2016 and when approved the programme had been valued at £64m. There were 14 individual school building projects and by September 2015 1,550 new places had been provided through a phased completion strategy. Of the 14 projects, three had been completed, nine were on site and two were in the pre-construction phase. The project had faced a number of challenges, not least 20% inflation in the construction industry. Value engineering had been applied on all sites and the programme cost had been reduced to £61m. The current projection was for a £200k overspend against budget. The same construction method had been used on many of the sites and the presentation included pictures of the building work underway or completed at a number of the schools including Southcote, Alfred Sutton, Geoffrey Field and E P Collier Primary Schools. Many of the buildings had been designed to make maximum use of natural light, the classrooms included interactive white boards and toilets had been designed with safety of the children as a priority. The projects had also been used to help children's understanding of the building industry and the contracts had also seen a number of apprentices being employed on the projects.

Resolved - That the presentation be noted.

#### 35. SCHOOL PERFORMANCE 2014/15

Kevin McDaniel, Head of Education, submitted a report looking at the provisional performance of schools in the Borough for the academic year 2014-15 at the following five Key Stages:

- Early Years Foundation Stage (Reception Year Children)
- Key Stage 1 (Years 1 and 2)
- Key Stage 2 (Years 3 to 6, ending with SATs)
- Key Stage 4 (end of compulsory secondary age, typically GCSE qualifications)
- Key Stage 5 (end of sixth form education, typically GCE A Level)

The report stated that the 2014-15 provisional results had shown a continued progress towards the goals set out in the Raising Attainment Strategy, with notable improvements against the national average in many areas. In particular the three year improvement rate for the Key Stage 2 attainment benchmark had indicated that the authority was the third most improved local authority area in England.

Schools had been working with a specific focus to reduce the performance gaps for a number of groups as relevant to the individual school. The gaps had not reduced

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in the current year, despite the absolute level of achievement growing for all groups, and more work was required to accelerate further the progress of these groups in relation to their peers.

The report stated that the authority had continued to grow the proportion of schools that had been judged Good or Outstanding by Ofsted, with an increase of 6% to 77.8% at the end of July 2015. The authority had full operational responsibility for community schools and almost 85% of those schools had been judged to be Good or Outstanding.

The report explained that there had been a focused Ofsted inspection of the local authority's School Improvement Service early in the academic year 2014/15 that had identified the need for the local authority to be clearer about its approach to helping all schools achieve consistently good practice while supporting those schools where standards were not good.

The report stated that the authority was responsible for ensuring that all pupils in the Borough could and did access education. For maintained schools that included the responsibility and authority to intervene as required. For Academy schools the local authority had no power of intervention but was expected to challenge any underperformance and, if necessary, report unresolved concerns to the Secretary of State for Education via the Regional Schools Commissioner.

Resolved -

- (1) That the levels of performance at each of the five stages as set out in section 4 of the report be noted and all of the pupils who had worked hard in the last academic year, along with all of staff in Reading's schools be congratulated;
- (2) That although there was evidence of sustained improvements over time in the early years and primary phase, the requirement for further improvement to secure the absolute level of achievement set out in the Raising Attainment Strategy be noted;
- (3) That while Reading's absolute level of attainment in secondary phase was above national average levels, the benchmark attainment levels were declining in line with national trends and the requirement for more work to understand how Reading compared with other local authorities be noted;
- (4) That the increasing proportion of schools that were achieving judgements of Good or Outstanding from Ofsted, especially in community schools be noted and the Regional Schools Commissioner be asked to explain how similar improvements would be secured in the town's Academy schools;
- (5) That Kevin McDaniel be thanked for his hard work on behalf of the authority, particularly in respect of the school expansion programme, and wished good luck for the future.

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Present: Councillor McElligott (Chair)  
Councillors Ballsdon, Eden, D Edwards (for items 39 and 41 to 45 only), Ennis, Gavin, Hoskin, O'Connell (for items 36 to 40 only), Pearce, Stanford-Beale, Vickers and White

Apologies: Councillors Jones and Orton

### 36. CHILDREN'S SERVICES UPDATE

The Director of Children, Education and Early Help Services submitted a report providing the Committee with an update on the progress made within the Children, Education and Early Help Directorate. A copy of the Framework for Improvement was attached to the report at Appendix 1, a copy of the Children's Services Improvement Plan was attached at Appendix 2 and a copy of the LEAP Vision was attached to the report at Appendix 3.

The report explained that the interim appointment of the Director of Adult Services as the Director of Children's Services at the end of November 2015 had been followed in December 2015 by the securing of a new senior management team. This had included the appointment of Head of Early Help. The Head of Safeguarding and Children in Care and the Head of Education were also appointed alongside additional experienced interim capacity in the Head of Transformation and Governance role and the new Director of Children's Services had taken up their post on 1 February 2016. The recent permanent recruitment of the Principal Social Worker would act as a custodian of social work practice and development and a permanent Service Manager for the Multi Agency Safeguarding Hub and Access and Assessment had started in post in January 2016.

A short term intensive management action plan had been implemented in December 2015 and had been delivered to ensure that work was consolidated and delivered to a high standard. This had been monitored through the Children's Services Improvement Board. All vacancies within the social work teams had been filled and the caseloads in the long term teams were now within 'reasonable' caseload limits. Caseloads in Access and Assessment had remained high but had been reduced by 50% since November 2015 and the development of the 'LEAP' Vision alongside staff had focused the service on the delivery of the key aims of Children's Services.

The report explained that since the development of the 'dashboard' for Looked After Children (LAC) performance had seen a clear improvement as managers and staff could review their performance in 'live time' and use it to secure performance for individual children. The Performance Team were concentrating efforts to deliver dashboards for Child Protection and for Children in Need. Management oversight was having the benefit of focusing staff on delivering to timescales and in early January 2016 some of the teams were reporting 100% of visits within timescales, performance which had not been attained since early 2015.

Over 80% of assessments had been completed within timescales and stability for LAC was improving. Over 90% of LAC Health Assessments had been completed, this included children who lived out of the Borough.

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Three staff development days had been held in December 2015 and early January 2016 where staff had said what made them proud about working for Reading. Key areas of good practice had been reported and it was demonstrated that staff were focused on and committed to making a difference to the lives of children and young people.

The report stated that the Children's Services Improvement Board had consolidated its membership with regular attendance from the Heads of Service, the Director of Children's Services, the Managing Director and partners from the Police, Health and Headteacher representation. The action plan had been refreshed to take account of the fact that a number of items had been completed with the short term management action plan. Several actions had had their deadline for completion extended and Heads of Service were taking accountability for reporting on the actions within specific themes. The short term management action plan had included the refresh of the Quality Assurance Framework, the delivery of the SGO Policy, the securing of the performance dashboards and the development of a staff forum. As a result partner perception at the Children's Services Improvement Board had been that the Service had delivered a huge amount in the previous two months. It has also been reported that the Judiciary were also noticing a positive change in performance.

Resolved -

- (1) That the progress made within the Children, Education and Early Help Directorate since the last update be noted;
- (2) That an update report be submitted to the Committee in summer 2016.

### **37. CHILDREN'S SERVICES PERFORMANCE UPDATE**

Further to Minute 17 of the meeting held on 5 November 2015 the Director of Children, Education and Early Help Services submitted a report providing the Committee with an update on the progress made within the Children, Education and Early Help Directorate in respect of performance. A LAC summary snapshot from 31 January 2016 was tabled at the meeting.

The report stated that the development of a performance dashboard for LAC had helped to improve performance by enabling managers to have a 'real time' view of performance within the team. Through the use of the dashboard managers were able to see the exceptions in performance and view individual children's records to ensure that progress was made and it had become a useful management tool within a short period of time. As performance was now based on current data it meant that the service could be much more proactive about performance than it had been previously and viewing performance in this way had had results in regard to the number of visits to LAC on time, the number of children with an up to date care plan and the number of children who had had their health assessments.

The report explained that the monthly operational Performance Board considered the performance and provided critical challenge to the Service and following this meeting a commentary was added to the dashboard and this final data was saved as

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the overview of that month's performance. This agreed data was then used to inform the Corporate Performance Report and performance for the Children's Services Improvement Board.

Further dashboards had been commissioned for Child Protection and for Children in Need to assist managers in having oversight in these key areas.

Resolved -

- (1) That progress made within the Children, Education and Early Help Directorate since the last update and the use of performance dashboards be noted;
- (2) That the use of the dashboard in improving performance be monitored.

### **38. QUALITY ASSURANCE FRAMEWORK REFRESH**

The Director of Children, Education and Early Help Services submitted a report on the Quality Assurance Framework Refresh that built on the emphasis of quality and refreshed the Directorate's approach to performance and to quality assurance. A copy of the Quality Assurance Framework was attached to the report at Appendix 1.

The report stated that a strong quality assurance framework would assist the organisation to deliver an efficient and effective service. The framework, if applied correctly, would assist managers and the organisation to ensure:

- Vulnerable children, young people and their families' outcomes were improved;
- Services were achieving consistently high standards;
- Services were regularly monitored, reviewed and evaluated;
- The organisational culture was committed to learning and continual development;
- The continuous improvement and development of the children's workforce.

The report explained that quality assurance was part of a continual cycle of improvement. Audit was one component of quality assurance and surveys, consultations, focus groups and direct observations were other ways in which a base line understanding of the service could be established. The Directorate had agreed that in order to deliver the framework operational boards would be set up that would fit neatly into the performance and business planning cycles. A series of monthly operational boards would be summarised and themes fed into a quarterly operational quality assurance board. At the quarterly board Heads of Service and key Service Managers would receive feedback from performance reports, audits, complaints, Independent Reviewing Officer escalations, service user feedback, quality of commissioned provision and themes that had arisen from supervision. The themes would be collated from this information and would be prioritised into a work plan that would inform the service plans and would input directly into the Learning and Development framework to secure continual improvement. It would also determine what activity needed to take place, for example, whether a process needed to be refreshed, a multi-agency audit needed to be carried out, or whether

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further consultation needed to be carried out or focus groups set up with service users.

The report stated that Quality Assurance and performance reports would be available through the normal Corporate Performance Reporting systems.

Resolved -

- (1) That the Quality Assurance Framework for use in the Children, Education and Early Help Directorate be noted;
- (2) That the Quality Assurance Framework and ongoing annual reports be submitted to the Audit and Governance Committee.

### 39. SHORT BREAKS COMMISSIONING PROCESS 2016-17

The Director of Children, Education and Early Help Services submitted a report that set out the plan to create a more personalised approach to short breaks services through the creation of unique and individualised packages for families. Details of the process for the consultation on short breaks was attached to the report at Appendix 1.

The report stated that a consultation process would determine a timeline but the aim was to have the new process in place by the end of the 2016/17 financial year. In 2015/16 the Council's spend on short breaks had been £102,000. This budget had supported around 200 families using short breaks services. The number of young people in the Borough aged 0 to 19 living with a disability or longstanding illness had been estimated at 6,635. Better value for money through improved choice and control for service users would be achieved by delivering services through Direct Payments to those who were eligible.

Discussions with family forums, the voluntary sector and short break providers would take place from February to June 2016 and the Council would identify the organisations, groups and families that would be affected. Families who were not currently receiving a short break as well as those who did would need to be engaged with to ensure equality of access based on assessment of need. Families would be made aware of the full scope and options involved in the Direct Payment process and given links to the Family Information Service. The Service would give families options on where a wide range of short breaks could be purchased.

The report explained that providers would go through a bidding process to demonstrate how they planned to run the new Direct Payment funded short break groups. The Council would be represented at meetings for key stakeholders to explain what this bidding process would look like. Consultations would identify any stand-alone services that would need to be commissioned to ensure families' choices could be met. It was anticipated that tendering would commence from June 2016.

Resolved - That the proposal for the Council to evolve the current short break grants mechanism into specified contracts and to start providing short break services through Direct Payment be approved.



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(Councillor Stanford-Beale declared an interest in this item, left the meeting and took no part in the debate or the decision).

**40. PERMISSION TO BEGIN FAMILY SUPPORT CONSULTATION**

The Director of Children, Education and Early Help Services submitted a report that outlined the purpose and nature of the proposed first stage of consultation on the Council's future family support offer.

The report explained that the consultation process would be an important process to complete a review of the range of family support and Children's Centre services what were available to families across the Borough. The objectives of the review were as follows:

- To identify the current and potential future needs of children and young people in the Borough that would enable a clear set of priorities for resources/spend on services going forward;
- To understand the role of the Council's family support and how this tied with other providers as well as social worker support;
- To understand the role of Children's Centres, the offer of support and services for each part of the Borough;
- To recommend a service offer for families from the Council;
- To complete an equalities assessment that understood the impact of recommendations on protected groups.

Consultation would take place with local families that had used family support and Children's Centres services as well as attempting to work with families who had not. The consultation would begin in March 2016 and finish by the beginning of May 2016. The consultation would take the form of interviews and small group discussions using staff to lead the conversations and gather feedback and views which would be collated to shape and review recommendations. The type of questions that would be discussed with families were as follows:

- What were the key positive outcomes of successes that your children and you needed help with in the Borough;
- What were the key priority areas of need or risks for children and your family which might limit their success of achieving positive outcomes;
- Who were the important target groups of families that the Council must work with;
- What were the key services what made the biggest differences to families and children in the Borough.

**Resolved - That a consultation process with staff and families to explore and recommend a future family support offer that will be reported back to Committee in summer 2016 be approved.**

**41. ADULT SOCIAL CARE COMMISSIONING INTENTIONS 2016-17**

The Director of Adult Care and Health Services submitted a report that introduced a summary of the Adult Social Care Commissioning Intentions for 2016-17. A draft of

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the Adult Social Care Commissioning Intentions 2016-17 was attached to the report at Appendix A.

The report explained that the commissioning intentions served to set out for all potential and current providers the information and intelligence that would enable businesses to plan how they might offer to meet the assessed needs of vulnerable people in the Borough in future tenders and contract negotiations. The Commissioning Intentions also provided opportunity for commissioning authorities to ensure alignment. Once they were approved and alignment had been agreed the document would be published and shared with partners and providers to assist in service planning for the coming year.

The document outlined the Council's Commissioning Intentions for the coming financial year and the commissioning activities carried out during this period would serve to inform the next round of Commissioning Intentions for future years. The Commissioning Intentions did not constitute a contractual obligation to providers and could be amended at any time. They were intended to support providers in their planning as required under the market management duties under the Care Act.

**Resolved - That the Adult Social Care Commissioning Intentions for 2016-17, in order that a final version can be published and shared with partners and providers, be approved.**

**42. READING BOROUGH COUNCIL STRATEGY FOR PEOPLE WITH LEARNING DISABILITIES**

The Director of Adult Care and Health Services submitted a report asking the Committee to agree the Council's Strategy for People with Learning Disabilities. A copy of the draft Strategy for people with learning disabilities was attached to the report at Appendix 1 and included a strategic vision, needs analysis and implementation plan.

The report stated that the aim of the Strategy was to outline the key priorities for the delivery of support for learning disabled people in the Borough, incorporating the priorities that had been expressed by the Learning Disability Partnership Board, the Corporate Plan and the Adult Social Care Strategy. These priorities were intended to meet the needs that had been identified in the associated Needs Assessment.

The report explained that the vision was to enable people with learning disabilities in the Borough to maximise their opportunity for inclusion within their local community and to support them to grow and develop as individuals. A strengths based approach would be taken, taking the starting point as considering what people could achieve now for themselves, what they could achieve with support and, where possible, what they could achieve independently in the future.

The strategy had an implementation plan that brought together all the actions that had been established from the strategy and needs analysis to ensure the Strategy was taken forward. The key areas of the Strategy were as follows:

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- Re-shaping the accommodation offer to give people alternative options to residential care;
- Furthering personalisation and independence within people's own communities;
- Developing support for carers;
- Embedding the Care Act 2014 requirements.

Resolved - That the Reading Borough Council Strategy for People with Learning Disabilities be agreed.

#### 43. CONTINUING HEALTHCARE FUNDING

The Director of Adult Care and Health Services submitted a report informing the Committee of the operation of national Continuing Health Care (CHC) guidance locally and recommending a scrutiny enquiry to review local practice.

The report explained that the effective application of CHC and NHS Funded Nursing Care guidance supported residents who met the criteria to have their rights to health care free at the point of delivery in the same way as access to all other health care support via the NHS. CHC was not means tested and therefore an individual who was in receipt did not have to pay a contribution towards their care. In Reading, along with two neighbouring local authorities, the level of provision on NHS funded CHC was significantly lower than average. This had an adverse impact on the Council's ability to ensure the financial sustainability of the Council as the Council was paying a larger proportion of high care placements than other local authorities.

In 2012 a review that had been carried out by the Department of Health had noted that Berkshire had the lowest level of eligible recipient of CHC in England and since 2010 the Council had funded a post to actively pursue the applications for CHC. The Council had now entered an agreement for Wokingham Borough Council to oversee a team of CHC workers as part of 'an invest to save' proposal with the anticipated plan that the Council would be able to support individuals to achieve CHC. This had come into place from January 2016.

The report recommended that a scrutiny task and finish group be set up to consider the impact of the significantly lower level of funding of CHC for eligible individuals and to consider issues and actions which could be taken to ensure effective and equitable operation of the guidance. The report also recommended that the remit of the group should be to explore the following areas:

- Compare the local process with comparator groups;
- Determine the differences in application of the national guidance;
- Analysis of the impact and difference of what it meant for the individual and the local authority and what was the impact on the Adult Social Care budget;
- Develop a recommended action plan to be submitted to a future meeting.

The review would have to be carried out with the support of the Council's operational teams and the Clinical Commissioning Group, whose role it was to deliver the CHC service.

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Resolved -

- (1) That the setting up of a scrutiny task and finish group to determine the local operation of national Continuing Health Care and NHS Funded Nursing Care guidance compared to our comparators be approved;
- (2) That a task and finish group be established, with the membership as set out below, to consider the impact of the significantly lower level of funding on Continuing Health Care on eligible individuals and to consider issues and actions which would be taken to ensure effective and equitable operation of the guidance:  
  
Councillors Hoskin, Gavin and Stanford-Beale;
- (3) That Councillors O'Connell and White inform the Chair who would be taking a place on the task and finish group;
- (4) That the task and finish group present their findings and recommendations to a future meeting.

(Councillor White declared an interest in this item, left the meeting and took no part in the debate or the decision).

#### 44. BETTER CARE FUND UPDATE

The Director of Adult Care and Health Services submitted a report informing the Committee of the Better Care Fund (BCF) and the National Conditions that would inform plans for 2016-17. A copy of the BCF National Conditions was attached to the report at Appendix A and a copy of the BCF National Metrics was attached to the report at Appendix B.

The report explained that in 2016/17 the BCF would be increased to a mandated minimum of £3.9m which would be deployed locally on health and social care through pooled budget arrangements between local authorities and Clinical Commissioning Groups (CCG). There were some key differences from the previous year, in place of the performance fund there would be two new national conditions requiring local areas to fund NHS commissioned out-of-hospital services and to develop a clear focused plan of management in delayed transfer of care (DTC) including locally agreed targets. In addition the previous BCF plan assurance process had been removed and replaced with a less onerous local assurance process aligned to the assurance process for local CCG Operating Plans.

For 2016/17 the Council would be required to develop and agree through the Health and Wellbeing Board the following:

- A short jointly agreed narrative plan;
- Continued funding contributions from the local authority and CCGs;
- Spending plans broken down by each BCF scheme;
- Quarterly plan figures for the national metrics.

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In lieu of the final 2016/17 BCF guidance from the Department of Health it was not possible to fully anticipate all likely planning and submission requirements and work was ongoing with CCG colleagues to prepare for the 8 February 2016 deadline.

The preliminary guidance that had been seen had indicated that the 2016/17 narrative should build on the approved 2015/16 plan and demonstrate that local partners had reviewed progress in the first year of the BCF as the basis for developing plans for 2016/17. Work would also be carried out with the CCG to draft the scheme level spending plan which would be required to account for the use of the full value of the budgets pooled through the BCF.

The report explained that work remained to benchmark and set targets for the key performance metrics and in addition BCF plans would need to establish a Health and Wellbeing Board level Non-Elective Admission activity plan.

The report included the current BCF plan submission and assurance timetable and explained that the submissions would need to be signed off by the Chair of the Health and Wellbeing Board.

**Resolved - That the current position of the 2016-17 Better Care Fund and potential financial risks to the Council be noted.**

#### **45. DELAYED TRANSFER OF CARE - PROGRESS REPORT**

The Director of Adult Care and Health Services submitted a report informing the Committee of the work that had been carried out to reduce delayed transfers of care (DTOC) from the Royal Berkshire Hospital and develop "discharge to assess" pathways which reduced the need for long term care.

The report explained that many of the mitigating actions that had been taken over the Christmas period from community health and social care had focused around how people were supported to leave the hospital setting in a timely manner. However, locally 25% of the activity from the Community Reablement Team was to support people to stay at home who would have ordinarily been admitted to hospital.

Adult Social Care had received £100k following a successful bid to the CCG and this had been used to temporarily recruit a Social Worker, Occupational Therapist, an additional Extra Care Sheltered Housing Assessment Flat and additional staff for the Willows Residential Home. The service had also carried out changes to practice to ensure flow through the Health and Social Care system was safe, efficient and timely and that individuals were offered reablement prior to any decision on long term care needs. This had included the following:

- A Senior Social Worker role was created in the Intermediate Care Team;
- Social Worker cover in the hospital at the weekend;
- A dedicated worker for both the Community Hospital and the Discharge to Assess service based at the Willows Residential Home;
- A community and bed based reablement.

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With regard to the Christmas period, when historically higher numbers of people were referred to hospital, there had been over 100 admissions over the holiday periods that had peaked at 135 on one day. In addition the local authority had taken a proactive approach in preparation for the Junior Doctors strike on 12 January 2016 and the report detailed the measures that had been taken. On the day of the strike there had been five people waiting to be discharged with two of these being discharged on the day and on the subsequent day there had been nine people referred for discharge, with three people discharged on that day and four others having discharge plans in place. As a result of these measures the Council's performance in relation to DTOC had been lower than the previous year.

Finally, the report stated that an internal review of the BCF schemes had been completed. These had been discussed at the Reading Integration Board and agreement had been reached to take these forward, the report detailed the areas that would be reviewed.

**Resolved - That the progress made in reducing delayed transfers of care and supporting individuals regain their independence prior to making decisions about long term care needs be noted.**

(Councillor White declared an interest in this item).

(The meeting commenced at 6.30 pm and closed at 9.10 pm).

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(The meeting commenced at 6.30 pm and closed at 10.05 pm).

CHILDREN'S TRUST PARTNERSHIP BOARD - 20<sup>th</sup> January 2016



Present:

Cllr Jan Gavin	JG	Chair and Lead Councillor for Children's Services and Families, Reading Borough Council (RBC)
Becky Tyler	BT	CSE Coordinator, RBC
Esther Blake	EB	Partnership Manager, RBC
Fran Gosling-Thomas	FGT	LSCB Chair
Andy Fitton	AF	Head of Service, Early Help and Family Intervention, RBC
Ben Cross	BC	Development Worker, RCVYS
David Seward	DS	Berkshire Youth and RCVYS Representative
Austin McNamara	AMc	Interim Head of Education Services, RBC
Peter Dawson	PD	Interim Public Health Programme Manager, RBC
Jill Lake	JL	Executive Member, RCVYS
Sally Murray	AM	Head of Children's Commissioning Support, CSCSU
Dave Phillips	DP	Head of Prevention and Protection, RBFPS
Carrie-Anne Beach	CAB	Barnardo's
Ginny Garnett	GG	Head of Children and Families, BHFT
Grace Chebe	GC	CSE Worker, Barnardo's
Lesley McDonald	LMc	MENCAP
Cllr Jane Stanford-Beale	JSB	Reading Borough Council
Mariam Mackie	MM	
Anne-Marie Pearce	AMP	
Mike Edwards	ME	ABC to Read

Also in attendance:

Donna Gray	DG	Minute Taker
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Apologies:

Cllr Isobel Ballsdon	Reading Borough Council
Hannah Powell	
Tom Woolmer	Participation Co-ordinator, RBC

1. MINUTES AND MATTERS ARISING

The minutes of the meeting on 14<sup>th</sup> October 2015 were confirmed as a correct record.

Reading Services Guide - JG advised that the Reading Services Guide will be in the induction for all new staff. JG requested agreement for this to be a standard practice for all agencies and advised that there is a wealth of information available for agencies to signpost families to.

JG is in discussion to make the services guide more user friendly. JL asked if the service guide could be looked at geographically and colour coded by area. JG confirmed that this will be included in her discussion with the web manager at RBC.

Employment and Learning - There has been a limited response from partners. AMc is now in post as Interim Head of Education and the substantive post holder will be at the next meeting.



## CHILDREN'S TRUST PARTNERSHIP BOARD - 20<sup>th</sup> January 2016

The agreed actions have not been progressed and a report will come back to a future meeting focusing on the NEET situation in Reading. AMc advised that it is expected that Reading will reach the 5% target as in November and December 2015 it was below 5%. The future target is more ambitious and set at 2.5%, which will include looking at those children with the highest need.

The final figure of NEET will be available on 1<sup>st</sup> Feb 2016. AMc will to pass figures on to PD once known. BC asked if the figure includes the unknown NEET. AMc advised that there is a separate target for these NEET which is 3.5% and this target is also likely to be met.

### ACTION:

- AMc will to pass NEET figures on to PD once known.

## 2. YOUTH CABINET UPDATE

The youth cabinet have completed a survey with a little over 2000 responses; Tom Woolmer is pulling information together. JG requested that the survey comes to the next meeting for review. It was agreed for the survey report to be shared with members when it is available. FGT requested the survey report be shared with the LSCB.

### ACTION:

- Youth Cabinet Survey to be sent out to Board Members once available - AF to follow up with Tom Woolmer.
- Youth Cabinet Survey to come to the next meeting for further discussion.
- Youth Cabinet Survey to be shared with Reading LSCB.

## 3. SUPPORTING FAMILIES WITH AN ADULT IN PRISON - AN UPDATE OF THE BARNADOS PROJECT AND OTHER RELEVANT PROJECTS

Supporting families with an adult in Prison project commenced in April 2015. Leaflets regarding the project were distributed to members. CAB advised that most referrals have come from education; mainly primary schools and at this time they have worked with around 11 families. Referrals have been low and families are not coming forward. CAB advised that the work takes place in Schools and they complete a life mapping process including work around regulating feelings. CAB advised that they work with young people for 8 weeks but it can go on for longer. Parents often take up the offer once the child has built up trust. Some schools have wanted to undertake this work on their own so they have been passed on information for them to do this.

Outcomes include - improved attendance, engagement with social workers (when they have not previously been trusted), 1 child chosen as a school councillor, provision of emotional support for parents, allowing the child to have a voice to say how they are feeling; the child is often forgotten and their feelings are often overlooked.

## CHILDREN'S TRUST PARTNERSHIP BOARD - 20<sup>th</sup> January 2016

PD asked if there was a report available to include in the JSNA. CAB advised she has some case studies available. Andy Fitton asked how many families that are affected by this; CAB advised that it is not known at the moment.

FGT asked for the project details so the LSCB can communicate this service via the LSCB website and newsletter etc.

CAB advised the project is a solution focused based life mapping process, not counselling. This project works with the family left in the community not in those in prison. There is no timeline that the work will go on for, every case is different.

JG asked if this service part of a triage process, does early help know about and refer in to the service. AF advised they would like to involve them in the process. AF and CAB have had discussions about bringing the service into the pathway. Andy advised that families don't readily say when someone has gone into prison and when Reading had a prison it was easier to access these families.

JG challenged AMc on how we could know through the education system who the families are and if school safeguarding officers are aware of the service. AMc advised it needs to be explored in more detail; Schools rely on families to provide information. Something more formalised would need to be set up so that it is initialised when sentencing takes place.

Designated Officers in Schools need to work with agencies via the LSCB as a key partner as there are other issues that schools need to look at such as CSE, FGM and this service. AF and AMc to look at how education can be involved in the Barnardo's and other available services outside of the meeting. This service could be part of the early help offer.

U Turn Service - This is a CSE Service offered by Barnardo's that started in July 2015. Referrals are being received and Barnardo's are working well with the young people who have been referred. Barnardo's have undertaken a workshop in John Madejski Academy and have realised this is a much needed service within Reading.

BT is looking in to preventative work in Reading. More schools have contacted Barnardo's who have asked for more workshops. Barnardo's liaise with Police and Social Care and families but more specifically with the young people; looking at a more holistic approach. There is good communication with School Nurses. CSE Champions from all agencies and teams meet monthly and 2 schools nurses sit on this group. The designated leads in schools do want to be more involved. Professionals now understand what CSE is.

The Barnardo's Project current caseload is 18-20 young people. Keep Safe work is undertaken with those at risk but they are also picking up higher risk cases that have been discussed at SEMRAC.

FGT advised that the service in Buckinghamshire is further ahead and asked if there are links between the different areas as there may be common areas that we can draw lessons from. CAB explained that Reading is a spoke from the Hampshire hub, but information is shared.

## CHILDREN'S TRUST PARTNERSHIP BOARD - 20<sup>th</sup> January 2016

SM asked how young people requiring specialist counselling are referred. BT explained that there are close links with No.5 and Trust House.

### ACTION:

- AF and AMc to look at how education can be involved in the Barnardo's and other available services outside of the meeting.

### 4. RBC UPDATE ON CHILDREN'S SERVICES

AF provided an update on children's services and advised that a lot of work has been done about what is important in children's services. LEAP Vision is what is trying to be achieved with children and young people across Children's Social Care, Education and Early Help. Andy presented the new Children's Social Care Structure Charts that will be sent out with the minutes of today's meeting. Helen McMullen is returning as Interim Director of Children, Education and Early Help Services as of 1st February 2016.

Children's Service Delivery Model - AF advised that they are currently getting feedback from staff and think about how they supported in doing their work. There needs to be sustained improvement. A consultation is expected soon; an overview will be shared with partners and there will be 2 phases the consultation.

It was noted with concern that disabled children's team has moved in terms of management. AF advised that they are in the progress of transferring the disability team back into children's social care. Service will stay the same (0-25) but the line management will change. It is a management decision about how the council structures itself. There will be no difference to the service received.

FGT is aware that there is still some fragility in the frontline in relation to agency staff, caseload size and feels it is important that as a Children's Trust Board we acknowledge the direction of travel but acknowledge that we are still at the beginning of the journey of making it right for every child's journey.

JG advised that the administration thanks partner agencies for their support over the last few months and it is felt that considerable progress is being made and this needs to be sustained and continue.

### ACTION:

- DG to send out the Structure Chart and 10 Key Messages with the minutes of today's meeting.

### 5. WORKSHOP

Refresh of the Early Help Strategy and its impact on Keeping Children Safe

AF explained purpose of the workshop and reminded attendees of the high level priorities in the out-going Early Help Strategy 2013-2016 which are still relevant today.

## CHILDREN'S TRUST PARTNERSHIP BOARD - 20<sup>th</sup> January 2016

Group was split into three groups to discuss two key themes:

- Delivery
  - Identify and respond
  - Successful and sustained transition and change
- Partnership
  - Plan and share
  - Communication and understanding

AF offered a second discussion as there just wasn't enough time to thoroughly explore the issues today.

Highlight feedback from the three groups:

Group 1:

- Opportunities for universal services - health provides a key identification of need (Midwifery and HV)
- Create culture for people to be able to ask for help without the fear of consequences (social care intervention) need open and transparent conversation with families
- Encouragement to explore community based approaches to support - is there a model we can use

Group 2:

- Getting front line workers together in a multi-agency context regularly. Networking between groups is vital.
- Link with adult services is key, particularly around mental health
- Effective information sharing

Group 3:

- Information sharing and working together and linking with families
- Thresholds document helping staff to refer appropriately - how do we ensure new staff are aware
- Communication and training - market place sessions
- Getting to the families who need help but don't want to accept it (especially from statutory partners)

Need more opportunities to have these discussions over the next couple of months - what are the key things we need to do to make the most difference. And ensure it is multi-agency as it isn't just an RBC responsibility.

JG asked that if partners would like to host a session that would be most welcome, and consider how partners can contribute.

FGT asked if the Children's Trust should own this document and whether this is the lead partnership. If so it should be badged as such.

Future items:

Invite HoS (Catherine P) to April to present short report in terms of journey of Children's social care.

## CHILDREN'S TRUST PARTNERSHIP BOARD - 20<sup>th</sup> January 2016

CYPP - review of 'what we will do in the first year of the CYPP'. All partners to review what they said - add columns to table - what progress have you made against activity, what has been the impact of the activity, does this action need to remain for another year or should it be changed? Opportunities to celebrate success and challenges.

### ACTION:

- EB will send out template for completion.

### 6. DATES OF FUTURE MEETINGS

- Wednesday 13 April 2016 - Conwy Room, Avenue Centre
- Wednesday 13 July 2016 - Conwy Room, Avenue Centre
- Wednesday 12 October 2016 - Venue TBC

All 4 - 6pm

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF ADULT CARE AND HEALTH SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	2 MARCH 2016	AGENDA ITEM:	7
TITLE:	MENTAL HEALTH SCRUTINY UPDATE		
LEAD COUNCILLOR:	COUNCILLOR HOSKIN COUNCILLOR EDEN COUNCILLOR STANFORD BEALE	PORTFOLIO:	HEALTH ADULT SOCIAL CARE ACE COMMITTEE MEMBER
SERVICE:	ADULT SOCIAL CARE	WARDS:	BOROUGHWIDE
LEAD OFFICER:	MELANIE O'ROURKE	TEL:	0118 9374053
JOB TITLE:	HEAD OF ADULT SOCIAL CARE	E-MAIL:	melanie.o'rourke@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1 On 5 November 2015 a report was submitted to the ACE Committee outlining the completion of its tasks and finish role to review the increase in mentally ill absconders from psychiatric hospitals. This work had been led by Councillor Hoskin, Councillor Eden and Councillor Stanford Beale.

1.2 As part of the review, the Task and Finish Group offered further recommendations to the ACE Committee, which were:

- For BHFT to continue to capture robust data and learn from themes;
- For BHFT to continue to source comparator data to enable local performance to be scrutinised;
- For BHFT to monitor the impact of the smoking ban and take necessary mitigation to support those who are detained and smokers; and
- Recommend that the Council and BHFT look at ways of working together to avoid delayed discharges.

1.2 This report sets out to provide the ACE Committee with an update of the work of the Mental Health Absconders Task and Finish Group and to recommend future actions that could be overseen by the continuation of the Task and Finish Group.

## 2. RECOMMENDED ACTION

### 2.1 For ACE Committee to agree to the Task and Finish Group commissioning an independent organisation to:

- Review the experience of those who have left the hospital setting either as an 'absconder' or classed as 'AWOL'; and
- To review the experience of patients who have stayed at Prospect Park Hospital to understand their experience of being delayed in hospital whilst their onward care needs are planned for.

## 3. POLICY CONTEXT

3.1 Mental illness and the issues associated with this are a key area of work and responsibility for the Council. On 18 January 2016, Policy Committee endorsed a proposal for Reading Borough Council to become a Mental Health Champion as part of a national Mental Health Challenge initiative. This was set up by a group of key mental health organisations. It is funded by the Department of Health, Public Health England and NHS England through the 'Voluntary Sector Strategic Partnership Programme'.

3.2 Policy Committee agreed for the Council to take up the Mental Health Challenge and nominated Councillor Hoskin (Lead Member for Health) and Melanie O'Rourke (Head of Adult Social Care) to adopt the role on behalf of the Council.

3.3 This creates a clear context for the work that has already been undertaken by the Mental Health Absconders Task and Finish Group and to take forward issues from there.

## 4. THE PROPOSAL

4.1 The Task and Finish Group reconvened on 11 January 2016 to re-evaluate its actions and determine whether there was any future role for the Group.

4.2 The Group felt that the original remit of the Task and Finish work had been achieved from an organisational level. However, further work should be undertaken to ensure that the view of individuals who are detained within Prospect Park Hospital were captured.

4.3 Areas of particular interest were whether the smoking ban has had an adverse impact on patient care? Whether patients are aware of their rights as to when they are able to leave the hospital?

4.4 In response to the final recommendation made by the Task and Finish Group, there was a further recommendation for an understanding of the experience of those who are delayed in hospital awaiting discharge from Prospect Park Hospital and whether patients who are delayed in hospital are more likely to leave the hospital at times thus noted as either having Absconded or have been recorded as AWOL.

A list of the proposed questions can be found in Appendix A.

- 4.5 Therefore the Group recommends that an organisation independent from the Council or Berkshire HealthCare Foundation Trust are commissioned to undertake user experience interviews from PPH patients.
- 4.6 The aim would be the interviews to be completed and presented to officers to develop an action plan, with a view that this is presented back to ACE Committee at the November 2016 meeting.
- 4.7 It should be noted that BHFT are currently in the process of a Serious Case Review following a fire related death of someone that was in their care as an inpatient. It is not recommended that this piece of scrutiny work looks into the details of this as there are statutory processes that need to be followed. However it may have an impact on the scrutiny process. This would be reviewed by the scrutiny group with officer input if this were to arise.
5. CONTRIBUTION TO STRATEGIC AIMS
  - 5.1 Safeguarding and protecting those that are most vulnerable.
6. COMMUNITY ENGAGEMENT
  - 6.1 As described in this report, this area of work has not yet focused on the individual experience of patients from Prospect Park Hospital. This will be achieved through the recommended action of an Independent Patient Review.
7. LEGAL IMPLICATIONS
  - 7.1 None identified at this stage
8. EQUALITY IMPACT ASSESSMENT
  - 8.1 Any issues will be identified as part of this work.
9. FINANCIAL IMPLICATIONS
  - 9.1 The costs of the independent review will be identified if ACE Committee agrees to this work being completed.
10. BACKGROUND PAPERS
  - 10.1 ACE Committee cover report and review document “Scrutiny review into the increase in mentally ill absconders from psychiatric hospitals”



## Appendix A

The key lines of enquiry and questions for the independent review:

### Mental Health Absconders from PPH

#### Voluntary admission

- 1) Have you been informed of how to leave the ward?
- 2) Do you know the process?
- 3) Do you need to let people know?
- 4) Have you experienced any problems or issues in leaving the ward?
- 5) Has the smoking ban within the hospital grounds had an impact on you?

#### Formal inpatients (under Mental Health Assessment or Treatment

- 1) Are your requests for leave 'heard' and acting upon?
- 2) Has the smoking ban had an impact upon you?
- 3) Have you been given support to stop smoking if you wish to?
- 4) Are you supported to leave the ward to smoke a cigarette if you wish to?
- 5) Have you experienced problems with requests to leave the ward?

#### Delayed Discharges

- 1) At what point in your hospital stay was your discharge planning discussed?
- 2) How were you involved in these 'move on plans'?
- 3) Were your wishes and aspirations listen to and acted upon?
- 4) How were you kept informed of the planning and developments?
- 5) Were you given the opportunity to have an advocate to help you with decision making?
- 6) What more could have been done?

It is proposed that a sample of audits that would be suitable to develop an understanding of themes and areas that could be developed, the following is recommended:

Informal patients - 5 people

Formal patients - 5 people

Delayed discharges - 10 people

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF ADULT SOCIAL CARE AND HEALTH SERVICES

TO:	ADULTS, CHILDRENS SERVICES AND EDUCATION COMMITTEE		
DATE:	2 MARCH 2016	AGENDA ITEM:	8
TITLE:	TRANSFORMING CARE FOR PEOPLE WITH LEARNING DISABILITIES AND BEHAVIOUR THAT CHALLENGES		
LEAD COUNCILLOR:	CLLR RACHEL EDEN	PORTFOLIO:	ADULT SOCIAL CARE
SERVICE:	DISABILITY SERVICE	WARDS:	BOROUGH WIDE
LEAD OFFICER:	ANGELA DAKIN	TEL:	74752
JOB TITLE:	HEAD OF COMMISSIONING AND IMPROVEMENT	E-MAIL:	Angela.dakin@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 To update ACE Committee on the progress of the Transforming Care for People with Learning Difficulties and Challenging Behaviour project.
- 1.2 The project, led by the Berkshire CCGs, now has a pan-Berkshire governance structure of Health and Local Authority organisations and has drafted a plan in response to a request from NHS England on proposals to develop services in the community to accommodate people of all ages with a learning disability and/or autism who display behaviour that challenges, including those with a mental health condition.
- 1.3 Reading Borough Council will partner neighbouring Berkshire authorities to commission specialist care and accommodation to increase provision in the community for those discharged from hospital or at risk of hospital admission.

2. RECOMMENDED ACTION

- 2.1 The Adults, Children's Services and Education Committee to note the update on this project.

3. POLICY CONTEXT

- 3.1 The Winterbourne View Joint Improvement Programme ran for three years and resulted in a range of recommendations for transforming care for people with learning disabilities and behaviour that challenges. This is a cohort of people who are either in-patients at Assessment and Treatment units or at risk of admission. NHS England are now progressing a plan for all Health and Social Care organisations to transform services in this area in line with *Building the Right Support - a national 3 year plan to develop community services and close inpatient facilities* (NHS England, LGA, ADASS 2015)
- 3.2 The plan contributes towards the following Reading Borough Council strategic priorities:

Priority 1 - Safeguarding and protecting those that are most vulnerable  
Priority 2 - Providing the best life through education, early help and healthy living

#### 4. THE PROPOSAL

- 4.1 Berkshire West CCGs have been leading a working group forming local proposals to meet the national NHS England objectives. The working group has representatives from the CCGs, Berkshire Healthcare Foundation Trust, Reading, Wokingham and West Berkshire Local Authorities. The group has produced a Joint Transformation Plan.
- 4.2 NHS England requires a plan and governance arrangements to cover the whole of Berkshire. A Berkshire Transforming Care Partnership Project Board has been created, chaired by the Head of Commissioning for Berkshire West CCGs. There is a Local Authority Director of Adult Services representative from East Berkshire. This Board will be responsible to NHS England and oversees two operational groups (one East and one West Berks).
- 4.3 A joint plan, co-ordinated by the CCGs and BHFT, has been drafted for NHS England. This plan proposes that staff currently employed by BHFT will develop an Intensive Support service for community provision. This will happen alongside commissioning new care services and accommodation for this high needs cohort of people. This should reduce reliance on in-patient beds. The proposal is to start the transformation in September 2016.
- 4.4 There are approximately six Reading resident in-patients of this cohort at any one time. Some are long term in-patients. They have been admitted to Prospect Park wards or placements in hospitals in other boroughs. There is a lack of suitable community based accommodation and specialist care provision in Berkshire for these people. As the numbers needing this very specialist provision are low (currently a couple of people a year in Reading) it is planned to partner the neighbouring local authorities to attract providers to either move in new services to the area or to upskill existing services and staff.
- 4.5 The Joint Transformation plan proposes joint Personal Health and Care Budgets for people leaving assessment and treatment units and a partnership of the local authorities to commission new services together. This should run alongside the BHFT development of the new Intensive Support service which will help people to remain in the community.

#### 5. CONTRIBUTION TO STRATEGIC AIMS

- 5.1 The plan contributes towards the following Reading Borough Council strategic priorities:

Priority 1 - Safeguarding and protecting those that are most vulnerable  
Priority 2 - Providing the best life through education, early help and healthy living

- 5.2 The plan is incorporated into the Learning Disability Strategy agreed by ACE February 2016.

#### 6. COMMUNITY ENGAGEMENT AND INFORMATION

- 6.1 The West of Berks working group has a Carer representative and is planning engagement with patients, service users and carers over the next few months.
- 6.2 The plan will be published on the Reading Borough Council website subsequent to the plan being signed off at the Adults, Children and Education Committee.

7. EQUALITY IMPACT ASSESSMENT

7.1 The main changes are related to services currently provided by BHFT. Reading Borough Council will continue to support people with Learning Disabilities and behaviour that challenges in residential and supported living provision within the community. The intention is to increase provision within Berkshire so that people can remain near their homes and families.

8. LEGAL IMPLICATIONS

8.1 This work complies with The Care Act 2015.

9. FINANCIAL IMPLICATIONS

9.1 The people within this cohort have very high needs and are the highest cost placements for the Disability Team. Most care packages are part funded by Health budgets. Proposals for joint budgeting will need to be considered as they emerge.

10. BACKGROUND PAPERS

10.1 None

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF ADULT CARE AND HEALTH SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	2 MARCH 2016	AGENDA ITEM:	9
TITLE:	RIGHT FOR YOU		
LEAD COUNCILLOR:	COUNCILLOR EDEN	PORTFOLIO:	ADULT SOCIAL CARE
SERVICE:	ADULT SOCIAL CARE	WARDS:	ALL
LEAD OFFICER:	MELANIE O'ROURKE	TEL:	0118 937 4053
JOB TITLE:	HEAD OF ADULT SOCIAL CARE	E-MAIL:	Melanie.o'rourke@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide ACE with a summary of the pilot being run in Adult Social Care to transform the approach to social care to promote independence, wellbeing and improved customer satisfaction. The report provides an early indication of the potential financial benefits of this approach matched against activity data. The report goes on to update ACE about the next steps of this pilot approach known as Right For You.

2. RECOMMENDED ACTION

That ACE Committee:

- 2.1 Note the Right for You approach and the potential customer care and financial benefits it has to the way we offer adult social care services and receive further updates as the project develops.
- 2.2 Approves the progression of the project to Phase 2.

2. POLICY CONTEXT

- 3.1 As you will see in this report, the Right For You model focusses on wellbeing as well as eligible need by "helping people to help yourself" by connecting to local and neighbourhood services so preventing the need for further state funded provision. The Care Act creates a new statutory duty for local authorities to promote the wellbeing of individuals. This is a guiding principle for the way in which local authorities should perform all of their care and support functions.

With this in mind the council is currently consulting on the ADULT WELLBEING POSITION STATEMENT 2016, which states,

*“The need to invest in preventative services to delay people’s need for social care and health services is widely recognised as key to ensuring that care services are to be sustainable into the future. The challenge of reduced budgets alongside population growth means we need to achieve a significant shift in emphasis across parts of our service offer, and develop our understanding so that we can target our approaches ever more effectively”.*

## 4. THE PROPOSAL

### 4.1 Current Position

Since the Community Care Act in 1990, social care services adapted to a Care Management approach, whereby the social care professional would assess the individual and identify the things that they were unable to do, and determine what ‘services’ they could commission fitting the needs into the services available. The role of the ‘Care Manager’ was the expert who determined how the care would be provided.

The onset of the personalisation agenda, focused the role of ‘expert’ on to the individual, through the use of direct payments, but classically this continued to be provided by very traditional services.

Right for You is an approach which Adult Social Care are currently piloting which promotes a personalised approach through different conversations with people to connect them to their local community and provide timely support in crisis or short term situations before planning for the longer term.

It will support the transformation of the service by fundamentally shifting the organisational culture from one of providing services and meeting needs, to focusing on what will make a difference for the individual concerned and connecting them with their local community. By doing so, it will inform a reshape of Adult Social Care Services.

### 4.2 The model

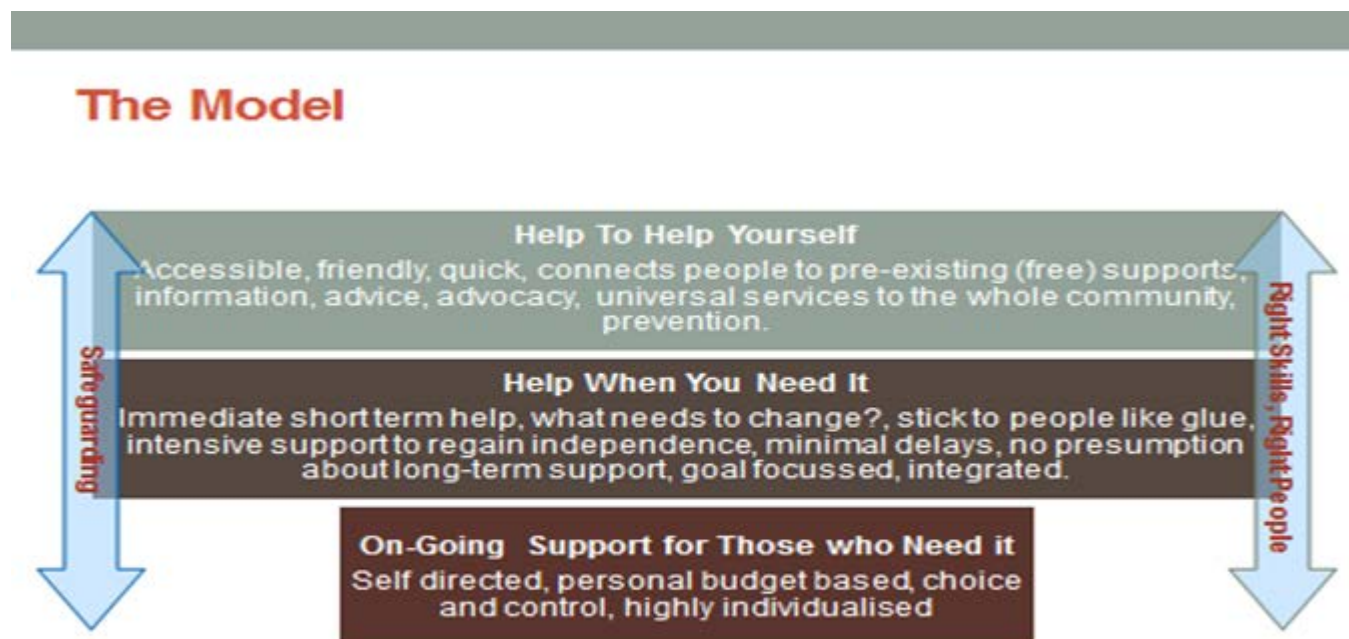
The Right for You (R4U) model has been coproduced with the community teams to radically shift the approach based on a ‘3 tier conversation model’. Although owned by Reading professionals R4U is based on tried and tested methodology, and other Local Authorities have reported both service improvements and effectiveness.

**Tier 1 - Help to help yourself** by connecting people to their local community to provide support.

**Tier 2 - Help when you need it** by supporting people when they are in crisis or require short term support by ‘sticking to people like glue’ and not planning for the longer term, until short term support has been tried and the crisis managed.

**Tier 3 - Ongoing support** for those who need it, by a personal budget where appropriate.

Table 1: The Three Tier Model



This approach aims to -

- ✓ move away from assessment and eligibility to one of prevention and independence;
- ✓ build on a person's strengths and look at what support systems the person has that can support them;
- ✓ don't make long term decisions in a crisis;
- ✓ continuity of care by staying connected to the person through the support, rather than different professionals becoming involved at different stages.
- ✓ connect the individual to their local community to support them;
- ✓ promote wellbeing

#### 4.3 Phase 1

Phase 1 of the project involves the approach being tested in 2 innovation sites, one is covering all people who do not currently receive a service from Adult Social Care who approach us with a new issue and the other is neighbourhood based and is covering the postcode area RG2. The innovation sites have been run from 2<sup>nd</sup> November 2015 and 16<sup>th</sup> November 2015 respectively.

#### 4.4 Evaluation

The early outcomes are showing that -

- ✓ Customers are reporting higher levels of satisfaction
- ✓ individuals are receiving a quick response and being connected to their community. People do not wait for a response from either innovation site and thus this is having a very positive impact on waiting lists.
- ✓ the numbers of people going on to receive ongoing support is low. Refer to financial benefits section.

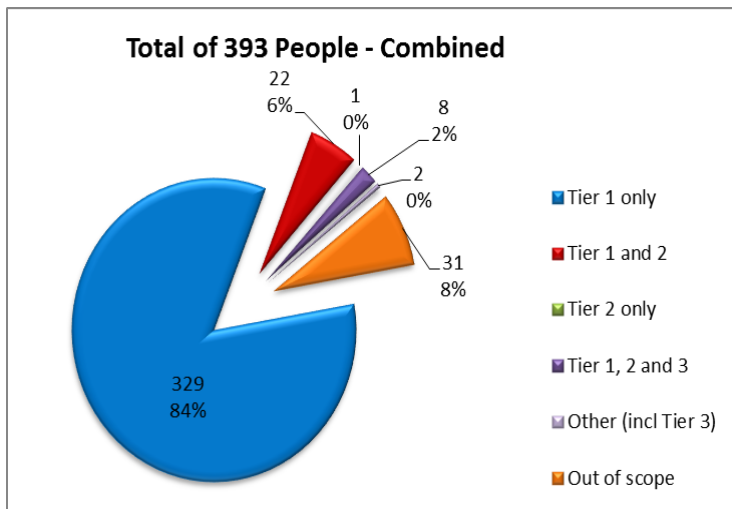
- ✓ workers are reporting a higher degree of satisfaction and say it is having a positive impact on their wellbeing.

#### 4.5 Activity data

Based on 3 months data there have been 393 people who have had a R4U ‘conversation’. These are the number of new referrals.

4.6 The following is a breakdown of what tier of conversation was held. (Please refer to description in the table).

Table 2.



4.7 The conversion rate, i.e. of the total number of people ‘ended’, how many have gone onto receive long term support, is currently 1:29. As the numbers increase this may reduce as the cohort is extended to potentially more challenging people where the approach hasn’t yet been tested in Reading.

The people who receive equipment and adaptations are not classed as receiving long term support but would be annually reviewed (minimum) to ensure needs are being met.

#### 4.5 Next steps

Phase 2 will involve the setting up of further innovation sites to test the approach in different circumstances. These will run for 3 months. A further evaluation will take place. If the evidence continues to support this approach, phase 3 will involve an upscaling to Adult Social Care Services with a provisional implementation date of 2017.

#### 4.6 Opportunities

The Right For You model has synergies with the Neighbourhood Clusters programme which has been part of the Better Care Fund (2015). This is in terms of providing early supported intervention. The Reading Integration Board is monitoring the developments of the Right for You pilots. The Board will explore opportunities for the Right For You pilots to be aligned to Primary Care and Community nursing to help those with complex long term conditions, which will improve outcomes and the experience of individuals.



## 5. CONTRIBUTION TO STRATEGIC AIMS

The proposals outlined in this report are consistent with the corporate plan 2016 - 2019 -

- Safeguarding and protecting those that are most vulnerable
- Providing the best life through education, early help and healthy living
- Remaining financially sustainable to deliver these service priorities

## 6. COMMUNITY ENGAGEMENT AND INFORMATION

- 6.1 As R4U is in pilot phase, community engagement has not widely taken place and has been focused on key groups who R4U interact with.
- 6.2 Service user feedback is being sought from people who have been seen through this approach, and will shape the further development of the pilot sites. This is via a questionnaire with support to complete from a worker.
- 6.3 If the approach is adopted wider community engagement will take place.

## 7. EQUALITY IMPACT ASSESSMENT

- 7.1 Not completed at this stage.

## 8. LEGAL IMPLICATIONS

8.1 The Care Act 2014 gives a 'prevention and wellbeing' duty and a statutory duty to assess if someone appears to have care and support needs. The Right for You approach supports our prevention and wellbeing duty through the tier 1 and 2 conversation and if an individual has ongoing care and support needs at tier 3, a needs assessment will be completed.

## 9. FINANCIAL IMPLICATIONS

- 9.1 There would appear to be some opportunities to prevent spend rather than create savings, by adopting the Right for You approach. This is based on a number of caveats -
- The project has been running for only 3 months and as such the sample being used to evidence benefits is small. There is very limited information for financial modelling. The sample used considers only people who have been 'ended' in the system where we know the outcome. There are a significant proportion of people who are still being worked with and therefore we do not know the end outcome of the intervention so some of these people have the potential to move to ongoing support.
  - The data used being reliable - some validation of this has taken place but further work needs to happen to ensure it is robust.
  - The cohort being seen by Right for You (or mental health/most learning disability) does not include a significant number of hospital discharges or

safeguarding referrals, so some of the more complex and potentially costly cases may not be seen by Right for You within the current cohort.

- It is not known what the impacts are in the long term. It is predicated that the Right for You approach is delaying the need for long term support, but how long it is being delayed for is not known at this stage.

9.2 Based on the caveats above the financial benefits have been worked out on the following assumptions.

### 9.3 Financial implications for residential care

During the baseline period there was an average of 2.75 Residential placements per month from the cohort of clients where the Right for You approach was not adopted. No clients assessed under the Right for You pilot have moved into residential care.

	Non Right for You approach	Right for You approach
Number of people placed in Residential Care per month	2.75 £1,650	0 = £0.00

It is indicated that the Right for You approach is providing support to people to enable them to be maintained at home.

It is not known whether this is a permanent change or whether it is just delaying the move to a residential placement.

Based on the information, assuming the Right for You approach delays entry to a residential placement by 6 months, on 50% of the cases that would normally have gone straight to residential care it is hoped that the project can achieve a financial benefit of around £125,000 per year.

### 9.4 Financial implications for homecare

In the baseline data between 1/3 and 1/2 of all contacts that ended with a package received homecare. The average homecare package for all users on Mosaic is set at around £200 per week.

Current activity from Right for You shows a significant reduction in the number of people receiving a homecare package.

As the data is limited, the analysis is based on Right for You being able to provide a 10% reduction in the amount of homecare following the Right for You intervention (delayed for 6 months). This would provide a financial benefit of £120,000 per year.

This figure looks at new cases, and does not take into account existing clients where the R4U intervention has prevented an increase in the package.

## 9.5 Costs

There have been very few costs currently attributed to the Right for You project and the use of Community Reablement Team for some of the intervention work does not increase the cost to the Council.

£4,000 has been committed on Mosaic external packages for Right for You and work is underway to monitor spend through the credit cards, equipment and adaptations budget.

Based on this, the yearly expenditure could be around £20,000

## 9.6 Predicated financial benefits on the current cohort

Based on the caveats stated it is forecast that there will be £225,000 (excludes costs) prevented expenditure over a full year, based on the current cohort which is 36% of the total of new referrals.

If this approach is up scaled, further benefits are predicted. The extent of the benefits will be dependent on the cohort and data will need to be collected for a minimum of 3 months before giving an early indication of benefits.

## 10. BACKGROUND PAPERS

10.1 None.

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN'S, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	2 MARCH 2016	AGENDA ITEM:	10
TITLE:	UPDATE ON EDUCATION PERFORMANCE 2014-15		
LEAD COUNCILLOR:	CLLR JONES	PORTFOLIO:	EDUCATION
SERVICE:	EDUCATION	WARDS:	ALL
LEAD OFFICER:	AUSTIN McNAMARA	TEL:	0118 9374240
JOB TITLE:	INTERIM HEAD OF EDUCATION	E-MAIL:	<a href="mailto:austin.mcnamara@reading.gov.uk">austin.mcnamara@reading.gov.uk</a>

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1 This is an update of the report presented to the ACE Committee on 5 November 2015 (which is attached as Appendix1).

1.2 The academic year 2014-15 saw another year of extensive change in Education with schools preparing for the introduction of new benchmarks for GCSE performance. Following the publication of the nationally validated data in January 2016, this report considers the performance of schools in Reading for the academic year 2014-15 at two stages:

- Key Stage 4 (end of compulsory secondary age, typically GCSE qualifications)
- Key Stage 5 (end of sixth form education, typically GCE 'A' levels)

It also focuses on the attainment of looked after children and on the gaps in attainment between certain vulnerable groups of children and their peers.

1.3 The overall Reading performance is compared with both national standards and statistical neighbours (SN) benchmarks. Statistical Neighbours are those Local Authorities that are statistically similar to Reading. Our statistical neighbours were changed for 2014-15 so trend information needs to be considered in that context.

1.4 The Council is committed to working in partnership with schools so that all children in Reading can benefit from an excellent education. The 2014/15 results show progress towards the goals set in our Raising Achievement Strategy, with improvements against the national average in many areas. However other parts of the country have been making accelerated progress and in some cases Reading's improvements have been out-stripped by other Local Authorities.

1.5 Reading schools have been working with a specific focus to reduce the attainment gaps between certain under-performing groups and their peers, as relevant to the individual school. Overall these gaps did not reduce during 2014/15, despite absolute levels of achievement improving for all groups of children, and more work is required to further accelerate the progress of these groups. Action Plans for the most vulnerable groups of children are now being put into place.

- 1.6 There was a focussed Ofsted inspection of the local authority's school improvement service early in the academic year 2014-15. That identified the need for the local authority to be clearer about its approach to helping all schools achieve consistently good practice while supporting and challenging those schools where standards were not good. The Lead and Regional HMI have subsequently met with the Head of Education and the Senior School Partnership Adviser and are now more confident that the strategies being employed by the Local Authority are robust.
- 1.7 Even though there is an increasingly diverse educational landscape, the Council continues to be responsible for ensuring that all pupils in the borough access a high quality education and achieve their full potential regardless of the type of school they attend. For maintained schools, that includes the responsibility and authority to intervene as required. For academies the Local Authority has no direct power of intervention but is working closely with Ofsted, the Regional Schools Commissioner and the DfE Academies Division to ensure that underperformance is effectively challenged and that schools are given the necessary support to improve for the benefit of all pupils.

## 2. RECOMMENDED ACTION

COMMITTEE is asked to:

- 2.1 Note the levels of performance at each of the two key stages as set out in section 4 and recognise all pupils who have worked hard in the last academic year, along with the staff in Reading's schools.
- 2.2 Note that, while Reading's absolute level of attainment in the secondary phase is above national average levels, the benchmark attainment levels are declining in line with national trends and more work is required to ensure that Reading compares more favourably with other local authorities across all measures.
- 2.3 Note that the national comparative information for children who are looked after by the Local Authority is yet to be published and that a further specific report will need to be presented.
- 2.4 Recommend that updated versions of the Raising Attainment Strategy and the School Effectiveness Guide are presented to a future ACE Committee before July 2016.

## 3. POLICY CONTEXT

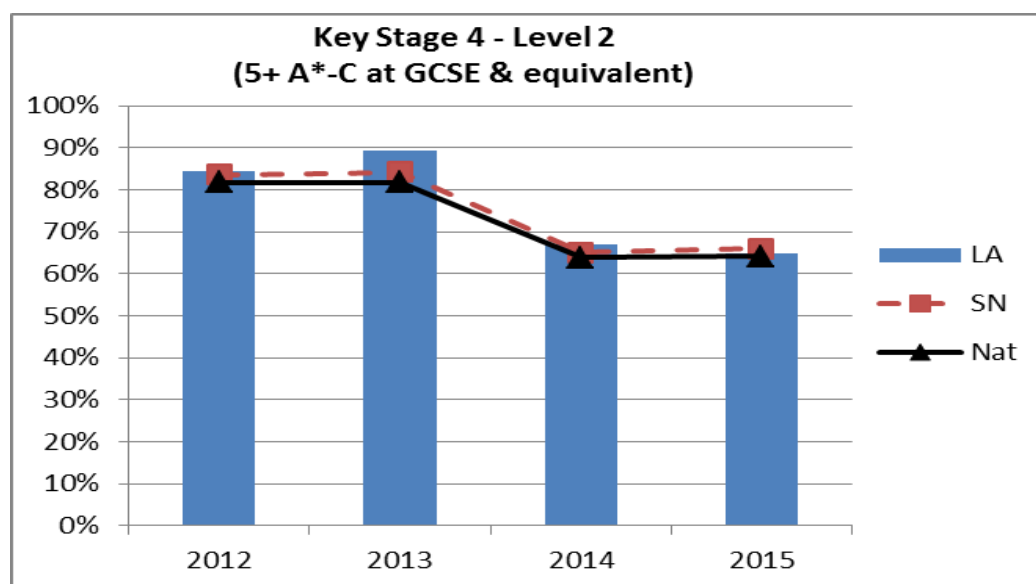
- 3.1 All pupils are subject to a number of tests at the end of each phase during their time at school which determine school performance against national benchmarks in terms of grades (achievement) and progress made from various starting points (progress).
- 3.2 The Government has set minimum standards at key stage 4. The current Floor Standard is 40% of pupils achieving 5 or more A\*-C grades at GCSE including English and Mathematics. This is evolving to the Progress 8 measures which will be used across the country for the academic year 2015/16 and beyond (see Appendix 2).
- 3.3 Reading's results at all stages are compared with both the national benchmarks and averages and those of our statistical neighbours: 10 other local authorities that are considered to be statistically similar to Reading. The statistical neighbours have been changed for 2014/15 and therefore comparisons with previous years need to be treated with some caution.

- 3.4 Each school is the responsible data owner for its own pupil level data. However all schools in Reading have entered into a data sharing agreement that allows an aggregated analysis to be provided in this report. The report uses a common format for graphs, showing data for the last four academic years for three sets of data: the Local Authority (the columns); the National average (solid line); and the statistical neighbour performance (dotted line).
- 3.5 The figures used in this report have now been nationally validated and the comparative data has been taken from data published by the Department for Education.

#### 4. THE PERFORMANCE

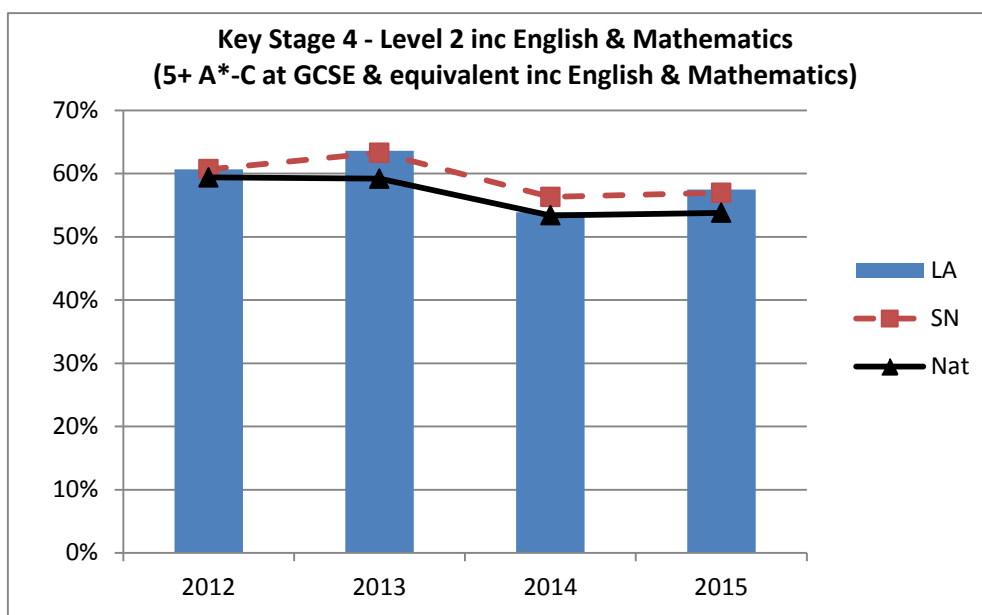
##### Key Stage 4: Secondary GCSE and Equivalent Results

- 4.1 The 2013-2014 academic year was a period of major upheaval in GCSE results due to national changes that included the removal of January exams, the reduction in the range of “equivalent” qualifications and continued curriculum change. This led to a wide variation in results at both local authority and school level, and this continued into 2014-2015. Comparing Key Stage 4 figures historically has become more difficult over the last 2 years (2014 and 2015), following the implementation of the recommendations made in Professor Wolf’s independent review of vocational education. The Key Performance Indicators were altered to include a third academic GCSE, and the nature of vocational qualifications has been changing to include a terminal examination within their assessment framework. It is possible to compare 2015 to 2014, but in these volatile circumstances it is more difficult to predict trends for schools and local authorities. The following graph shows the proportion of pupils achieving five or more GCSEs at grades A\* to C. The absolute fall reflects the national picture, and Reading remains just above the national average. However Reading is now ranked in 98<sup>th</sup> position out of 151 local authorities on this measure, compared to 64<sup>th</sup> position last year. We have also moved down to 6<sup>th</sup> out of our 10 statistical neighbours, compared to 4<sup>th</sup> last year.



- 4.2 The key performance measure of 5 or more A\*-C grades including English and Mathematics, which is the national benchmark with a floor target of 40%, has also seen a fall across the country over the past two years. The graph below shows that Reading’s results have held

up reasonably well, with performance significantly above the national average. However this masks our relative position against our statistical neighbours, dropping from 3<sup>rd</sup> to 4<sup>th</sup>, and our position in relation to all local authorities, where Reading's ranking is now 72<sup>nd</sup> compared to 45<sup>th</sup> last year (out of 151).

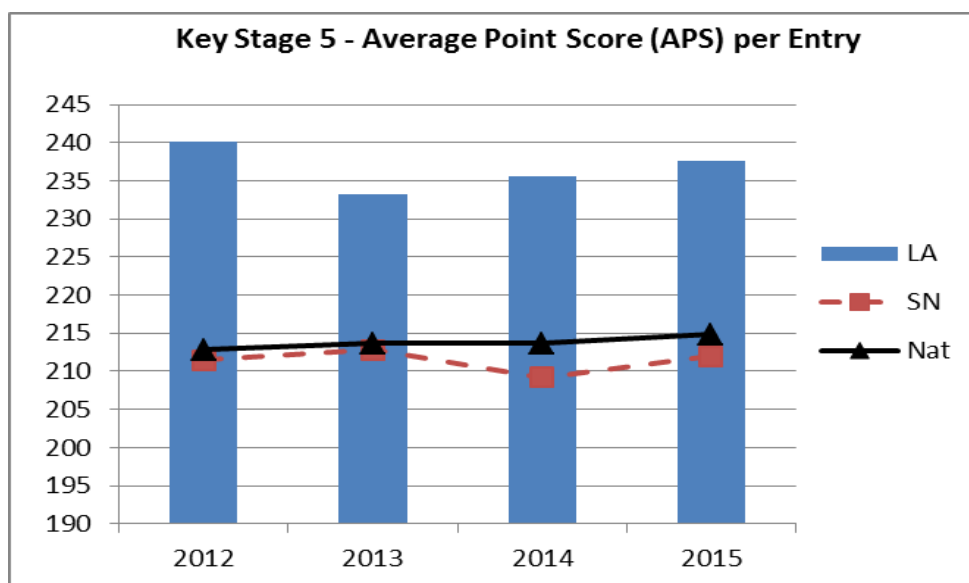


- 4.3 The measure of Expected Progress is one that links closely to the new measures and shows that Readings' ranking last year fell in both English (from 21<sup>st</sup> to 44<sup>th</sup>) and in Maths (from 58<sup>th</sup> to 87<sup>th</sup>). The percentage of students making the expected level of progress in English fell from 80.5% to 75.7%; in Mathematics there was a drop from 68.1% to 67.4%.
- 4.4 For this academic year, secondary phase performance will be judged on new measures including "Progress 8". This measure is outlined within Appendix 2.
- 4.5 Schools have been able to 'opt in' to the new accountability system one year early, based on this year's results. Reading Schools have been anonymised in the table below, as some schools have decided not to opt in to the publication of their Progress 8 results this year. As explained in Appendix 2, a score of 0 indicates that on average pupils made progress between Key Stage 2 and Key Stage 4 in line with national expectations.

School	Progress 8 Score
A	0.73
B	0.70
C	0.17
D	0.01
E	-0.16
F	-0.17
G	-0.43
H	-0.52

Key Stage 5: Sixth form and college results

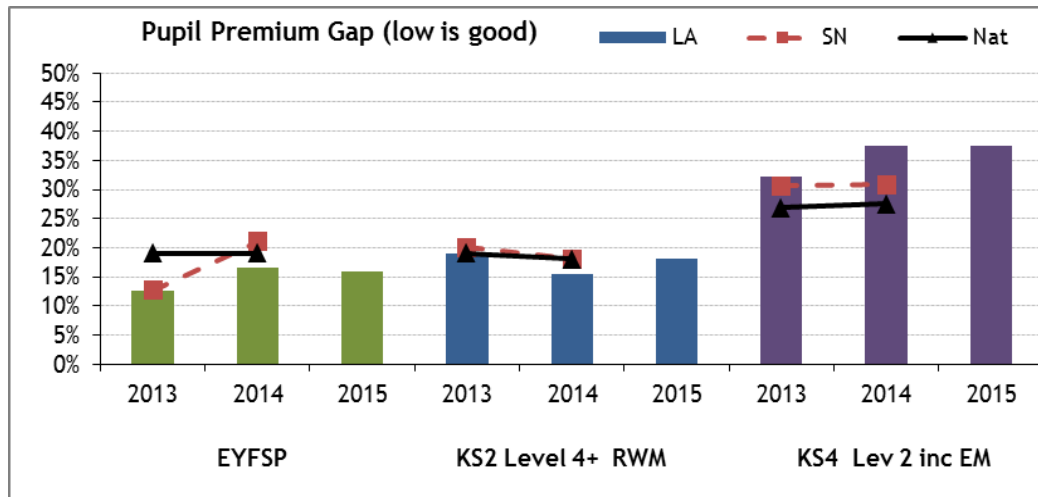
- 4.6 Reading schools continue to lead the way nationally in this area due to the over-representation of the two grammar schools in the figures. Measured by average point score, either per entry or per candidate, Reading continues to be well above the national average. Reading is ranked 1<sup>st</sup> out of 152 local authorities on all counts in relation to Average Points Score (APS) by students achieving all Level 3 qualifications, except for female students, where we are ranked 2<sup>nd</sup>. In relation to our Statistical Neighbours we are 1<sup>st</sup> on all criteria for APS by students achieving Level 3 qualifications. The graph below indicates a small rise in absolute results against a very high bar.
- 4.7 The percentage of students achieving 2 or more passes of A Level equivalent has risen from 96.6% to 98.4%, with a ranking of 1<sup>st</sup> against our Statistical Neighbours and 6<sup>th</sup> across all Local Authorities.



#### Reading Priority: Narrowing the Gap

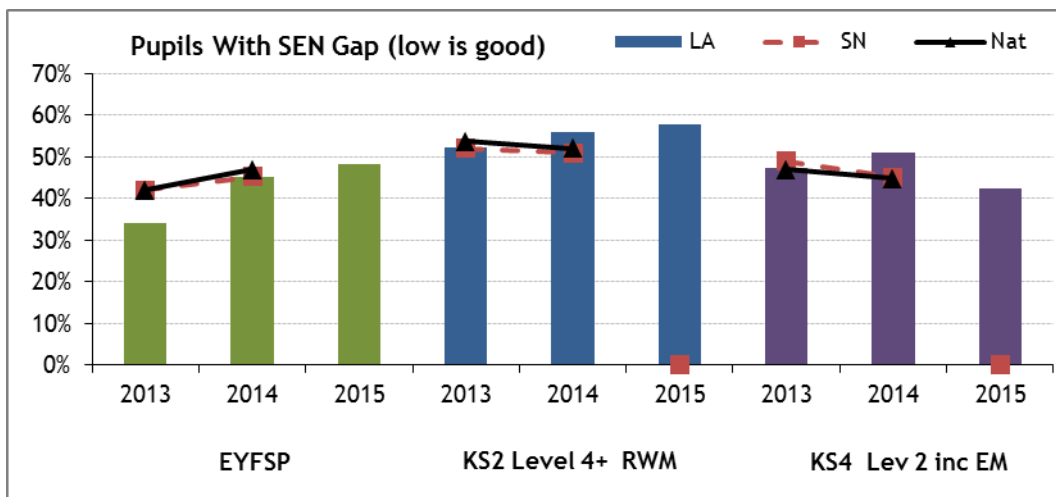
- 4.8 A local priority for Reading has been to narrow the outcome gap for three particular groups of pupils: those eligible for Free School Meals; those with Special Educational Needs; and those from ethnic groups that are doing less well than the average in Reading.
- 4.9 The introduction of the early years Pupil Premium in April 2015 alongside the Pupil Premium for families eligible for Free School Meals provides schools with direct funding, which schools and setting are able to use to intervene for this group and make a difference. This has been widened to include families who have been eligible at any point in the six years of primary school, known as “Ever 6” and children of Service families. The local authority constantly monitors these groups.
- 4.10 In Reading we have identified that there are three groups of children from black and minority ethnic (BME) communities who generally do less well than the average. These pupils are of Pakistani, Black Caribbean and Mixed White Black Caribbean heritage. We are able to make comparisons on a national level for these groups.
- 4.11 The following graph shows the Early Years Foundation Stage Profile (EYFSP), Key Stage 2 and Key Stage 4 gap between pupils eligible for Pupil Premium and those not eligible.



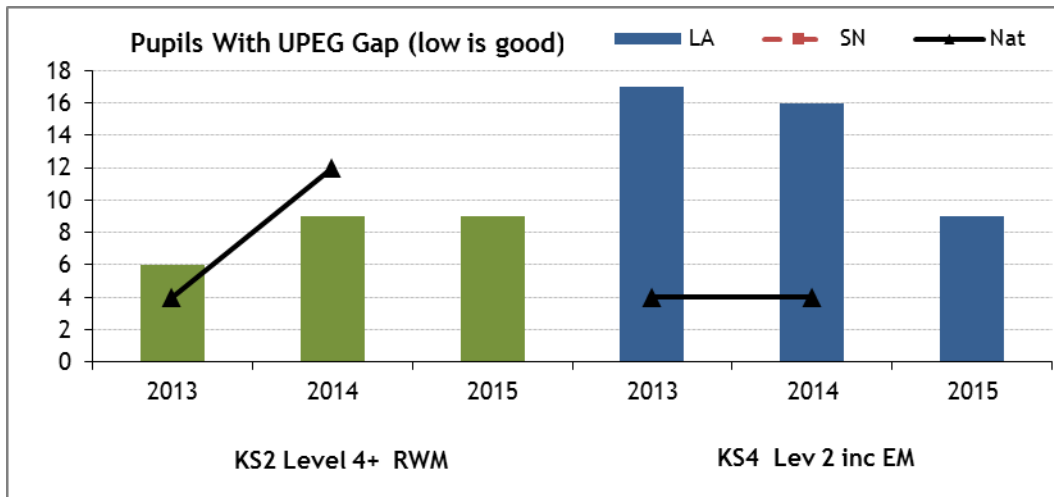


4.12 There is little reduction in the gap for those eligible for the Pupil Premium, although the absolute level of performance for this group has risen broadly in line with the headline improvements across the borough.

4.13 The following graph show the EYFSP, Key Stage 2 and Key Stage 4 gap between pupils with Special Educational Needs and those without.



4.14 The following graph shows the Key Stage 2 and Key Stage 4 gap between pupils from underperforming ethnic groups and their peers.



- 4.15 The significant fall in the Key Stage 4 gap between pupils from underperforming ethnic groups and their peers is to be welcomed and there is much good practice to be shared to ensure that the positive trend is maintained.
- 4.16 All schools who buy into the Local Authority data analysis service are provided with a detailed breakdown of these gaps for their school and are challenged by their School Partnership Advisor to explain how the school is addressing any shortfall and reflecting that in the school improvement plan and objectives. These plans are then monitored by governors and reported back to the Local Authority as appropriate.

#### Children Looked After by the Local Authority

- 4.17 Comparative information on the outcomes for children looked after by local authorities, normally made available through the Statistical First Release (SFR) from the Department for Education, will not be available until March 2016 due to specific changes that will be made to that publication. One of the key measures in the publication was the attainment gap between looked after and non-looked after children at the various key stages. However this did not take into account the high levels of special educational needs (SEN) in the looked after population, so this year's figures will include attainment breakdowns by SEN provision to provide greater context to the figures.
- 4.18 In 2014/15 there were 171 looked after children supported by the Virtual School. 63 of these were of primary age (16 in-borough and 47 out-of-borough); 62 were of secondary age (16 in-borough and 46 out-of-borough); and 46 were post-16 students (25 in-borough and 21 out-of-borough).
- 4.19 Of all the children looked after, 64% were in receipt of SEN support and 27% had an Education, Health and Care Plan (EHCP) or statement of SEN.
- 4.20 Results for children who were looked after for a full year from 2014 to 2015 show an improved picture at Key Stage 4, where 22% achieved 5 or more grades A\*-C including English and Mathematics at GCSE. This has been a key area of focus, demonstrating an improvement on last year and remaining above the 2014 national figure of 12%.

(Please note that national comparators for 2015 will not be available until after March 2016)

Looked After children	Local Authority			National		
	2013	2014	2015	2013	2014	2015
EYFSP - Good Level Development	9%	17%	0%	-	-	-
Phonics - Year 1	-	33%	40%	-	-	-
KS1 Average Point score	14.3	12.8	10.5	12.9	13.1	-
KS2 RWM L4+	67%	33%	33%	45%	48%	-
KS4 5+ A*-C EM	13%	19%	22%	16%	12%	-

#### 4.21 Numbers of students achieving qualifications at KS4:

Criteria	2012	2013	2014	2015
Number in Year 11	19	19	21	21
Number who took 1 qualification	17	19	21	18
1+ GCSE or equivalent A* - G	12	17	19	18
5+ GCSE's or equivalent A* - G	11	13	11	14
1+ GCSE or equivalent A* - C	10	12	8	10
5+ GCSE's or equivalent A* - C	7	9	4	4
5+ A* - C with English and Maths	1	2	3	4

While our aspiration is that looked after children achieve as well as their peers, it is nevertheless pleasing to note that the number of students achieving 5 or more GCSEs at grade A\* to C with English and Mathematics has continued to improve over the last four years and that the number achieving 5 or more grades A\* to C at Level 2 has been maintained post-Wolf.

- 4.22 Key Stage 2 results remained constant at 33%, with 67% of children achieving two or more levels of progress. However the Key Stage 1 average point score declined, although 80% of children had an identified special educational need. Phonics results improved from 33% to 40%.
- 4.23 In the Early Years Foundation Stage no child achieved the expected level in all five areas required to achieve a Good Level of Development and this is an area of focus, working in partnership with the Early Years team and the newly appointed LAC Education Adviser.

## 5. CONTRIBUTION TO STRATEGIC AIMS

- 5.1 An effective education system is crucial to the success of Reading as a place to live and work. A good quality education is essential for our young people to gain the skills and qualities necessary to become economically active.
- 5.2 A key focus over the coming months is the implementation of the Raising Attainment Strategy through the establishment of the schools-led Reading Educational Excellence for All Partnership (REEAP). The Partnership has now been initiated, and both the wider Partnership Board and a smaller Executive Board have met. Three working groups are in the process of being established to address the following priority issues:
- An Aspiration Working Group (focussing on the most vulnerable groups)
  - A Recruitment and Retention Group
  - A Leadership and Management Group

These priorities reflect the strategic aims of Reading Borough Council.

- 5.3 The School Effectiveness Guide, which was considered by the ACE Committee in November 2015, and is currently being updated along with those aspects of the Raising Attainment Strategy that underpin the aims and protocols of the Partnership. It is recommended that this is brought back to Committee by July 2016

## 6. COMMUNITY ENGAGEMENT AND INFORMATION

- 6.1 It is a clear expectation of all schools that they assess, track and monitor pupil attainment and progress and Reading provides a comprehensive analysis of each school's performance.
- 6.2 Headteachers and Governors have been given regular briefings and updates relating to the national and local picture and to our performance in relation to our statistical neighbours. The most recent of these was in January 2016.
- 6.3 For Category 3 schools with the lowest performance, regular progress reviews have been introduced. These bring the Headteacher, Chair of Governors, Senior Adviser, Head of Education and the School Partnership Advisor together to review progress against a very specific, agreed plan. These meetings have been further improved through an increased challenge and with clearer information being required from both the school and the School Partnership Advisers, following both Ofsted focussed inspections and monitoring visits.

## 7. EQUALITY IMPACT ASSESSMENT

- 7.1 Paragraphs 4.11 to 4.23 detail the focus on key gaps within the results to ensure that all the under-performing groups of children receive the quality of education they need to succeed.

## 8. LEGAL IMPLICATIONS

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

## 9. FINANCIAL IMPLICATIONS

- 9.1 The increasing numbers of schools considering Academy conversion represents a risk to both the local authority budget and the Dedicated Schools Grant (DSG). When a school converts to an Academy, it retains any surplus budget from the DSG while any deficit is

left as a pressure for the DSG to be absorbed in-year. The local authority also experiences a reduction in the Education Support Grant effective from the month of conversion.

## 10. BACKGROUND PAPERS

- 10.1 Some statistics were compiled via data collected by all schools, including academies, which is shared with the local authority under the terms of a data sharing agreement. The schools remain the data controller for its information and as such the local authority has not reported on individual schools in this report.

## READING BOROUGH COUNCIL

## REPORT BY DIRECTOR of CHILDREN'S, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	5 NOVEMBER 2015	AGENDA ITEM:	25
TITLE:	EDUCATION PERFORMANCE 2014-15		
LEAD COUNCILLOR:	CLLR JONES	PORTFOLIO:	EDUCATION
SERVICE:	EDUCATION	WARDS:	ALL
LEAD OFFICER:	KEVIN MCDANIEL	TEL:	0118 9374240
JOB TITLE:	HEAD OF EDUCATION	E-MAIL:	<a href="mailto:Kevin.mcdaniel@reading.gov.uk">Kevin.mcdaniel@reading.gov.uk</a>

## 1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1 The academic year 2014-15 saw another year of extensive change and uncertainty in Education with schools preparing for: the removal of attainment levels; the introduction of new benchmarks for CGSE performance; and the introduction of an early years baseline. This report looks at the provisional performance of schools in Reading for the academic year 2014-15 at five stages:

- Early Years Foundation Stage (Reception year children)
- Key Stage 1 (Years 1 and 2)
- Key Stage 2 (Years 3 to 6, ending with "SAT"s)
- Key Stage 4 (end of compulsory secondary age, typically GCSE qualifications)
- Key Stage 5 (end of sixth form education, typically GCE 'A' levels)

1.2 The overall Reading performance is compared with the key benchmarks for national averages and floor standards. Where data is published, the performance is also compared with other authorities that are considered to be statistically similar to Reading, our Statistical Neighbours (SN). The statistical neighbours were changed for 2014-15 so trend information needs to be considered in that context.

1.3 The Council is committed to working in partnership with schools so that all children in Reading can benefit from an excellent education. At this meeting, the council has reported on the commitment of schools to the Reading Educational Excellence for All Partnership (REEAP) as a key element to achieving the goals set out in the Raising Attainment Strategy. The 2014-15 provisional results show continued progress towards the goals, with notable improvements against the national average in many areas. In particular the three year improvement rate for the Key Stage 2 attainment benchmark indicates that Reading is the 3<sup>rd</sup> most improved local authority area in England.

1.4 Reading schools have been working with a specific focus to reduce the performance gaps for a number of groups as relevant to the individual school. The gaps have not reduced this year, despite the absolute level of achievement growing for all groups and more work is required to further accelerate the progress of these groups in relation to their peers.

- 1.5 Reading has continued to grow the proportion of schools judged to be Good or Outstanding, with an increase of 6% to 77.8% at the end of July 2015. The council has full operational responsibility for Community schools, and almost 85% of those schools are judged to be Good or Outstanding.
- 1.6 There was a focussed Ofsted inspection of the local authority's school improvement service early in the academic year 2014-15. That identified the need for the local authority to be clearer about its approach to helping all schools achieve consistently good practice while supporting those schools where standards were not good. The results for 2014-15 reflect the positive improvement of that work and set the local authority on a stable foundation from which the ambition of the Raising Attainment Strategy can be achieved for the benefit of every child educated in Reading.
- 1.7 Committee will note that the Council is responsible for ensuring that all pupils in the borough can and do access education. For maintained schools, that includes the responsibility and authority to intervene as required. For Academy schools, the local authority has no power of intervention but is expected to challenge any underperformance and, if necessary report unresolved concerns to the Secretary of State for Education via the Regional Schools Commissioner.

## 2. RECOMMENDED ACTION

COMMITTEE is asked to:

- 2.1 note the levels of performance at each of the five stages as set out in section 4 and to congratulate all of the pupils who have worked hard in the last academic year, along with all of staff in Reading's schools.
- 2.2 note that there is evidence of sustained improvements over time in the early years and primary phase, although further improvement is required to secure the absolute level of achievement set out in the Raising Attainment Strategy.
- 2.3 note that while Reading's absolute level of attainment in secondary phase is above national average levels, the benchmark attainment levels are declining in line with national trends and more work is required to understand how Reading compares with other local authorities.
- 2.4 note the increasing proportion of schools that are achieving judgements of Good or Outstanding from Ofsted, especially in community schools, and ask the Regional Schools Commissioner to explain how similar improvements will be secured in the town's Academy schools.

## 3. POLICY CONTEXT

- 3.1 All pupils are subject to a number of tests at the end of each phase during their time at school which determine school performance against national benchmarks in terms of levels and grades (achievement) and progress made from various starting points (progress)
- 3.2 The Government has set minimum standards in Key Stage 2 (KS2) and Key Stage 4 (KS4). At KS2 the Floor Standard for 2014-15 was 65% of pupils achieving Level 4+ in reading, writing, mathematics and 2 levels of progress in reading, writing, and mathematics compared to the national medians in each subject. At KS4 the Floor Standard is 40% of pupils achieving 5 A\*-to C grades at GCSE including English and mathematics. This is

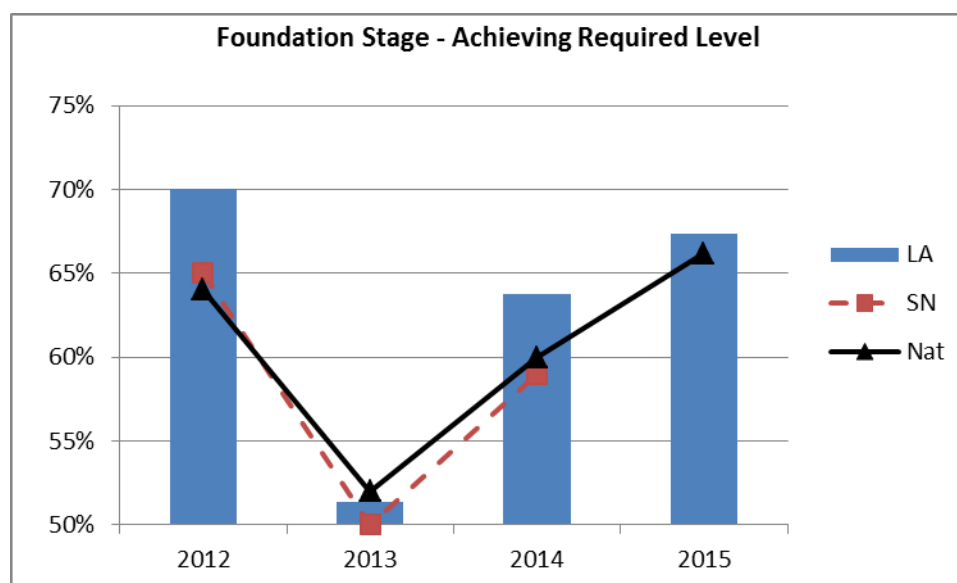
evolving to the Progress 8 measure which will be used across the country for academic year 2015-16.

- 3.2 Reading's results at all stages are compared with both the national benchmarks and averages and those of our statistical neighbours; 10 other local authorities that are considered to be statistically similar to Reading. The statistical neighbours have been changed for 2014-15 and therefore comparisons with previous years need to be carefully considered.
- 3.4 All schools are the responsible data owners for the pupil level data in their schools. All schools in Reading have entered a data sharing agreement to allow an aggregated analysis to be provided in this report. The report uses a common format for graphs, showing data for the last four academic years for three sets of data: the Local Authority (the columns); the National average (solid line); and the statistical neighbour performance (dotted line).
- 3.5 The data used in this report is not yet validated, a process which has been slowed by the national issues relating to GCSE results this summer. The comparative data has been taken from the Department for Education's first statistical release (FSR) in October 2015.

#### 4. THE PERFORMANCE

##### Early Years Foundation Stage

- 4.1 The benchmark for the Early Years Foundation stage changed in 2012-13 and it will change again from September 2017 when all schools will be measured by a new baseline assessment. In the graph below the 2012 results should not be compared with later years' results.



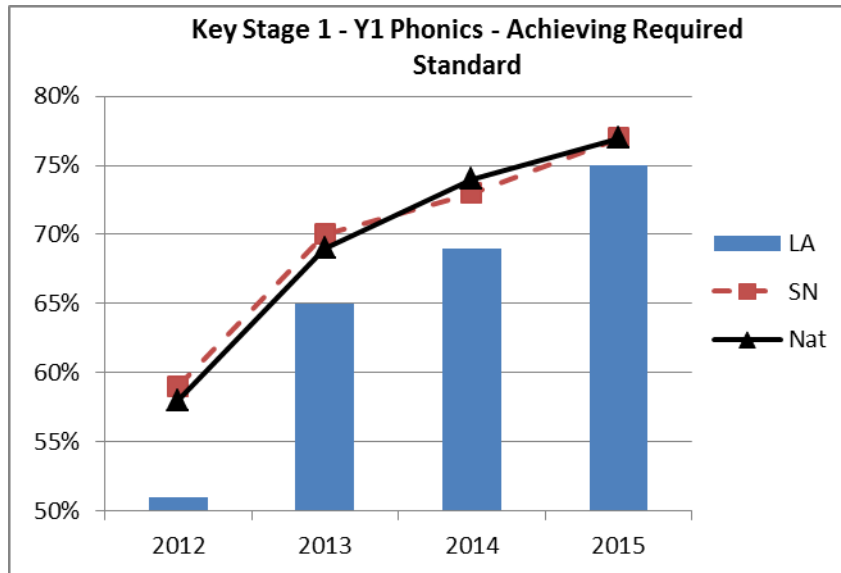
- 4.2 Reading's early years settings are to be congratulated on this 3% year on year rise and position above the national average. There is still work to do to secure performance in the top quartile, however the youngest pupils in our schools are being given a better start than ever before. Many Reading schools are running the EYFS and Baseline assessments simultaneously this year however future results will not be comparable as the Baseline assessments will take place with the children within the first 6 weeks they are in reception and we would expect a lower level of progress at that early stage.

Key Stage 1: Years 1 and 2 of the primary phase

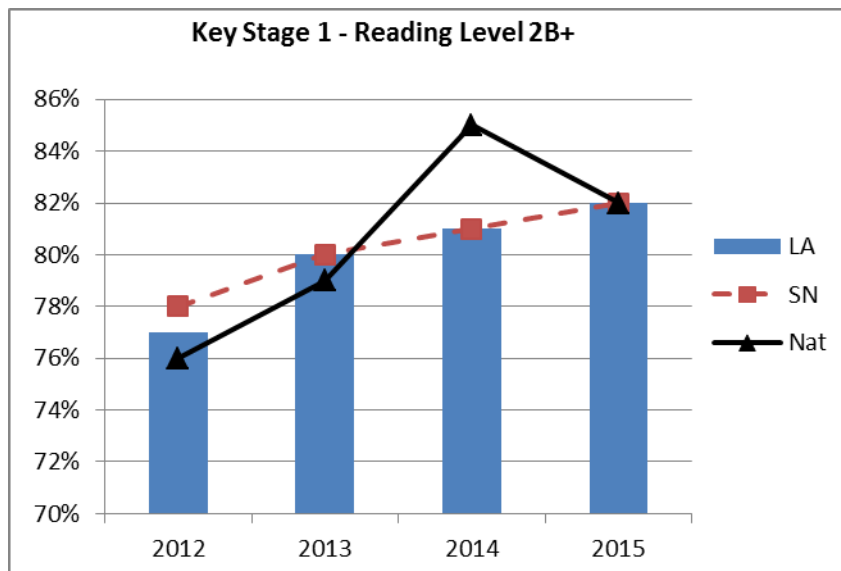
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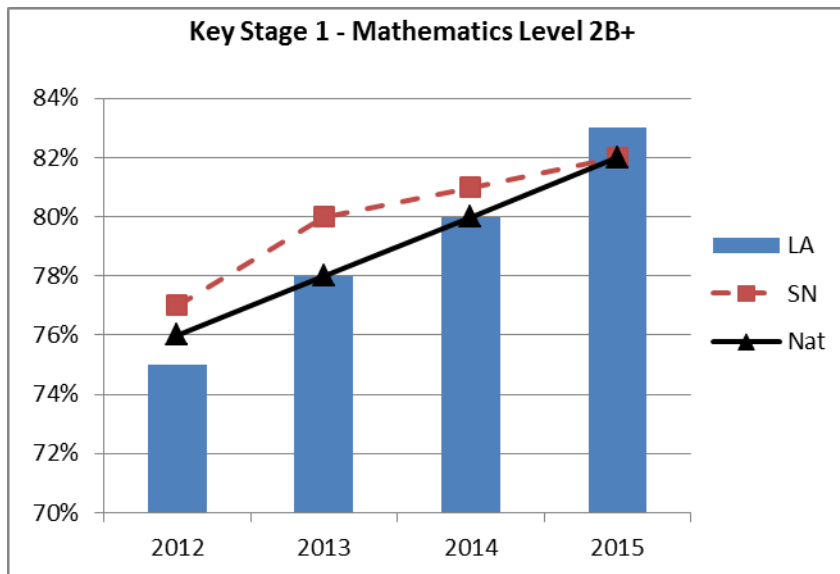
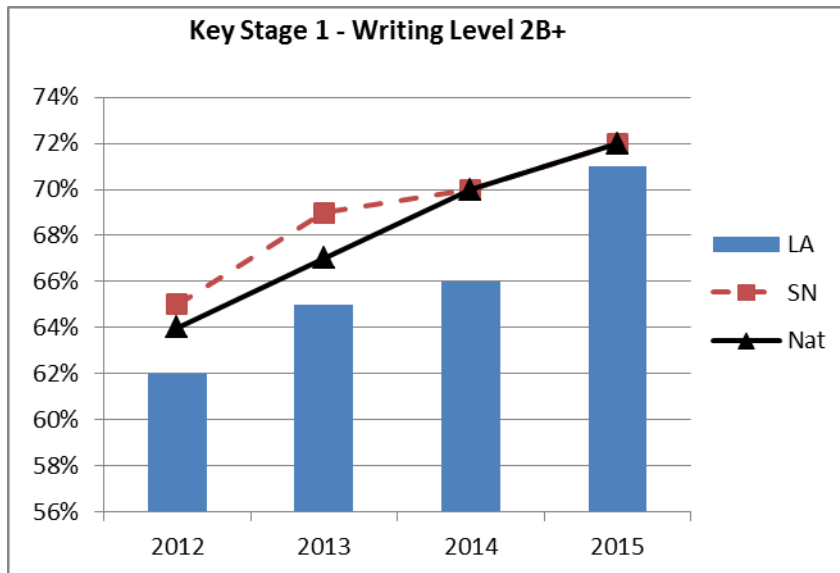


4.3 Achievement in Key Stage 1 (KS1) continues to improve in Reading schools. National standards are also rising and Reading schools are keeping pace with that trend. At the end of Year 1, the pupils undertake a “Phonics” screening check and the following graph shows an increase in performance of 6%, which has reduced the gap with the national average to 2% points. Pupils are required to be rechecked in Year 2 if they had not met the required level in Year 1. By the end of Year 2 the percentage of pupils that have met the required standard is 90% which is now in line with the national average.



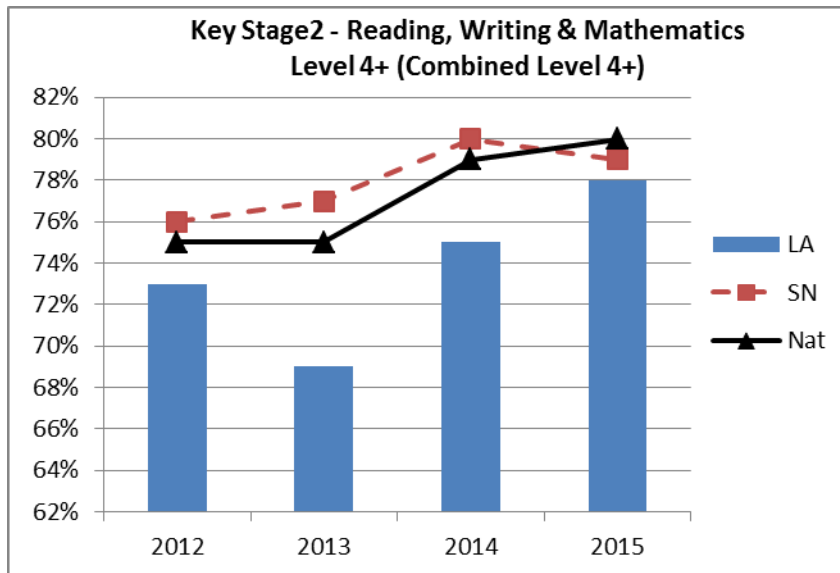
4.4 The following three graphs show the performance in reading, writing and mathematics at the end of KS1 (Year 2) at level 2b+. They all show continued year on year improvement over the last four years with similar increases nationally and within statistical neighbours. We need to accelerate the improvement in all areas to reach the target of being a top quartile authority by 2018.





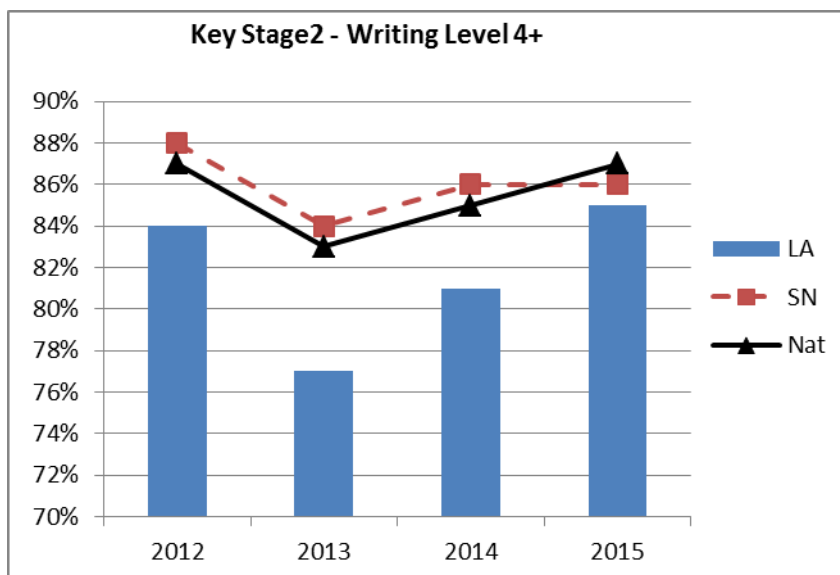
**Key Stage 2: Years 3 to 6 in Primary phase**

- 4.5 Pupils take tests (SATs) for reading and mathematics and are assessed by teachers in writing and science. Level 4+ is the current benchmark. However OfSTED and national data sets also now report on L4B+. Additionally pupils are expected to make a minimum of 2 levels progress from the end of KS1 and 3 levels of progress will normally be required to secure a Good or Outstanding judgement by OfSTED.
- 4.6 The national benchmark (and one aspect of the KS2 Floor Target) is the percentage of pupils achieving level 4+ in reading, writing and mathematics. The standard for 2014-15 is 65%. The 2012 to 2015 results are shown below:



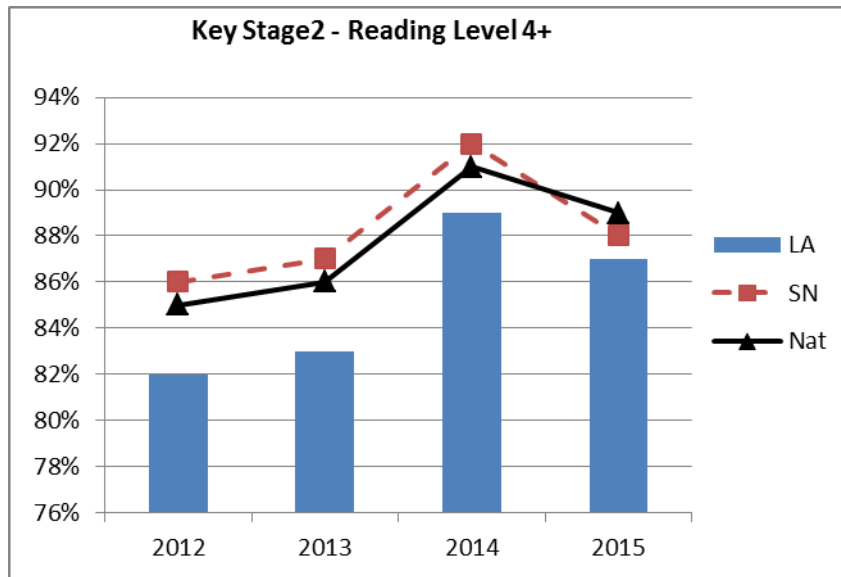
4.7 Our absolute performance has increased by 5% since 2012 and has recovered by 9% since 2013, while the gap to the national average has been reduced to 2%. The 2013 result ranked Reading at 149/150 for this measure: in 2015 that has improved to 105/150. Only four schools failed to meet the attainment aspect of the floor standard of 65% of pupils achieving L4+ in all three subjects. This is half the number of schools that missed the 2013-14 attainment level although it is worth noting that only half of those are the same schools.

4.8 The writing results are teacher assessed and the following graph shows a slowly increasing national trend while have narrowed that gap to 2% points with a four year high of 85%. This is a solid improvement and needs to be consolidated to drive up overall performance.

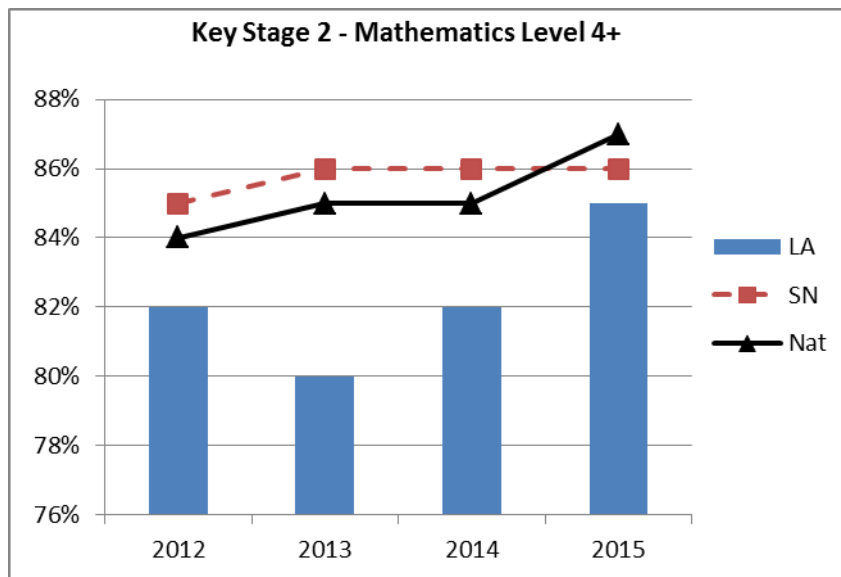


4.9 Twelve schools have been engaged in a multi-year writing programme devised by a national expert, Pie Corbett, which has helped driving up writing standards in some schools. The schools involved are sharing the best practices with each other. While it is not clear if the specifics of this programme have driven the results, schools report that the consistent focus and approach has had wider school benefits.

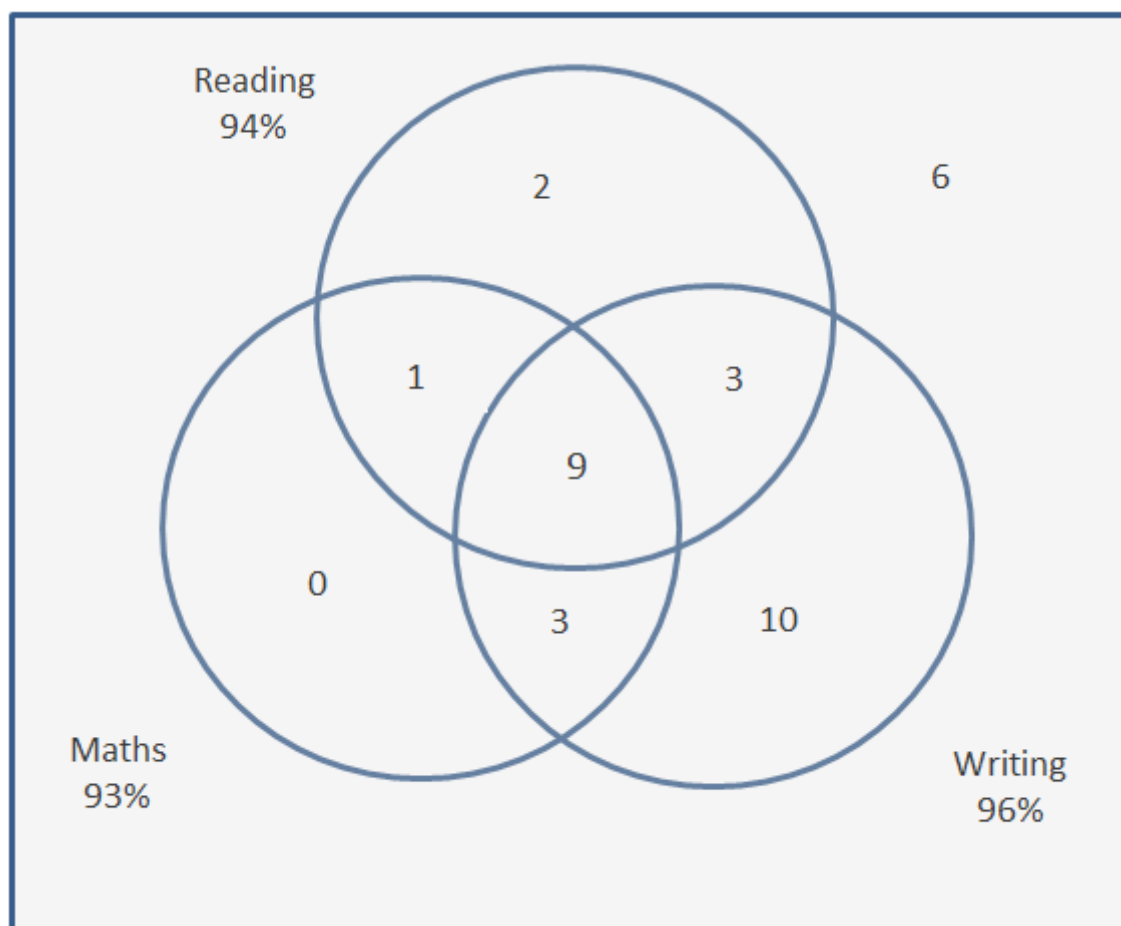
4.10 Overall there has been a 2% fall in the national level of reading attainment at KS2 and that has been reflected in the performance of Reading schools. Further acceleration is required in this area.



4.11 The following graph shows the mathematics results which have continued to increase to the highest level reached in Reading, however the national average continues to increase, albeit at a slower pace, and we are still 2% points below that level.



4.12 A school is judged to be under the floor standard if it falls below the attainment target as explained in 4.6 and also fails to achieve the national median percentage of children achieving 2 levels of progress in Key Stage 2. The median is calculated later in the year, however based on provisional data, the following Venn diagram indicates primary school performance in 2014-15.



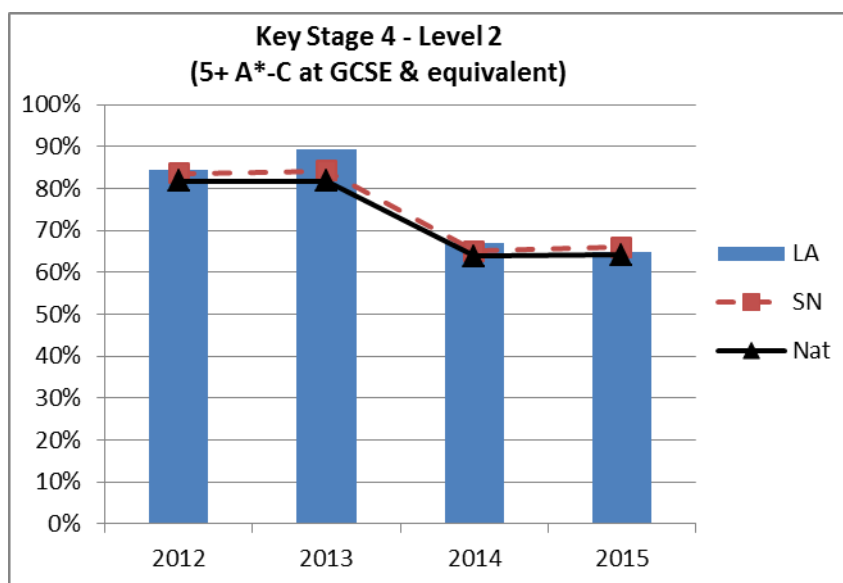
- 4.13 The chart indicates that in nine schools pupils make better than national average progress during key stage 2 from September 2011 to July 2015, up one from last year. However in six schools that is not true in any subject and even schools with high attainment have to ensure that progress matches those high standards. There were nine schools in this position last year. Three of the schools are also below the attainment standard and are therefore under the floor standard which puts them at risk of forced academy conversion.
- 4.14 It will be increasingly important for schools and their governing bodies to ensure that all children are making better than, and accelerated levels of progress, in all years for the results to make a sustained rise. The aim of the council's education service work in the primary phase will be to ensure that every school is developing the progress of every child each year, while continuing to focus on those in challenging circumstances.
- 4.15 The Department for Education calculates the rate of improvement for all local authorities over one and three year periods and publishes that for each authority. Based on the provisional data, the rates for Reading at Key Stage 2 are set out below:

Educational Attainment	Progress Rankings				2013-14 2014-15**	
	2011-13 2012-14** 3Yr Improvement Rank	Quartile Band A-D	2012-14 2013-15** 3Yr Improvement Rank	Quartile Band A-D	YoY Improvement Rank	Quartile Band A-D
<b>Key Stage 2 Level 4 +</b>						
Reading	66	C	20	B	20	B
Writing (Teach Assess from 2012)	101	D	1	A	5	A
Maths	97	D	3	A	22	B
Reading, Writing and Maths	124	D	3	A	10	A
Science (Teach Assess from 2010)	51	C	5	A	23	B
Grammar, Punctuation and Spelling	-	-	40	B	1	A
Expected progression KS1-2 Reading	151	D	122	D	3	A
Expected progression KS1-2 Writing	129	D	2	A	3	A
Expected progression KS1-2 Maths	130	D	108	D	53	C

4.16 There has been very strong year-on-year progress in all areas with the exception of expected progress in mathematics. The three year rate of improvement is also very strong with the overall benchmark improvement rate at the 3rd best in the country and 1st best for improvements in writing.

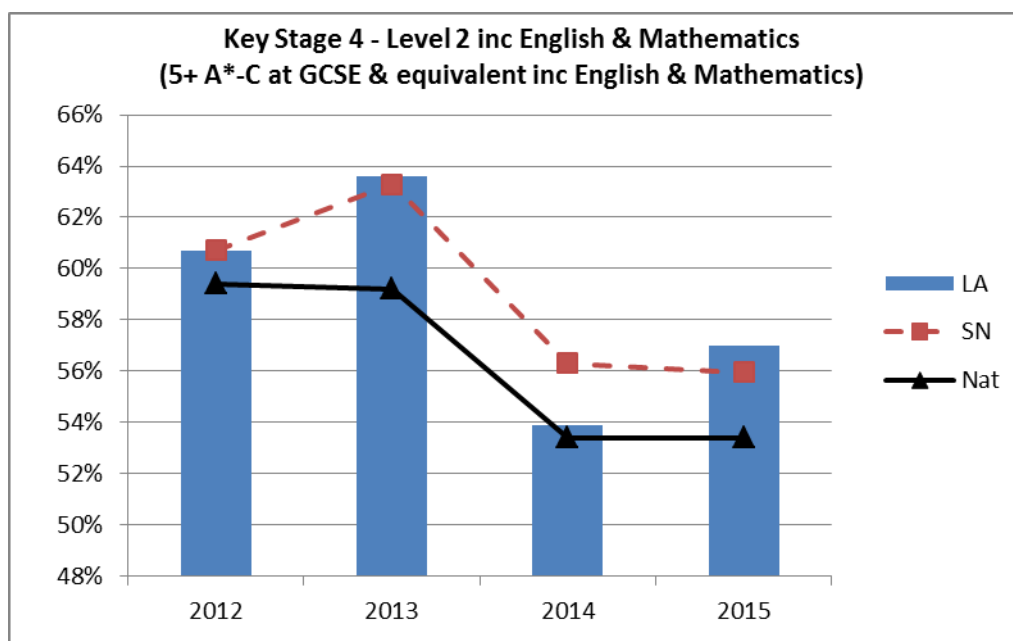
**Key Stage 4: Secondary GCSE and Equivalent Results**

4.17 2014 was a year of major upheaval in GCSE results due to national changes which include the removal of January exams, the reduction in the range of “equivalent” qualifications and continued curriculum development. This has led to a wide range of national results and individual school variation, and this has continued into 2015. Comparing Key Stage 4 figures historically has become more difficult as the last 2 years (2014 and 2015) are Post the Wolf review, where the Key Performance Indicators were changed to include a third Academic GCSE, and we have to bear in mind that the vocational qualifications have also changed and now have a terminal examination within their assessment framework. This has been rolled out over the last 2 years by different subjects. We can, however compare 2015 to 2014, while three year averages are less reliable in predicting trends for schools and Local Authorities. The following graph shows the proportion of pupils achieving five or more GCSEs at grades A\* to C. The absolute fall reflects the national picture however Reading remains just above the national average. We are still waiting for full data to assess the overall standing of the authority.



4.18 The national standard measure of 5+ A\*-C grades including English and Mathematics, which is the national benchmark with a floor target of 40% has also seen a fall across the

country, with Reading holding up well with performance significantly above the national average. The graph below shows these results.



4.19 From next academic year, secondary phase performance will be judged on a new measure called “Progress 8”. This measure is designed to encourage schools to offer a broad and balanced curriculum at KS4, and reward schools for the teaching of all their pupils. The new measure will be based on students’ progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification. Up to three vocational qualifications can count towards the Progress 8 measure.

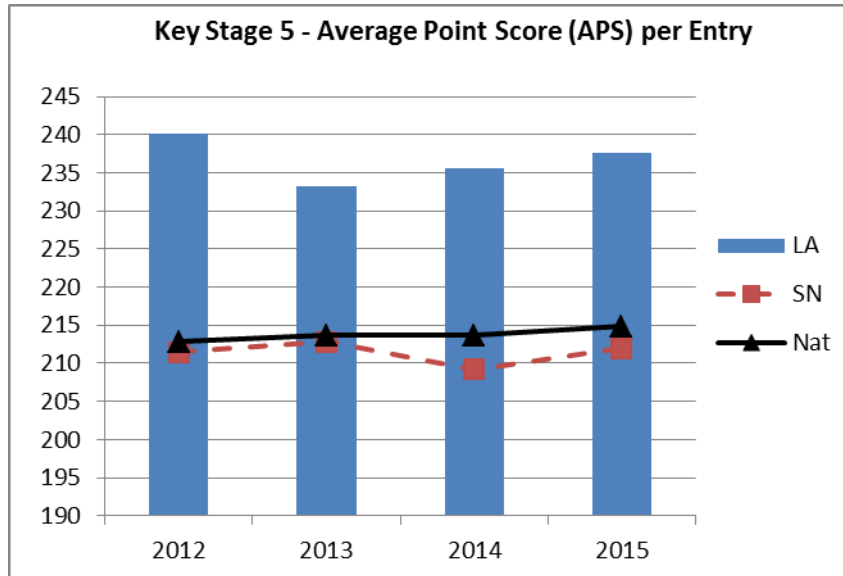
4.20 The score is determined by attributing a score to each grade (8 for A\*, down to 0 for a U); English and Mathematics count double, the total score is then obtained. This is then subtracted from their expected score based on KS2 and divided by 10 to get the individual pupil progress score. If the student takes less than 8 subjects then their progress score is still divided by 10. The school score is then obtained by totalling the scores of all students and dividing by the number in Year 11 Cohort. If a school scores 0, then this means that the students have made progress in line with National Expectations from KS2 to KS4 across the 8 subjects. If the school has a score below -0.5 then this will mean that they are below the national floor target, if their score is above 0 then they will have made progress above National Expectations across the 8 subjects.

4.21 Schools have been able to ‘opt in’ to the new accountability system one year early, based on this year’s provisional results. The Reading schools which opted in are shown in the below table. This measure is more sensitive to individual pupil grades and therefore these numbers are expected to change as individual exam result challenges come through.

School	Progress 8 Score
Reading School	0.73
Kendrick School	0.70
Blessed Hugh Faringdon	0.17
John Madejski Academy	-0.52

### Key Stage 5: Sixth form and college results

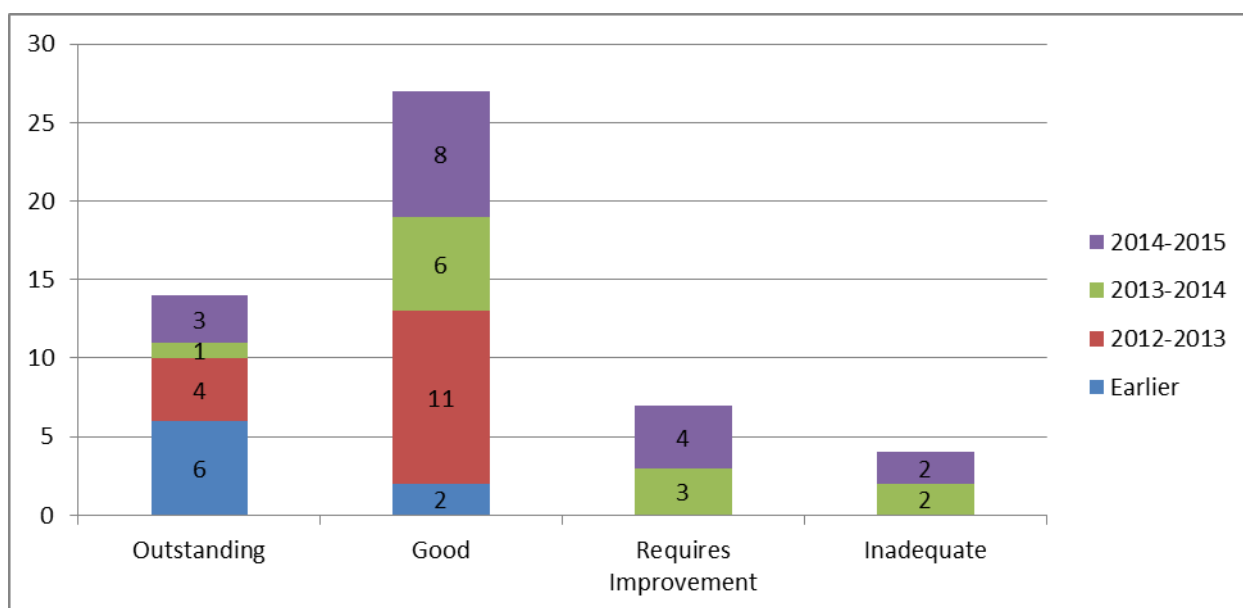
- 4.22 Reading schools continue to lead the way nationally in this area due to the over representation of the two grammar schools in this result. Measured by average point score either per entry or per candidate, Reading continues to be well above the natural average. The graph below indicates a small rise in absolute results against a very high bar.



### Ofsted Inspection Performance

- 4.23 At the end of academic year 2012-13, Reading had 72% of schools judged as Good or Outstanding by Ofsted. In January 2012, a new inspection framework which ‘raised the bar’ was launched and has been revised further in September 2012 and September 2013. Each time the focus of inspection has been sharpened particularly around achievement and progress. This inspection framework maintained the four numerical grades, with 1 being “Outstanding” and 4 being Inadequate. The latter is further sub-divided into Special Measures and Notice to Improve. Which of these two labels OfSTED chooses to use is mainly dependent on their view of the capacity of the leadership and management in the school to affect rapid change. The previous judgement of 3 had its categorisation changed from “Satisfactory” to “Requires Improvement”.
- 4.24 The following graph shows the result of inspections during 2012-15 for all Reading schools. There are 78% of all schools rated as Good or Outstanding at the end of August 2015 - an increase of 6% points over the two years and an increase of 5% from the position during 2013-14. There have been 29 schools inspected under the latest framework with 62% judged to be Good or Outstanding. There are 23 awaiting inspection with current good or outstanding judgements by Ofsted.





4.25 The following table provides a break-down of all inspection outcomes by school type and phase:

	Nursery		Primary		Secondary		Special / PRU		Good or Outstanding
	G/OS	Total	G/OS	Total	G/OS	Total	G/OS	Total	
Community /Foundation	5	5	19	24	1	1	3	3	84.8%
Faith maintained	0	0	6	8	1	1	0	0	77.8%
Academy	0	0	2	5	4	6	1	1	58.3%
<b>All Reading schools</b>	<b>5</b>	<b>5</b>	<b>27</b>	<b>37</b>	<b>6</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>77.8%</b>
Good or Outstanding	100.0%		73.0%		75.0%		100.0%		
			<b>73.3%</b>						

4.26 The local authority was subject to focussed inspection by Ofsted in October 2014. The outcome and the actions taken as a result were last reported to the Committee on 4th March 2015 in a report from the Interim Director. That report set out a comprehensive set of actions which are summarised in the list below:

- Widening categorisation to engage all schools
- Developed a revised Raising Attainment strategy
- Establish five cross-borough focus areas for improvement including Pupil Premium, success of Black heritage pupils and teacher recruitment and development.
- Improved clarity of the challenge offered by school partnership advisors.
- The establishment of the Reading Educational Excellence for All Partnership (REEAP).
- Increased commitment of “insurance” funding from the Dedicated Schools Grant to support further school to school support.

4.27 The impact of these actions are reflected in the overall performance within the year and will continue to develop in future years.

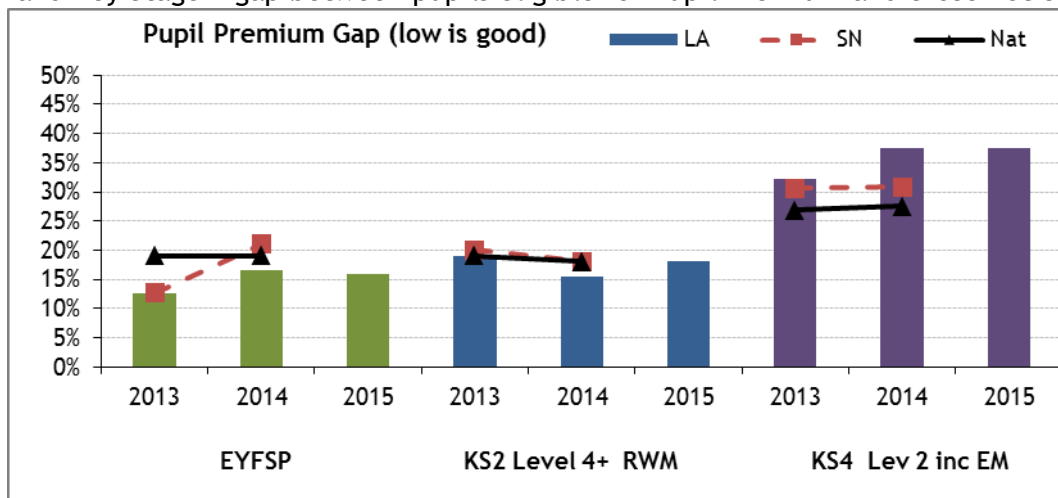
#### Reading Priority: Narrowing the Gap

4.28 A local priority for Reading has been to narrow the outcome gap for three particular groups of pupils: those eligible for Free School Meals; those with Special Educational Needs; and those from ethnic groups that are doing less well than the average in Reading.

4.29 The introduction of the early years pupil premium in April 2015 alongside the Pupil Premium for families eligible for Free School Meals provides schools with direct funding which schools and setting are able to use to intervene for this group and make a difference. This has been widened to include families who have been eligible at any point in the six years of primary school, known as “Ever 6” and children of Service families. The local authority constantly monitors these groups.

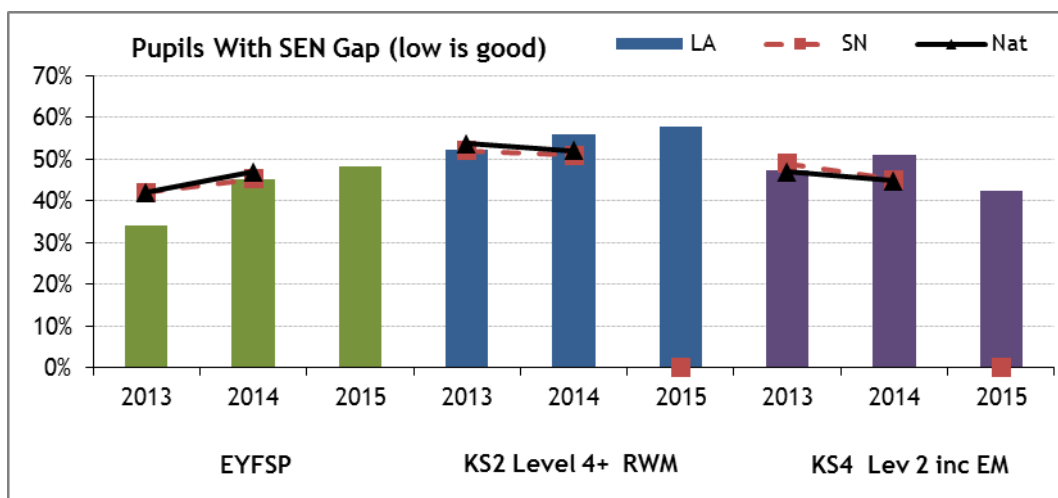
4.30 In Reading we have identified in the past that there are three groups of children from BME communities who do less well than average. These pupils are of Pakistani, Black Caribbean and Mixed White Black Caribbean heritage. We are able to draw comparisons on a national level for these groups at Key Stage 2 however Key Stage 4 data is not currently available.

4.31 The following graph shows the Early Years Foundation Stage Profile (EYFSP), Key Stage 2 and Key Stage 4 gap between pupils eligible for Pupil Premium and those not eligible.



4.32 There is little reduction in the gap for those eligible for the pupil premium, however the absolute level of performance for this group has risen broadly in line with the headline improvements across the borough, shown by the flat trend.

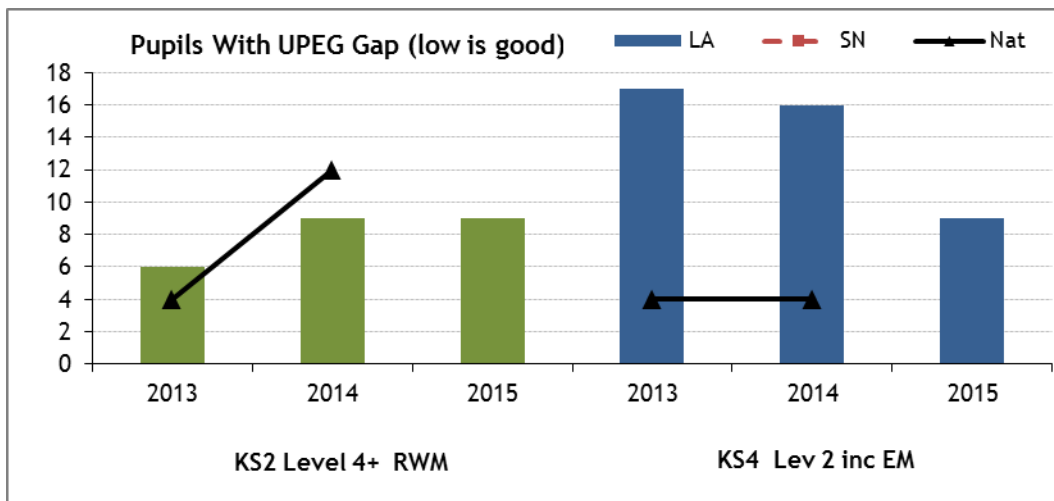
4.33 The following graph show the EYFSP, Key Stage 2 and Key Stage 4 gap between pupils with Special Educational Needs and those without.



4.34 The increasing gap in the early years of education is part of the focus of the ongoing work to reshape the services available to Reading’s pupils with additional needs in order that

this trend can be reversed. A future report to this committee will outline the changes proposed.

4.35 The following graph shows the Key Stage 2 and Key Stage 4 gap between pupils from underperforming ethnic groups and their peers.

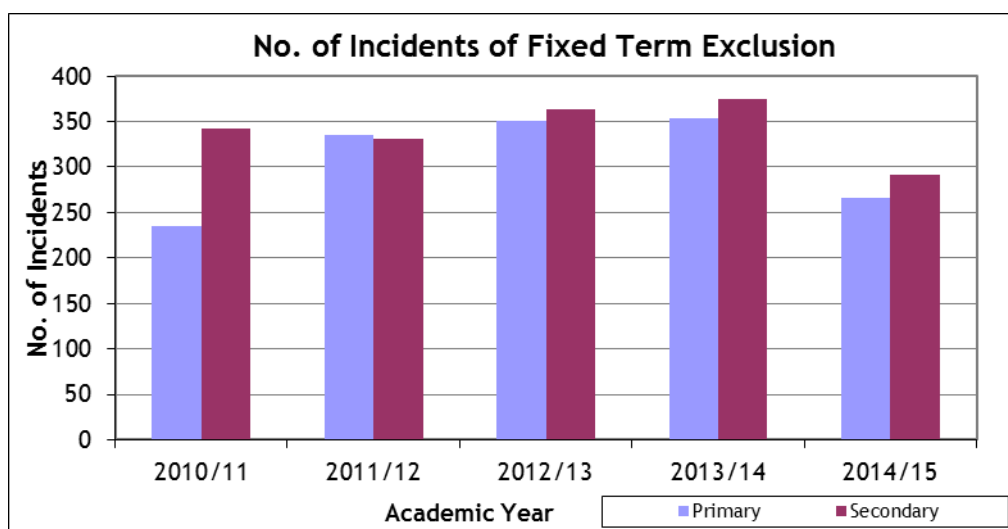


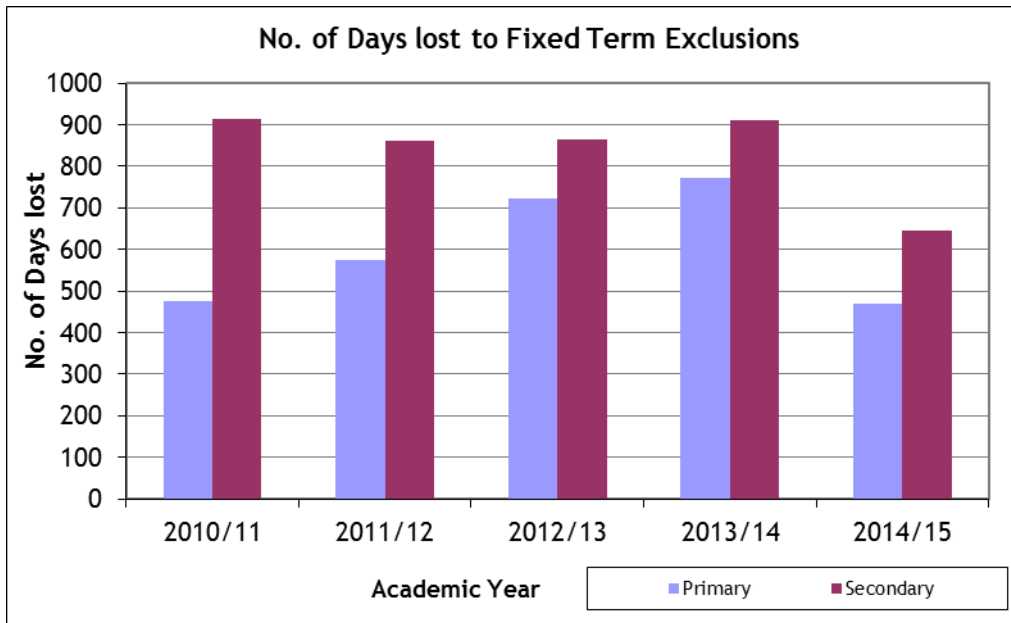
4.36 The significant fall in the Key Stage 4 gap between pupils from underperforming ethnic groups and their peers is to be welcomed and there is much good practice to be shared further to ensure that the trend is maintained.

4.37 All schools who buy into the Local Authority data analysis team are provided with a detailed breakdown of these gaps for their school and are challenged by their School Partnership Advisor to explain how the school is addressing any shortfall and reflecting that in the school improvement plan and objectives. These plans are then monitored by Governors and reported back to the local authority as appropriate.

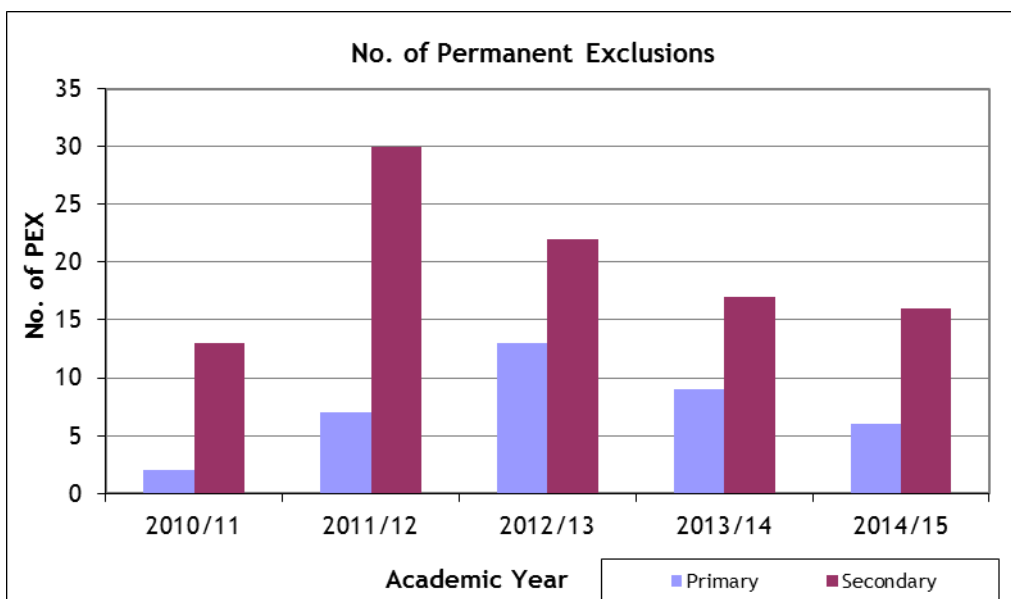
#### Exclusions

4.38 Exclusion data is reported nationally a whole school year in arrears. The data presented here for 2014/15 will form the basis of a Department for Education statistical release in July 2016. Fixed term exclusions record time lost from school by pupils while Permanent exclusions record the number of pupils who were not allowed to return to a school. The following graphs show the overall Fixed Term Exclusion data and trends:





- 4.39 Compared with the academic year 2013-14 the incidents of fixed term exclusion reduced by 23.5% and the number of days lost to education by 34%. Within the data, the days lost for pupils on Special Educational Needs Support reduced by 41.3% and for pupils with a Statement of SEN / Education, Health and Care Plan reduced by 26.2%; the number of repeat exclusions for SEN pupils reduced by 26% for School Support and 32% for those with a Statement / EHCP. For Under Performing Ethnic Groups incidents of exclusion reduced by 16.3% and days lost for all Black and Minority Ethnic groups reduced by 15.8% from Reading Schools.
- 4.40 However within the data we note that for BME pupils attending neighbouring authority schools incidents increased by 36.4%. For Children Looked After (CLA) in Reading schools incidents reduced by 33% but for our CLA children attending out borough schools exclusions increased by 150% (from 15 to 25).
- 4.41 Permanent exclusions in the primary phase reduced from 9 to 6 in 2014-15 and from 17 to 16 in the secondary phase for pupils attending Reading schools as shown in the graph below:



- 4.42 The permanent exclusion of Reading secondary pupils from neighbouring local authority schools which is not reported in the statistics increased from 7 to 17 in the year and is a major focus for this academic year.
- 4.43 The appointment of a “Virtual Head - Children Missing Out on Education” role in September 2014 has contributed to the significant reductions in exclusions in general. This role will lead the development and implementation of action plans to work with the other local authorities regarding Black heritage and looked after children and more general permanent exclusions.

#### Attendance

- 4.44 Action taken to improve attendance includes a focussed and cohesive approach with Education Welfare Officers based in multi-agency Children Action Teams; clear and consistent processes to ensure LA’s statutory responsibilities for school attendance are met; maintaining an appropriate balance of robust legal interventions where necessary and positive incentives to promote, encourage and celebrate good and improved attendance; and regular collection and analysis of attendance data to enable early identification of vulnerable students and their families including those students who are persistently absent.
- 4.45 The table below is taken from the DfE Statistical Release published on 21st October 2015 which compares Attendance on a national basis and with statistical neighbours for the first four terms of 2014-15.

Local Authority	All State-funded Schools							
	Authorised		Unauthorised		Overall Absence		Persistent Absence	
	%	Rank	%	Rank	%	Rank	%	Rank
Barnet	3.60	5	0.80	2	4.40	1	3.0	1
Bedford	3.70	7	0.80	2	4.50	4	3.7	3
Brighton and Hove	3.90	11	1.00	6	4.90	8	4.2	7
Bristol, City of	3.70	7	1.20	8	4.90	8	4.6	9
Derby	3.30	1	1.30	9	4.60	6	4.2	7
Hillingdon	3.80	10	0.90	5	4.70	7	3.9	4
Milton Keynes	3.70	7	0.70	1	4.50	4	4.0	5
Reading	3.40	2	1.00	6	4.40	1	4.0	5
Sheffield	3.50	3	1.40	10	5.00	10	5.1	10
Southampton	3.50	3	1.40	10	5.00	10	5.2	11
Sutton	3.60	5	0.80	2	4.40	1	3.2	2
SN Average	3.63		1.03		4.69		4.1	
SN Top Quartile	3.50		0.80		4.45		3.8	
SN Bottom Quartile	3.70		1.25		4.90		4.4	
ENGLAND	3.60		0.90		4.50		3.9	
Reading rank out of 152 LAs		33		85		36		86

- 4.46 For Overall Absence, Reading is the top performing LA amongst statistical neighbours and 2nd for “authorised” absence. The absolute percentages are in the top quartile nationally. The LA ranking of 36 is up from 60 at the same point last year. This represents strong performance from schools and the Education Welfare Service to ensure as many pupils as possible are in school to learn.
- 4.47 A regular question and national topic of interest related to the use of statutory powers in this area. The following table sets out the range of powers and the frequency of their use.

	2012/13	2013/14	2014/15
Fixed penalty notices issued for unauthorised absence	210	207	187
Education Supervision Orders imposed	0	4	0
Prosecutions for non-attendance Which resulted in:	47	64	40
Fine	27	34	36
Conditional Discharge	14	21	25
Parent Order	0	3	3
Community Order	0	1	4
Community Work	0	1	1

#### Children Looked After results

- 4.48 Provisional results for Children who were looked after for a full year from April 2014 to March 2015 show an improved picture at Key Stage 4 where 22% achieved 5+ A\*-C inc English and Maths at GCSE. This has been a key area of focus demonstrating an improvement on last year and remains above the 2014 national results of 12%.
- 4.49 Key Stage 2 results remained constant at 33% with 67% of children making two or more levels of progress. KS1 average point score declined although 80% of children had an identified special educational need. Meanwhile Phonics results have improved from 33% to 40%. The result in Early Years Foundation stage shows no children achieved the national benchmark and, while not a statutory duty for the Virtual school, this will be an area of focus for partnership working with the Early Years team.
- 4.50 The results are summarised in the table below. There is currently no national information for this cohort of young people.

Looked After children	Local Authority			National		
	2013	2014	2015	2013	2014	2015
EYFSP - Good Level Development	9%	17%	0%	-	-	-
Phonics - Year 1	-	33%	40%	-	-	-
KS1 Average Point score	14.3	12.8	10.5	12.9	13.1	-
KS2 Re,Wr, Ma L4+	67%	33%	33%	45%	48%	-
KS4 5+A*-C inc EM	13%	19%	22%	16%	12%	-

#### 5. CONTRIBUTION TO STRATEGIC AIMS

- 5.1 An effective education system is crucial to the success of Reading. It must be able to provide good quality education for our young people so they are skilled and ready to be economically active. The level of attainment is a nationally comparable measure of that readiness.

#### 6. COMMUNITY ENGAGEMENT AND INFORMATION

- 6.1 It is a clear expectation of all schools that they assess, track and monitor pupil attainment and progress and Reading provides a comprehensive analysis of each schools performance.
- 6.2 Headteachers and Governors have been given regular briefings and updates relating to the national and local pictures and our performance in relation to our statistical neighbours the most recent of these was in October 2015.
- 6.3 For schools with the lowest performance, we have instigated a regular progress review process which brings the Headteacher, Chair of Governors, Head of Education and School Partnership Advisor together to review progress against a specific, agreed plan. This process led to some notable improvements in 2013-14 and 2014-15. These meetings have been further improved through the clearer information provided by the School Partnership Advisors following the Ofsted focussed inspection.

## 7. EQUALITY IMPACT ASSESSMENT

- 7.1 Section 4.28 to 4.37 details the focus on key gaps within the results for Reading to ensure that each group receives an appropriate education.

## 8. LEGAL IMPLICATIONS

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

## 9. FINANCIAL IMPLICATIONS

- 9.1 The increasing numbers of schools considering Academy conversion represents a risk to both the local authority budget and the Dedicated Schools Grant (DSG). When a school converts to an Academy, it retains any surplus budget from the DSG while any deficit is left as a pressure for the DSG to be absorbed in year. The local authority also experiences a reduction in the Education Support Grant effective from the month of conversion.

## 10. BACKGROUND PAPERS

- 10.1 Some statistics were compiled via data collected by all schools, including Academies, which is shared with the local authority under the terms of a data sharing agreement. The schools remain the data controller for their information and as such the local authority has not reported on individual schools in this report using this data.
- 10.2 The Raising Attainment Strategy and Implementation plan have been subject to consultation, the results of which are considered elsewhere on this agenda.
- 10.3 The allocation of resources and focus of the school improvement team is set out in the School Effectiveness Guide. This has been reviewed in light of the Raising Attainment Strategy and will be formally ratified by the Reading Educational Excellence for All Partnership during its first term of operation.

### Summary of Key Performance Indicators for Key Stage 4 for the Academic Year 2015-2016

The Progress 8 measure is designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4 and to reward schools for the teaching of all their pupils. The new measure will be based on students' progress measured across eight subjects: English; Mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or any other approved, high-value arts, academic, or vocational qualification. Up to three vocational qualifications can count towards the Progress 8 measure.

From 2016, the floor standard will be based on schools' results on the Progress 8 measure.

Other information will be available about schools, including the following headline measures of performance:

- Attainment 8 - showing pupils' average achievement in the same suite of subjects as the Progress 8 measure.
- English and Mathematics - the percentage of pupils achieving a C grade or better in both English (either Language or Literature) and mathematics.
- The EBacc - showing the percentage of pupils achieving good grades across a range of academic subjects.

Schools were able to 'opt in' to the new accountability system, so that they are held to account based on new performance measures one year early (based on 2015 exam results).

The score is determined by attributing a score to each grade (8 for A\*, down to 0 for a U); English and Mathematics count double, the total score is then obtained. This is then subtracted from their expected score based on Key Stage 2 results and divided by 10 to get the individual pupil progress score. If the student takes less than 8 subjects then their progress score is still divided by 10. The school score is then obtained by totalling the scores of all students and dividing by the number in the Year 11 Cohort.

If a school scores 0, then this means that on average the students have made progress in line with national expectations from KS2 to KS4 across the 8 subjects. If a school has a score below -0.5 (this equates to half a grade below), this will mean that they are below floor target. If its score is above 0 then it will have made progress above national expectations across the 8 subjects (as defined above).

It is also worth noting that grades are being replaced by a numerical system at Key Stage 4, and this is being phased in over the next couple of years



READING BOROUGH COUNCIL

REPORT BY THE DIRECTOR OF ENVIRONMENT AND NEIGHBOURHOOD SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	2 MARCH 2016	AGENDA ITEM:	11
TITLE:	NEW DIRECTIONS SERVICE UPDATE		
LEAD COUNCILLOR:	TONY JONES	PORTFOLIO:	EDUCATION
SERVICE:	ECONOMIC & CULTURAL DEVELOPMENT	WARDS:	ALL
LEAD OFFICER:	BARRY WREN	TEL:	07841 271 872 / 88145
JOB TITLE:	HEAD OF NEW DIRECTIONS	E-MAIL:	Barry.wren@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 The report highlights the sustained improvement in outcomes and value for money that New Directions, the Council's adult learning and employment service, has delivered over recent years, including its rating of 'Good' by Ofsted following an inspection in December 2015.
- 1.2 It sets out plans in place for the service to further reduce costs over the next three years whilst maintaining the quality of service and positive outcomes for Reading residents.
- 1.3 The report outlines how the service is helping the Council to 'narrow the gap' for more disadvantaged residents and communities in line with the priorities of the Council as set out in the Corporate Plan.
- 1.4 The report highlights the significant added-value provided by New Directions, its partners and sub-contractors, including high quality volunteering opportunities, niche provision to meet the needs of vulnerable groups and helping to meet the skills needs of other Council services.
- 1.5 Appendices:
  - Appendix A: Narrowing the Gap
  - Appendix B: Academic Year 2014-15 Success Data

## 2. RECOMMENDED ACTION

- 2.1 That Committee notes Ofsted continues to judge the New Directions service as 'Good'.
- 2.2 That Committee notes the significant contribution New Directions is making to help narrow the gap for residents.
- 2.3 That Committee endorses the strategies in place to reduce costs whilst safeguarding the delivery and quality of services to Reading's more deprived and vulnerable communities as set out in paragraph 4.2 of the report.

## 3. POLICY CONTEXT

- 3.1 The Council has directly provided an adult learning offer for many years. Historically this offer was delivered by Reading Adult and Community College (RACC) based at Wilson Road in West Reading. In 2006 RACC was merged with the Training and Employment Advice (TEA) Shop, a service that had been established using Single Regeneration Budget (SRB) funding to support employability and employment for, primarily, low skilled adults struggling in the labour market. New Directions is the adult learning and employability service resulting from this merger. The new service then established a base in South Reading to better meet the needs of local communities in this area of greater need. Over subsequent years New Directions has become less of an institutionally based service and more of a peripatetic one targeting the needs of more vulnerable communities of interest and place across the Borough.
- 3.2 The service is grant funded (£1.4m per annum currently) by the Skills Funding Agency (SFA) to deliver a range of adult education both regulated (leading to qualifications) and non-regulated (not leading to qualifications). The current national SFA priorities for funding that are delivered by New Directions are:

English & Maths	The service offers a range of qualifications to around 500 learners per year; from small bite-sized awards through to Functional Skills and GCSE aims.
Employability	In partnership with the Department of Work and Pensions (DWP) the service offers a holistic course where learners address core skills such as basic IT, combating digital inclusion alongside specific employability topics to enable them to become more self-sufficient.
Traineeships	The service has commenced delivery to a pilot group. In the next academic year the service plans to offer 30 Traineeship places (prioritising those who are NEET) and including work placements with the Council. The service will also coordinate all work-experience placements with the Council.

Community Learning	Community Learning is a broad range of learning that brings together adults, often of different ages and backgrounds, to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children.
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3.3 Nationally funding overall has reduced over recent years and provision which is not part of the above priorities has seen the biggest reductions over recent years. Fully-funded (free) learning options for learners aged 24+ are now limited to Maths and English, unless they're in receipt of Work Related Activity Group (WRAG) benefits. An increasing number of learners are expected to utilise learning loans to pay for their learning.

#### 4. THE PROPOSAL

##### 4.1 Current Position:

The service and its partners and sub-contractors provide a range of Information, Advice & Guidance (IAG) and learning opportunities across Reading and the service is responsible for the effective delivery and quality of all the provision it funds. Classes are delivered in five RBC owned centres (two designated learning centres in Caversham & Whitley and three shared premises: Central Library - 'Elevate Reading' hub, The Avenue & Hamilton Road) plus a wide range of neighbourhood venues such as Children's Centres, probation/bail hostels and schools across the Borough. This ensures high levels of accessibility across Reading's many and diverse communities. The service reaches around 5,500 individuals annually, the majority of whom are aged 19 plus. Typically learners attend classes between two and four hours per week and around 65% of learners are from the most deprived areas in Reading.

New Directions is unique because it works with those not catered for by mainstream educational provision (schools, colleges, Universities); the service doesn't turn someone away because it might mean academic results won't be the best. The learner as an individual is at the heart of everything the service delivers. Case studies of learners who have thrived with New Directions demonstrate that the sustained interventions offered deliver positive outcomes for many Reading residents, including employment and qualifications.

The service has around 90 highly skilled and qualified staff and also works with the voluntary and community sector to help increase capacity and reach learners who would not engage elsewhere. Reach exceeds local demographic profile across a range of characteristics, including ethnicity and disability. Experimental data published by BIS based on 2010-11 academic year learners cross referenced against HMRC and DWP data showed that 69% of learners had sustained positive destinations such as employment.

Overall success rates for the academic year 2014-15 improved by 0.9% to 79.9%. The majority of provision is in-line with or better than benchmarks with other providers. GCSE grade profiles have improved from the previous year, with more learners achieving grade C. Success rates are now above benchmarks. Learner satisfaction is excellent. Independently verified learner satisfaction rates for regulated provision have increased to 9.2 out of 10. The first year's independently

verified learner satisfaction rates for non-regulated provision in 2014-15 were 9.1 out of 10.

Approximately 69% of non-regulated learner numbers come from voluntary & community sector sub-contractors with a targeted offer or reach: WEA Reading Branch, Graft Thames Valley, Together Working for Wellbeing (Reading Your Way), Readipop, Reading Community Learning Centre (RCLC), Berkshire Autistic Society (BAS) and Pearl Education Ltd, Mapis Project CIC, Compass Opportunities. This has increased participation levels amongst a number of more vulnerable communities and client groups.

The service and its partners and sub-contractors generated at least £559K of 'poundplus' (added value). For example, Ofsted highlighted the service's extensive use of volunteers, and their robust training to provide effective classroom support and described this as 'Best Practice'.

New Directions was inspected by Ofsted in December 2015 and received a grade 2 or 'good' judgement (the full Ofsted Report can be accessed via the following <http://reports.ofsted.gov.uk/provider/files/2539910/urn/54075.pdf>)

The service received a 'good' rating in all areas, including leadership and management, quality of teaching, personal development, learner outcomes and adult learning programmes. Key findings from Ofsted were that:

- Almost all learners completed their courses and achieved their learning aims; they grew in confidence and made good progress during their programmes and they developed good inter-personal and work-related skills.
- Leaders and managers have developed a good range of adult learning programmes that aligns closely with the council's strategic aims of 'narrowing the gaps' and matched local priorities and community needs well.
- The location of many learning centres in the most deprived areas of Reading was praised for ensuring the accessibility of courses. Thirty-one centres are located in children's centres and other community venues. The report went on to say: "The centres provide welcoming, safe environments where very diverse groups of learners can study and succeed."
- Leaders and managers have a particularly clear focus on supporting individuals to achieve their aspirations and in doing so, help learners to improve their own lives and of those in their local community.
- Learners take great pride in their work and recognise how their training improves their own and their families' lives by, for example, giving them the skills to help with a child's homework, pass a driving test or gain employment.
- Applicants receive very good, high-quality, impartial advice and guidance prior to and during enrolment.

- Learners also gain useful employment-related skills which helps prepare them well for volunteering and work placements.
- Those who speak English as a second language develop good English language skills and a very high proportion gain qualifications.
- A significant minority of learners progress from entry-level qualifications to higher levels and often become volunteers in the training centres and other community venues. Several have gone on to gain additional qualifications and been employed in children's centres.

Further external validation of the quality of the service has been the recent successful re-accreditation for the rigorous Matrix Standard in February 2016, ratifying the high standard of Information, Advice and Guidance (IAG) provided and critically that services are consistent across the Borough. The service was also awarded 'Silver status' Fair train standard for its work experience placements in April 2015.

## 4.2 Options Proposed

As demonstrated by the recent Ofsted assessment that the service is 'good' across all aspects of its provision, New Directions has over recent years demonstrably improved the targeting and consist quality of its offer whilst significantly reducing costs. Going forward the service will seek to maintain the quality of its offer and the outcomes for residents that it achieves whilst also:

- Diversifying its funding base to reduce vulnerability to Government reductions in or changes to skills funding;
- Further integration with other Council services and initiatives to add value and resources;
- Developing the service offer in-line with the Council's priorities and need to deliver improved outcomes for Reading's residents within financial constraints.

The service is planning to deliver more fee paying courses which will not be subject the SFA funding grant and therefore will not be in scope of Ofsted. This should result in increased fee income and a more efficient delivery model that is better and less bureaucratic for participants whilst also reducing delivery costs.

The service will increase volumes of non-direct delivery, for non-regulated learning, within the Council and voluntary and community sector building on existing relationships where quality standards have improved and there is on-going commitment to upskilling staff.

The service intends to extend a pilot research project with schools which supported children in receipt of free school meals whose attainment was lower than expected. The intervention saw parents and children learning together. The initial pilot concluded that children participating had made multiple months progress in a matter of weeks.

The service will continue to lead on the Council's 'Employability Pathway' strategy to increase opportunities for those most distant from the labour market such as

looked after Children transitioning into adulthood. As a part of this strategy the service is coordinating work experience placements across the whole Council for all age groups, as well as playing a pivotal role in the 'Elevate' Hub at Central Library.

The service will continue to offer targeted provision underpinned with Maths and English skills such as classes to support Universal Job-match, Universal Credit, Personal Budgeting and Digital Inclusion.

The service will continue to have a role in the quality improvement of Children's Centres to ensure that they provide a consistent and quality assured wider family learning programme. This will include the continued upskilling of staff leading learning activities.

To further evidence the local impact of Adult Learning a third party supplier is carrying out 'Outcomes and Destinations' tracking for all 2014-15 beneficiaries to capture more robust and detailed information and data.

#### 4.3 Other Options Considered

Adult learning and employability services are non-statutory and the Council could decide to either withdraw from providing these services or contract out all provision. As outlined above the service is a niche provider delivering excellent outcomes for many of Reading's more vulnerable communities. It achieves this through a balance of direct delivery and sub-contracting to other voluntary sector providers to increase reach whilst securing appropriate quality standards across all of this provision. As a Council service it is also better placed to integrate with and help provide resources for other Council services and initiatives, for example Children's Centres, work experience, Elevate and 'Troubled Families'.

### 5. CONTRIBUTION TO STRATEGIC AIMS

#### 5.1 Providing the best life through education, early help and healthy living

65% of the service's part-time learners come from the most deprived parts of the town. The service works with Children's Centres to co-fund their universal activities, fully-fund and deliver targeted learning opportunities such as English, Maths and Employability qualifications and by providing funding for childcare to help remove barriers to engagement. Example partnership projects include targeting parents whose children are not meeting expected attainment levels by working with them to support their children's learning.

#### 5.2 Safeguarding and protecting those that are most vulnerable

The service offers a Universal programme which supports soft outcomes such as health and wellbeing, confidence and reduced isolation. Targeted support includes Adults with Learning Difficulties and or Disabilities, helping them to develop independent living skills. Birth preparation classes for expectant mums who do not speak English. Healthy eating classes focus on nutrition and budgeting. Project work includes working with families with multiple and complex needs, 50+ employment issues and careers advice. 100% of staff are safeguarding, prevent and equality & diversity trained.

### 5.3 Keeping the town clean, safe, green and active

The service provides classes at approved premises and probation. The service co-funds RSL delivered activities which promote active lifestyles and wellbeing. The service continues to maintain an active cohort of volunteers who support learning. The service supports digitalisation by providing free IT user training at a range of venues. Working with other teams such as housing and trading standards to develop and accredit schemes such as tenant participation and selling alcohol responsibly. Projects working with troubled families with multiple and complex needs have prevented numerous housing crises. Food4Families are co-located with the service in Whitley.

## 6. COMMUNITY ENGAGEMENT AND INFORMATION

6.1 The service relies on effective community engagement and information to attract learners. It produces extensive and targeted marketing for its offer and also delivers at a range of venues across the Borough to afford access to all of Reading's residents. In particular the service works with a range of community partners to extend reach through Reading Community Learning Network (RCLN). RCLN was first established in 2008 to begin addressing the governments vision New Challenges, New Chances. RCLN consists of 39 members each providing targeted or specialist provision: Chrysalis foundation, Reading College, Museum of English Rural Life, Reading Museum, Graft Thames Valley, Readipop, Thames Valley Dyslexia Centre, Berkshire Autistic Society, Thrive, Newbury College, WEA branch, WEA Region, Reading Your Way, Earley Crescent Centre, Bracknell & Wokingham College, Spark education Trust, Age UK, Language Training Development Ltd, Learndirect, PeoplePlus, Maximus, Reading Sport & Leisure, Reading libraries, Catalyst Housing, Real Business Club, Reading Voluntary Action, Children's Centres (x5 clusters), Probation, Scout Enterprises, Purley Park Trust, West Berkshire ACL, Jelly, Utulivu, Indian Community Centre, Abi College, Drug & Alcohol team, Youth Service, Compass, Link Up (Mencap) and Reading Community Learning Centre.

Since inception, key achievements include:

- Multiple provider Adult Learning Guide for Reading;
- Multiple provider ESOL provision leaflet with 6 language translation;
- Delivered Community Learning to over 2,700 learners each year;
- 57 staff achieved teaching/assessing qualifications;
- Worked with over 200 volunteers.

## 7. EQUALITY IMPACT ASSESSMENT

7.1 The service has narrowed the achievement gap between Men and Women which was identified in 2014-15 and its reach exceeds local demographic profile across a range of characteristics, including ethnicity and disability.

7.2 An Equality Impact Assessment is not relevant to this paper.

## 8. LEGAL IMPLICATIONS

- 8.1 The service is responsible for delivering the national entitlement of Maths and English qualifications to learners aged 19+ who have not yet achieved a GCSE grade C or above. The service has statutory responsibilities with regard to the Prevent duty.



## 9. FINANCIAL IMPLICATIONS

- 9.1 None arising directly from this report.
- 9.2 The three year budget forecast shows the managers view;
- 2016/17 - £45k
  - 2017-18 - £80k
  - 2018/19 - £100k
- 9.3 The service currently contributes £140K to other council service budgets; funding learning delivery in Children's Centres (Wider Family Learning e.g. Messy Play), Reading Sport and Leisure (Staying Active) and the Drug and Alcohol Team (DAAT), funding Childcare provision in Children's Centres, Avenue Centre Room hire, HR services, and Premises Costs. This is expected to increase to around £170K in 2016-17.
- 9.4 Over the last 7 years RBC's contribution to New Directions has reduced by around 65% alongside funding reductions of around 25% from the SFA contributions. The move within the Central Library into the 'Elevate Reading' hub has saved the service around £20k annually whilst still contributing an income stream to the Library service.
- 9.5 The service collects around £250k annually in course fees. The service also collects around £7k annually for room hire to community and not for profit groups.

## 10. BACKGROUND PAPERS

Valuing the Impact of Adult Learning Report:

[http://shop.niace.org.uk/media/catalog/product/v/a/valuingimpact\\_web\\_1.pdf](http://shop.niace.org.uk/media/catalog/product/v/a/valuingimpact_web_1.pdf)

Community learning: government funding:

<https://www.gov.uk/government/collections/community-learning-government-funding>

## Appendix A - Narrowing the Gap



New Directions vision is 'To support individuals to achieve their personal aims and aspirations whether they are to gain employment, improve their skills or to help them be part of their community'. Our mission is 'To provide best value, high quality adult and family learning, which meets the needs and aspirations of each individual in the local community'.

New Directions and its partners provide a range of Information, Advice & Guidance (IAG) and Learning opportunities across Reading in a variety of locations to raise skills, employability and to enrich the lives of adults, their families and their communities. All delivery is quality assured to the Common Inspection Framework (CIF) – Learning & Skills by Ofsted (for SFA funded learning) or MATRIX (for IAG activity).

New Directions has established a Community Learning Trust (Reading Community Learning Network – RCLN) which consists of 39 members each providing targeted or specialist provision:

Chrysalis foundation	WEA Region	Reading libraries	Abi College
Reading College	Reading Your Way	Catalyst Housing	Drug & Alcohol team
Museum of English Rural Life	Earley Crescent Centre	Real Business Club	Youth Service
Reading Museum	Bracknell & Wokingham College	Reading Voluntary Action	Compass
Graft Thames Valley	Spark education Trust	Children's Centres (x5 clusters)	Link Up (Mencap)
Readipop	Age UK	Probation	Reading Community Learning Centre.
Thames Valley Dyslexia Centre	Language Training Development Ltd	Scout Enterprises	
Berkshire Autistic Society	Learndirect	Purley Park Trust	
Thrive	A4E	West Berkshire ACL	
Newbury College	Maximus	Jelly	
WEA branch	Reading Sport & Leisure	Utulivu	
		Indian Community Centre	



### New Directions is narrowing the gap in Reading

Unlike other education providers New Directions is unique because we work with everyone; we never turn anyone away just because it might mean our academic results won't be the best. The learner is the heart of everything we do. Our case studies demonstrate that the sustained interventions we offer deliver real outcomes for the people of Reading. The service is helping adults and families to gain a range of outcomes including Employment and Qualifications. The service has around 100 highly skilled and qualified staff. The service is working with the voluntary and community sector to help increase capacity and reach learners who would not engage elsewhere. Reach exceeds local figures across a range of characteristics.

The service works with a range of targeted settings to bring education to the community; for example we are delivering Maths, English and I.T. classes at **Alana House** (helping women at risk of offending), the **Elizabeth Fry charity** (approved premises) and **Launchpad** (homeless charity).

Maths, English, I.T. and Vocational learning are also delivered in **Children's centres** across the borough to help support the most disadvantaged families.

Children's centres provide **childcare** for learners, funded by New Directions when individuals are studying towards qualifications.



69% of Learners sustained positive destinations



Matrix Standard (Information, Advice & Guidance quality mark) re-awarded in February 2013



With Outstanding grades for Partnerships and Leadership



£559,000 of Poundplus added value generated



4500 Learners, 65% from the most deprived areas of Reading, 78% RMF reach.



9.1 out of 10 learner satisfaction score (FE choices)



Over 1500 1:1 careers appointments delivered



Awarded fair train silver status for our work experience placements

Research published by the National Institute for Adults Continuing Education (NIACE) in 2012 'Valuing the Impact of Adult Learning An analysis of the effect of adult learning on different domains in life' key findings were:

- improvements in health, which has a value of £148 to the individual
- a greater likelihood of finding a job and/or staying in a job, which has a value of £231 to the individual
- better social relationships, which has a value of £658 to the individual
- a greater likelihood that people volunteer on a regular basis, which has a value of £130 to the individual

**Providing the best life through education, early help and healthy living**

65% of its part-time learners come from the most deprived parts of the town. The service works with Children's Centres to co-fund their universal activities, fully-fund and deliver targeted learning opportunities such as English, Maths and Employability qualifications and by providing funding for childcare to help remove barriers to engagement. Example partnership projects include targeting parents whose children are not meeting expected attainment levels by working with them to support their childrens learning. The service is now coordinating work experience placements across the Council to help a range of disadvantaged people



*"I had very good experience here I met multi-cultural people and we spoke about our cultures"*



**Safeguarding and protecting those that are most vulnerable**

The service offers a Universal programme which supports soft outcomes such as health and wellbeing, confidence and reduced isolation. Targeted support includes Adults with Learning Difficulties and or Disabilities, helping them to develop independent living skills. Birth preparation classes for those who do speak English. Healthy eating classes focus on nutrition and budgeting. Project work includes working with families with multiple and complex needs, 50+ employment issues and careers advice. 100% of staff are safeguarding and equality & diversity trained.

*"It has helped in my pursuit of a job giving me the ability to locate and most importantly apply for a job"*

**Keeping the town clean, safe, green and active**

The service provides classes at approved premises and probation. The service co-funds RSL delivered activities which promote active lifestyles and wellbeing. The service continues to maintain an active cohort of volunteers who support learning. The service supports digitalisation by providing IT user training at a range of venues such as YMCA for FREE. Working with other teams such as housing and trading standards to develop and accredit schemes such as tenant participation and selling alcohol responsibly. Projects working with troubled families with multiple and complex needs have prevented numerous housing crises. Food4Families are co-located with the service in Whitley.

*"This course has been an eye opener on all the issues you need to be aware of for the role of a volunteer support worker and has given me confidence to develop my support skills to possibly progress into a learning support worker"*

Funded by  
**Skills Funding Agency**



**Remaining financially sustainable to deliver these service priorities**

The service contributes a total of £140k to other council cost centres. The service benchmarks its return on investment against 38 other councils; cost per learner is at the median point. The service has generated almost as much added value (Poundplus) through its use of volunteers, free venues and course fees as it receives in community learning funding. Approximately £250K in course fees is collected annually; these help offset other costs and enables the service to work with the most vulnerable. The service continues to fund third sector organisations.



Appendix B - Academic Year 2014-15 Success Data

Learning Category	Number of 19+ learners	Success %	Provider Group Benchmark %
Award	303	80.8	86.4
Basic Skills Maths and English	411	80	72.4
Certificate	62	82.8	84.7
Diploma	37	71.4	82.8
ESOL	250	79.4	82.8
GCSE Maths and English	78	78.2	80.9

Only 31 learners (>3% of total) were in scope of minimum standards calculations.

*NB: The methodology for minimum standards calculations was changed for 2014-15 which means it is not possible to present a three year trend.*

## READING BOROUGH COUNCIL

### REPORT BY DIRECTOR of CHILDREN'S, EDUCATION AND EARLY HELP SERVICES

TO: ACE	ADULT'S, CHILDREN'S & EDUCATION COMMITTEE		
DATE:	2 MARCH 2016	AGENDA ITEM:	12
TITLE:	CHILD SEXUAL EXPLOITATION (CSE) UPDATE 2016		
LEAD COUNCILLOR:	Cllr GAVIN	PORTFOLIO:	CHILDREN'S SERVICES
SERVICE:	EARLY HELP AND SAFEGUARDING	WARDS:	all
LEAD OFFICER:	ANDY FITTON	TEL:	937 4688
JOB TITLE:	HEAD OF SERVICE FOR EARLY HELP	E-MAIL:	<a href="mailto:Andy.Fitton@reading.gov.uk">Andy.Fitton@reading.gov.uk</a>

#### 1. PURPOSE OF REPORT

1.1 To update the committee on the progress made against the Local Safeguarding Children Board (LSCB) priorities from the CSE Strategy (p7 of the document) as agreed a year ago at March 15 ACE committee.

1.2 To raise the profile of National Child Sexual Exploitation (CSE) Awareness day on 18th March 2016 and to share the proposed actions taking place across Reading in relation to this campaign.

#### 2. EXECUTIVE SUMMARY

2.1 A review of the action plan by the LSCB CSE and missing children sub group in January 2016 has identified significant progress against a range of priorities, particularly since the filling of the CSE coordinator role. The majority of the actions have been completed or will be by the end of the financial year. However there continues to be challenges that need to be addressed in the refreshed plan for next financial year. In particular the future priorities for a refreshed action plan will be:

- Development of a CSE & Missing children Dashboard and performance management arrangement that will outline impact, guide and steer policy and decision making at a strategic level.
- Increased staff knowledge and confidence leading to improved identification and response to CSE using screening tools and notifications to SEMRAC.
- Developing a model of parent support that includes self-help, peer support and professional interventions
- Improved intelligence sharing resulting in securing successful prosecutions
- Strengthening transition arrangements between Children's and Adults services for victims of CSE.
- Learning from other Local Authorities.

### 3. RECOMMENDED ACTION

3.1 For the committee to note the progress made against the LSCB's CSE strategic priorities and a report to be brought back to ACE committee in 12 months to update further progress to tackle CSE and children going missing.

3.2 For the committee to endorse RBCs participation in the NWG national CSE awareness day 'Helping Hands' campaign.

### 4. POLICY CONTEXT

4.1 Child Sexual Exploitation is a form of sexual abuse that requires effective multi-agency partnership working to safeguard those who are being abused and those at risk of being exploited. CSE cannot be dealt with solely by individual local authorities, police divisions or public health authorities each operating in their own silos. Offenders and victims cross administrative boundaries and so should the collective response of the LSCB to safeguard the children of Reading.

4.2 In July 2012, 'Tackling Child Sexual Exploitation Action Plan: progress report' was published and a 'Step by Step Guide' for practitioners was issued by the Department for Education. The Action Plan published by the Department for Education cited the expectation that LSCB's will implement a local action plan to map CSE needs and prevalence in their own area, develop an effective local strategy ensuring there is a co-ordinated multi-agency response to child sexual exploitation ensuring the response safeguards and promote the welfare of groups of children who are potentially more vulnerable to CSE.

4.3 Professor Alexis Jays report into the sexual exploitation of children in Rotherham was a stark reminder for every professional working in the field of protecting children from sexual exploitation. 'The sexual exploitation of children: it couldn't happen here, could it?' report by Ofsted, November 2014, goes further to recommend every area has a CSE action plan that robustly monitors the capabilities and progress of agencies to keep children safe from CSE. The current Ofsted Single Inspection Framework has been reviewed to ensure there is increased scrutiny of the local authority's performance in this area of practise.

4.4 As a consequence of this national picture Reading's CSE strategy (2014 - 2017) is now in place, adopted by ACE committee in March 2015 and launched at an LSCB event in June 2015, along with the associated LSCB CSE tool kit. The strategy builds upon the Statement of Intent produced by Thames Valley Police in February 2013 and was developed as part of the work of the Reading LSCB Child Sexual Exploitation Steering Group.

4.5 The 3-year strategy builds on the progress that has already been made in Reading to ensure that we are effective in Preventing CSE from happening, Protecting those who may be at risk, to Pursue and Disrupt those who may be posing a risk to children and to ensure victims of CSE are supported in their Recovery.

4.6 As a result Reading has established its strategic over-sight meeting, as a sub group of the LSCB. This group regularly reviews the action plan and reports into the LSCB. In addition to this Readings LSCB multi-agency operation's group, Sexual Exploitation and Missing Risk Assessment Conference (SEMRAC) meets monthly to review all concerning CSE cases. At this meeting a range of statutory partners will confirm the level of risk for new cases based on the initial CSE screening tool completed by the lead professional and new information shared at the meeting. For all high risk cases a plan is formed at the meeting to attempt to decrease the CSE risks that is then expected to be implemented between meetings. At the same meeting all existing cases with a SEMRAC plan are reviewed for progress. The risk rating of

low, medium and high is refreshed based on updated information. SEMRAC will continue to monitor the progress of cases with a SEMRAC plan until the risk is low.

4.7 The Department of Education has issued guidance for Local Authorities, LSCBs and the Police for dealing with children who go missing from home or care in June 2013. The guidance identifies key responsibilities for each of these key partners. In particular for Reading Borough Council this guidance has resulted in the setting up of return home interviews by the Youth service once the Police has completed the safe and well checks.

4.8 National guidance, key national reviews, e.g. Oxfordshire serious case review March 2015 or Louise Casey's report on Rotherham February 2015 and briefings will continue to shape our local response to tackling CSE in Reading and will support our planning of operational work and training.

## 5. CURRENT POSITION

5.1 A review of the LSCB CSE strategy action plan, completed in January 2016, indicates that progress has been achieved but that there are still ongoing challenges that need addressing. The table on appendix 1 (pages 6 - 8) provides an overview of the review as plotted against the 12 areas of priorities in the CSE strategy.

5.2 Significant progress has been made in the areas of Prevention and Protect. In particular our governance arrangements are now established, with stronger partnership participation. It is important to report the improvement in SEMRAC in its delivery of safeguarding individual children at risk of CSE. The CSE tool kit and training for professionals has been developed and widely available. The CSE coordinator and champions are vital in ensuring that in the next 12 months builds on the initial success to create a wider workforce confidence and use of screening tools, processes and actions to decrease CSE risks. Also of note is the growing confidence in the delivery of the missing children return interview service and the crucial learning from the 'Voice of Children experiencing CSE interventions' work and report that provides important insights on how to support children and families experiencing CSE.

5.3 Ongoing challenges include the collection and use of information and data to improve our response both strategically and operationally to CSE. This includes the need to focus more in multi-agency setting on the Pursue and Disrupt priorities from the strategy. Transition arrangements for children, aged 18 and over, into adult services needs to improve in the coming 12 months as well. This will be reflected in next years refreshed action plan.

5.4 In addition to the strategic plan review it is important to note the current position on RBCs service offer for ensuring there is a Missing Children return interview. Providing an interview once a child has returned from being missing is a critical step to safeguard vulnerable children. The interview is carried out by an independent worker and provides an opportunity to verify the situation that led up to the child going missing, and to identify the push and pull factors that are risks in the child's life. This should lead to a range of relevant preventative actions being deployed, dependant on the information gained.

5.5 A significant improvement in the performance occurred by Sept 2015 due to early learning of delivering this service in Quarter 1 resulting in a significant change to business processes. This had a positive and quick effect, doubling the return interviews within 3 months, with 69% of children receiving an interview in July to September. As of January 16 the cumulative year performance stands at 47% completion rate, which is lower than targeted but this is due to the slow start. Two recent audits have been undertaken focusing on Outcomes and Support from Interviews & Quality of the practice on completing the interviews. Both audits demonstrate positive practice and results for children, with key learning points that youth workers are now tackling.

## CSE national awareness day - 18<sup>th</sup> March 2015

5.6 The National Child Sexual Awareness Day aims to highlight the issues surrounding Child Sexual Exploitation (CSE) encouraging everyone to think, spot and speak out against abuse and adopt a zero tolerance to adults developing inappropriate relationships with children and children forming inappropriate relationships with their peers.

5.7 Reading wants to capitalise and promote this important event as the council is committed to raising awareness and tackling CSE and therefore Reading Borough Council and partners will be promoting the National Child Sexual Exploitation Awareness day on 18<sup>th</sup> March 2016.

5.8 The CSE Co-ordinator alongside Reading's CSE Champions have developed an action plan of activities that focuses on:

- Specific awareness raising in our Schools, local youth provision and with professionals, using School assemblies, facilitated group sessions as well as targeted publicity information in newsletters, posters and flyers.
- General public awareness raising through a media release and a local social media campaign following the NWG network lead using the 'Helping Hands' approach.  
<http://www.stop-cse.org/national-child-exploitation-awareness-day/>

5.9 This report is inviting senior leaders and committee members to unite against child sexual exploitation for National CSE Awareness Day on Monday 18<sup>th</sup> March 2016. To support the campaign and join in raising awareness on social media:

- Write a personal pledge on your hands to show support for the campaign (view examples at [www.stop-cse.org](http://www.stop-cse.org) ) then post a photo of your message on social media (including Twitter, Facebook or Instagram) with the hashtags *#HelpingHands* and *#CSEDay16* to help us raise awareness of CSE Day.
- Retweet, share or like the NWG Network Twitter <https://twitter.com/NatWorGroup> or Facebook [www.facebook.com/NWG-Network-478913415488899](http://www.facebook.com/NWG-Network-478913415488899)
- Retweet, like or share the social media messages supporting CSE Day issued by Reading Council's Twitter and Facebook accounts on 18<sup>th</sup> March.

## 6. CONTRIBUTION TO STRATEGIC AIMS

6.1 The work of on CSE and Children who go missing is aligned with the service priorities in the corporate plan for Reading Borough Council of

- Safeguarding and protecting those that are most vulnerable
- Keeping the town clean, safe, green and active

6.2 In addition to corporate service priority links the work of CSE and Children who go missing also continues to be one of the four priorities of the Reading's Local Safeguarding Board, both in the current and next financial year.

## 7. COMMUNITY ENGAGEMENT AND INFORMATION

7.1 No formal consultation is required however ensuring the involvement and participation of children and young people who have experienced CSE to shape and influence our response to this issue is essential. As noted in the current progress summary over 30 young people, and their families, have been interviewed to hear the Voice of Children regarding their experience of CSE interventions. This has resulted in key learning points for practitioners to be shared through a communication plan and the report is available on the LSCB website; <http://www.readinglscb.org.uk/information-professionals/child-sexual-exploitation/>

7.2 There continues to be strong commitment from Reading Borough Council and partners to ensure that individual young people are invited and involved in shaping the direct delivery of their services, in CSE as well as other key services.



## 8. EQUALITY IMPACT ASSESSMENT

8.1 An equalities impact assessment is not required for this report, but in the future the CSE performance dashboard and CSE reports will include information on the impact of equalities within CSE and Children who go missing.

## 9. LEGAL IMPLICATIONS

9.1 There are no legal implications to this report, although the Children's Social Care work enables the Council to meet the statutory duties set out in the Children Act 1989, the Children Act 2004 and the Childcare Act 2006.

## 10. FINANCIAL IMPLICATIONS

10.1 There are no specific financial implications for Reading Borough Council from this report.

## 11. BACKGROUND PAPERS

Berkshire LSCB Child Protection Procedures - July 2014 update

<http://berks.proceduresonline.com/index.htm>

*See Me, Hear Me: Framework for Action from the Final Report from the Inquiry into Child Sexual Exploitation in Gangs and Groups Policy Briefing January 2014-10-15*

[http://www.trixonline.co.uk/website/news/pdf/policy\\_briefing\\_No-104.pdf](http://www.trixonline.co.uk/website/news/pdf/policy_briefing_No-104.pdf)

Statutory guidance Safeguarding children and young people from sexual exploitation DCSF 2009

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Cutting them free how is the UK progressing in protecting its children from sexual exploitation Barnardo's, 2012

<http://www.barnardos.org.uk/cuttingthemfree.pdf>

Childhood lost October 2013 - Nicola Blackwood

"I thought I was the only one. The only one in the world" The Office of the Children's Commissioner's Inquiry into Child Sexual Exploitation in Gangs and Groups Interim report November 2012

Independent Inquiry into Child Sexual Exploitation in Rotherham 1997 - 2013 Alexis Jay OBE

The sexual exploitation of children: it couldn't happen here, could it? Ofsted, November 2014

'Real Voices', Child exploitation in Greater Manchester and independent report by Ann Coffey, MP October 2014

Reading LSCB website references including CSE strategy, toolkit and Voice of the Child in CSE report (Nov 15). <http://www.readinglscb.org.uk/information-professionals/child-sexual-exploitation/>

APPENDIX 1

CSE strategic priority update for ACE committee (March 2016) as taken from the CSE strategy page 7. The priorities are in italics and an overview of the review progress and challenges are noted in bullet points below each priority.

Vision:	For children and young people to be free from the risks and hard of sexual exploitation in Reading		
	PRIORITIES		
PREVENT	<p><i>Ensure the governance framework for CSE delivers an effective partnership response to CSE</i></p> <p>Progress:</p> <ul style="list-style-type: none"> <li>• LSCB CSE strategic sub group, SEMRAC and CSE champions groups are all set up with terms of references and meeting regularly.</li> <li>• Regular reporting back to LSCB on the implementation of the action plan</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• Connection to the Community Safety partnership needs improving.</li> </ul>	<p><i>Provide awareness and targeted training to professionals.</i></p> <p><i>Engage parents, schools, colleges, local communities and voluntary sector in prevention &amp; awareness training</i></p> <p>Progress:</p> <ul style="list-style-type: none"> <li>• The CSE coordinator and CSE Champions have delivered 15 CSE screening tool &amp; awareness workshops (to date), influencing practice of 75 relevant professionals.</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• Wider partnership involvement in the CSE training offer.</li> </ul>	<p><i>Establish a targeted prevention &amp; self-protection programme for use by schools, voluntary/ community sector organisations and with targeted vulnerable groups.</i></p> <p>Progress:</p> <ul style="list-style-type: none"> <li>• Chelsea’s Choice (a drama production providing audiences with a hard hitting experience about CSE) has been commissioned to deliver the programme in 6 secondary schools, the Pupil Referral Unit (PRU), in 2 professional sessions and 1 session for parents and carers.</li> <li>• The return home interviews for missing children are improving, in terms of the number of successful interviews and a first check on the quality of information gathered as well as the experience for young people.</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• Consistency of engagement and prioritisation of PHSE in schools in key related topics e.g. health relationships, drugs and alcohol.</li> </ul>
PROTECT	<p><i>Ensure that multi agency processes and procedures are in place and effective in identifying CSE risks.</i></p> <p>Progress</p>	<p><i>Ensure there is a clear pathway in place that manages the risk of CSE at the appropriate level of need.</i></p> <p>Progress</p>	<p><i>Ensure that victim of CSE receive the support and are protected from further harm.</i></p> <p>Progress</p>

	<ul style="list-style-type: none"> <li>LSCB threshold reviewed completed in 2015 and includes CSE risk factors.</li> <li>CSE tool kit launched June 15 and available on LSCB website, including a CSE screening tool.</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>Concerns around the speed of progress on Information Sharing Protocol. This is preventing a wider audience from being part of the SEMRAC process.</li> </ul>	<ul style="list-style-type: none"> <li>The multi-agency SEMRAC operational group has improved significantly in the last 4 month. Regular attendance from case holding social workers improving the risk management and follow up; all partners are participating more this includes being prepared for the meeting and greater information sharing that is resulting in improved risk management planning.</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>Due to the turnover of Children’s Social Care staff, information into SEMRAC and follow up actions from the meeting are not as effective as they could be.</li> <li>No clear transition pathway into adult social care for children becoming adults who still require safeguarding.</li> </ul>	<ul style="list-style-type: none"> <li>Audit of CSE cases completed and reported to LSCB by CSE coordinator.</li> <li>There is an improvement in use of CSE Screening tools, as seen on children’s files.</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>Evidence from CSE coordinator completing quality assurance and information sharing between partners is leading to a conclusion that not enough SEMRAC notifications are being completed.</li> </ul>
PURSUE & DISRUPT	<p><i>Use the collective intelligence gathered whilst preventing and protecting to produce problem profiles.</i></p> <p>Challenge</p> <ul style="list-style-type: none"> <li>This is an area of work that requires focus next financial year.</li> </ul>	<p><i>Proactively identify and disrupt locations where they maybe CSE activity.</i></p> <p>Progress</p> <ul style="list-style-type: none"> <li>Ongoing cooperation with Police and trading standards to act on information.</li> <li>The CSE coordinator has developed a first version of a data map of CSE prevalence intended for use to inform</li> </ul>	<p><i>Proactively use legislation to challenge and confront inappropriate behaviour.</i></p> <p>Progress</p> <ul style="list-style-type: none"> <li>Ongoing cooperation with Police and trading standards to act on information.</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>Disruption and prosecution requires greater visibility and focus at the strategy group level.</li> </ul>

		<p>action and service planning.</p> <p>Challenge</p> <ul style="list-style-type: none"> <li>• Capturing and identifying success in this area requires improvement.</li> </ul>	
RECOVERY	<p><i>Ensure there are clear recovery pathways for victims of CSE.</i></p> <p>Progress</p> <ul style="list-style-type: none"> <li>• There has been a strengthening of the recovery offer for victims and survivors. This includes Barnardos who are now offering its U-Turn project that provides be-spoke specialist CSE interventions to young people up to 19 year olds. Rahab, a local funded organisation, who have broadened the scope of their exploitation service to include children and young people, formerly they were an adult only service. In addition, Trust House is established in Reading and provide therapeutic support post trauma that would include CSE.</li> </ul> <p>Challenge</p> <p>Ensuring there is enough provision in place to meet rising and identified demand.</p>	<p><i>Ensure there are smooth transitions between children and adult services</i></p> <p>Challenge</p> <ul style="list-style-type: none"> <li>• No clear transition pathway into adult social care for children becoming adults who still require safeguarding.</li> </ul>	<p><i>Ensure the needs of parents and families of victims of CSE are considered and support provided.</i></p> <p>Progress</p> <ul style="list-style-type: none"> <li>• Rahab will offer a holistic whole family approach in treating CSE.</li> <li>• Parenting programmes are being developed and a Chelsea's Choice session was provided to families.</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• Improvement of whole family assessments, as per the Troubled Families ambition.</li> </ul>

## READING BOROUGH COUNCIL

### REPORT BY THE INDEPENDENT CHAIR OF THE CHILDREN'S SERVICES IMPROVEMENT BOARD

TO:	ADULT SOCIAL CARE, CHILDREN'S AND EDUCATION COMMITTEE		
DATE:	2 MARCH 2016	AGENDA ITEM:	13
TITLE:	SECOND QUARTER REPORT CSIB		
LEAD COUNCILLOR:	COUNCILLOR J. GAVIN	PORTFOLIO:	CHILDREN'S SERVICES
SERVICE:	CHILDREN'S SERVICES	WARDS:	BOROUGH WIDE
LEAD OFFICER:	IAN WARDLE	TEL:	0118 937 2067
JOB TITLE:	MANAGING DIRECTOR	E-MAIL:	ian.wardle@reading.gov.uk

#### 1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 ACE committee on 29 June 2015 agreed to establish a Children's Services Improvement Board (CSIB) to oversee the implementation of the Improvement Plan and service improvements in Children's Social Care.
- 1.2 The report on the first quarter was discussed and accepted at ACE on 5 November 2015. This is the second quarter report and covers the meetings held in November 2015 and January 2016.
- 1.3 The board continues to have good partnership representation, including schools and provides a good level of challenge but board members have also offered support which has been well received and has been most helpful to the council.
- 1.4 In summary, the board has seen an improvement in outcomes particularly in relation to Looked After Children, with strategies being developed dealing with the right issues.
- 1.5 At the January meeting, as Chair, I asked Board members to consider the impact of the board over the last 6 months. Whilst some members felt that they couldn't comment as they had joined the board recently this report sets out their views including the fact that board members feel more positive about recent meetings as reports produced have been timely, informative and have enabled a discussion to take place.
- 1.6 There continues to be good evidence to the board that practice is improving, lessons are being learnt, that the strong and determined recruitment drive is paying dividends and that over time the pace of improvement will accelerate.

- 1.7 Members asked at the last meeting to have some further information about how audits had changed practice and that information is included in this report.
- 1.8 This will be final report as I have now stood down as Chair. The Managing Director and Administration are currently recruiting a new Chair.

## 2. *RECOMMENDED ACTION*

- 2.1 That the report be noted.
- 2.2 That members identify any issues which they would like to see as a focus in the next quarter.

## 3. POLICY CONTEXT

- 3.1 At the ACE Committee on 29 June 2015 it was agreed that a Children's Services Improvement Board be set up to oversee the implementation of the Children's Services Improvement Plan. The remit of the Board is to provide impactful support and challenge through leadership and partnership working, ensure that the 'voice of the child' informs practice and actions of staff and to enable improvements to be made possible by doing the right things at the right time.
- 3.2 The Terms of Reference and objectives are attached at Appendix 1.
- 3.3 The priorities agreed at ACE were based upon 6 key themes:
  - Leadership and Governance
  - Partnership working
  - Quality and Consistency of practice
  - Workforce development
  - Performance management and quality
  - Improving services for Children Looked After and Achieving Permanence
- 3.4 The Board has now met six times, has been well attended by partners and well served by officers and has received a wide range of reports, including the new LAC data matrix.

## 4. CONTRIBUTION TO THE STRATEGIC AIMS

- 4.1 The work of the CSIB is aligned with the Strategic Priorities of Reading Borough Council as set out in the Corporate Plan and in particular 'safeguarding and protecting those that are most vulnerable.'

## 5. PROGRESS ON PRIORITIES

- 5.1 Leadership and Governance - the permanent Director of Children, Education and Early Help Services left the authority on 5 November 2015 and the Local Authority asked the Director of Adults and Health to step in to cover both directorates short term. A number of key posts have been filled on a permanent basis, including the Head of Service (Early Help), Principal Social Worker and the Service Manager of Access and Assessment and MASH and a longer term appointment was made to fill the vacancy of Head of

Safeguarding. This has brought stability to the services. The access to resources panel and the Performance meetings continue to bring rigour to the services provided for children and their families. Much remains to be done but there is a real energy and focus to the work.

- 5.2 Partnership Working - The CSIB continues to be well represented and attended by partnership organisations and all play an active role in the meetings. Two Head teachers are now members of the board and the Chair of the Local Safeguarding Children's Board makes a significant contribution and also ensures that work is not duplicated across the two boards. The work undertaken to seek the views of Board members about the impact of the Board shows a positive picture and particularly Board members feeling that the last few meetings are much improved with papers arriving ahead of the meeting, officers presenting clear reports and they see the Board providing a forum for change management. They also said that the fact senior leaders from services across Reading attend has made a difference and believe that this has set the tone for stronger challenge in a professional environment and provide a wider perspective of improvement. This has had other benefits to Multi Agency Safeguarding Hub (MASH) and the LSCB. One comment said that partners now see themselves as 'part of the improvement journey in a fully integrated and supportive manner' The Board has held and will continue to hold Children Services managers to account but more work has still to be done to avoid the duplication of work and reports.
- 5.3 Quality and Consistency - the Improvement plan has now been re-written and clearly identifies what remains to be done and what has been completed. Further work is being done to show whether changes have been embedded into practice and are secure. The timeliness of Child Protection visits have improved. A new Quality Assurance Framework was presented to the Board and Heads of Service have re-assured Board members that this is being implemented and making a difference. A number of Audits have been carried out with remedial actions identified. Service and Team Managers have been charged by the Head of Safeguarding and Head of Business Transformation and Governance to act upon these audits and it was reported that this is closely followed up through supervision files. It was pleasing to note that good practice has also been highlighted by audits including the use of multi-agency working and referral to Sexual Exploitation and Missing Risk Assessment Conference. Training has also been given to 30 members of staff on the auditing process and a new audit tool developed. It was reported that the new framework requires managers to sit alongside front line workers so that audit becomes a learning opportunity.
- 5.4 Workforce Development - whilst there is still a high percentage of agency staff in post, recent recruitment activity has paid dividends with more permanent social workers being secured. A number of staff conferences have been held with a focus on 'Getting to Good' which have informed practice and celebrated good work.
- 5.5 Performance management - At the January board it was reported that all tasks were on target. Board members requested that the plan now needed to show impact. A new quality assurance strategy has been presented to the board and the new data matrix for LAC was discussed which shows real time data. The Board has requested to see the data in context with trend data and data for Children in Need and Child Protection.

- 5.6 Services for Looked after Children and Permanency - although reports had been requested the board has not received any written reports over this quarter on permanency. This was requested for the February meeting and remains an area of concern.
- 5.7 In summary, the CSIB continues to recognise the enormous amount of work which has been done to improve practice and contact with children. Work needs to continue to embed good practice and to make sure that the changes made are secure across the services.
- 5.8 As this will be last report as Chair of the CSIB, I would like to thank the members of the Board for their enormous contribution and to thank staff for reporting to the board in a positive way.

## 6 EQUALITY IMPACT ASSESSMENT

- 6.1 Whilst an EAI has not been completed in compiling this report, CSIB members do focus on making sure some of the needs of the most vulnerable children and young people's needs are being met in a timely and appropriate way.

## 7. LEGAL IMPLICATIONS

- 7.1 There are no known legal implications

## 8. FINANCIAL IMPLICATIONS

- 8.1 The CSIB has no budgetary responsibilities

## 9. BACKGROUND PAPERS

- 9.1 Minutes of the CSIB meetings
- 9.2 Children's Services Improvement Plan highlight reports and report by officers to the CSIB have been used to compile this report.



## Appendix 1

### Reading Borough Council Children's Services Improvement Board

#### Objectives for the CSIB

The main objectives for the board are to ensure that:

- system wide leadership is in place and creates the conditions for effective partnership working and practice which will make a difference to children and young people who fall under responsibility of Reading Borough Council.
- there is a golden thread of oversight from 'top to bottom' with a clear line of sight between leaders, practitioners and children
- the voice of the child informs everything that the children's services in Reading Borough Council does
- there are robust and effective quality assurance framework in place to support the Improvement Plan
- impactful support and challenge from the board with a clear oversight of the improvement plan and subsequent outcomes for children, young people and families is welcomed and embedded
- it supports Reading Borough Council to be a confident learning organisation.

## READING BOROUGH COUNCIL

### REPORT BY DIRECTOR OF CHILDREN'S EDUCATION & EARLY HELP SERVICES

TO:	ADULTS, EDUCATION AND CHILDREN'S COMMITTEE		
DATE:	2 MARCH 2016	AGENDA ITEM:	14
TITLE:	REMODELLING THE YOUTH OFFER		
LEAD COUNCILLOR:	CLLR GAVIN	PORTFOLIO:	CHILDREN'S SERVICES
SERVICE:	EARLY HELP	WARDS:	All
LEAD OFFICER:	ANDY FITTON	TEL:	0118 9374688
JOB TITLE:	HEAD OF EARLY HELP SERVICES	E-MAIL:	Andy.fitton@reading.gov.uk

#### 1. PURPOSE OF REPORT

1.1 This report builds on the recent policy committee report that outlines the council's budgetary position for 2016/17. At the February 2016 Policy Committee a commitment was made to save £1.5 million from the Early Help service area over the next two financial years.

1.2 This report sets out a remodelled youth offer whilst delivering 50% of the Early Help savings target by the end of the 17/18 financial year.

#### 2. Executive Summary

2.1 As a result of a reduction in Government funding, Reading Borough Council estimates it now needs to save £51 million over the next three years. The Council has therefore been making a series of budget proposals to make the savings needed and is committed to ensuring that residents are informed and have a say.

2.2 As part of a package of proposals to close this funding gap, the council has proposed to reduce spend by £1.5 million from Reading Borough Councils Early Help service offer. Included in the savings proposal are some direct management action as well as altering aspects of our family support and youth services offer.

2.3 A review of the family support offer has already been agreed, as reported at February 2016 ACE committee, a report will come back to ACE committee on the proposed remodelled offer in the summer of 2016.

2.4 A review of the youth services and offer has already been completed, that included work with staff and young people in late 2015. Consequently officers are now able to identify the changes that includes a significant reduction in spend in a remodelled Youth service offer. Officers are now recommending a public consultation process on a revised youth offer.

### 3. RECOMMENDED ACTION

- 3.1 That Committee notes the outcomes of the youth offer review
- 3.2 That Committee consults on the proposed 'Youth Offer' for local young people that will then report back to ACE a set of recommendations/ decisions in the summer 2016.
- 3.3 That Committee endorses the approach and timetable for a 10 week consultation commence on 7<sup>TH</sup> March 2016.

### 4. POLICY CONTEXT

4.1 There is a statutory duty on Local Authorities, contained in Section 507B (inserted into the Education Act 1996 by section 6 of the Education and Inspections Act 2006) which states that 'Every Local Authority in England must, 'so far as reasonably practicable' secure for qualifying young persons in the authority's area access to sufficient educational and leisure time activities which are for the improvement of their well-being.' There is little guidance as to what is determined 'reasonable' or 'sufficient'.

4.2 Reading Early Help Strategy (2013 - 2016), agreed by ACE committee in 2013 sets out the following strategic priorities:

- Intervening early before issues, needs and costs increase; it is vital that strategy begins to manage demand not just meet demand, as we aim to see services focused on reducing cost to the council across children's services.
- Targeting resources effectively, including increasing assertive outreach and follow-up support to the families that need it most;
- Meeting the needs of families with complex and multiple needs;
- To 'Think Family', ensuring we are being creative in meeting needs rather than delivering services. Therefore ensuring an integrated approach at all levels across all Children and Adult partner agencies, including making the best use of the VCF sector;
- Making it easier for families to access advice, information and support, building the capacity of communities and individuals to develop services and to support each other

4.3 An Early Help offer will continue provide support to families in Reading, but this needs to be a partnership led model of delivery. In particular working and challenging partners to increase the voluntary sector, schools and health sector Early Help provision whilst RBC moves to targeting its resources to meet vulnerable children's needs as a priority.

4.4 There are two key areas of strategy that are fundamental to the achievement of the vision;

- Ensuring that the Troubled Families agenda is delivered as it provides a golden thread for partnership working and specific focus on targeting families and reaching particular outcomes.
- Ensuring that there is specific focus on joint work with colleagues to strengthen the Early Help offer and looking for efficiencies where possible.

4.5 RBCs Early Help offer will therefore move to focus primarily (but not solely) on targeted and specialist service provision. RBC services will need to compliment targeted/ specialist services provided or commissioned in Schools as well as Voluntary sector independently funded services.

## 5. THE PROPOSAL

### 5.1 Currently Reading Borough Council provides young people a universal offer including:

- A range of open access youth work sessions in key communities in the town, partly run by RBC youth workers and by KICKZs as a commissioned voluntary sector organisation. This also includes a range of street work that is focused on key communities or areas as led by feedback and information from the Anti-Social Behaviour (ASB) team and the police.
- Offer of Personal, Health and Social Education (PHSE) sessions in secondary schools to whole year groups on issues such as Drug and Alcohol use.
- The organisation of the youth cabinet to provide young people with a voice and influence in the political and decision making process in the Local Authority and with partners.

### 5.2 Within the four Children's Action Teams (CATs) our targeted offer to young people includes:

- The Youth Engagement Service (YES) that provides a range of support for young people aged 13-19 years including group work, e.g. sessions with young people with Learning Difficulties and Disabilities (LDD) or Looked After Children (LAC), in the community and in our schools, as well as individual case work with young people referred to Early Help or to our Children's Social Care services.
- The Prevention and Support Service (PASS) provides a range of support for 8 to 19 year olds and is focused on reducing the number of first time entrants into the Criminal Justice System.
- A missing children's interview service on returning home when they have been absent.

As well as the CATs, there is the Young Carers service that provides respite care for 5 to 18 year olds twice a month.

### 5.3 In our current specialist offer we provide young people access to:

- Teenage pregnancy and parenting support to prepare and cope with parenthood as well as support these young people in education, employment and training.
- The Young People Drugs and Alcohol support and advice service known as SOURCE
- Youth Offending Service that offers a multi-professional service that works to prevent offending and re-offending as well as supporting young people in education, employment and training.

## 6. Option Proposed

### 6.1 Officers have been working with staff, young people as well as looking at alternative models of delivery in similar local authorities. An overview of these specific changes, that require consultation are:

1. To reduce RBC spend on youth services by £750k to bring it in line with statistical neighbour spend.
2. To taper off RBCs universal youth service to a minimum offer within 12 to 18 months and begin to explore with partners the potential of our assets being used to delivery universal youth work by alternative providers.
3. To explore the option of creating a 'bridge' venue for vulnerable young people to use as a drop in site to access support if they are unable to receive that support from home or school.
4. To reduce but focus our target youth offer to come in line with statistical neighbours.
5. To continue to offer respite care for both young carers and learning difficulty and disabled young people. To continue to offer a Lesbian, Gay, Bisexual, Transgender and Questions weekly youth session.

6. To refocus our Looked After Children youth offer to enabling these young people to access the community youth services like any other young person in Reading.
7. To continue to spend the same RBC money in the Youth Offending service but if partners reduce their contribution to the costs of the service, then we will need to reduce our offer to young people.

6.2 The detail of this offer is now set out below. Importantly this offer is for 13 year olds to 18 year olds and up to 25 year olds for Looked After Children and young people with Learning Difficulties and Disabilities.

6.3 The offer is seeking to secure the following outcomes for young people that who access the service:

- To achieve the right life skills and to transition successfully to adulthood
- To succeed in school and access training, education or work/ have aspiration and life skills so that young people are in education, employment or training
- Young people have good Mental Health, be confident and positive self-esteem
- To be happy, safe and settled at home
- To have friends, feel and be safe in their community and with their peers

6.4 Mainly our youth offer will aim to work with young people who have emerging or established needs. These will be bespoke to each young person, but the offer recognises the importance of working with;

- Young People with Learning difficulties and disabilities
- Young people who are Young Carers
- Young people + Children who go missing and are being exploited
- Teenage parents.
- Young people who identify themselves as Lesbian, Gay, Bi-sexual, Transgender and questioning.
- Young People that RBC is the corporate parent for.
- Young people with escalating safeguarding needs.

6.5 For all young people (universally) RBC from April 2016 to March 2017 will offer:

- 10 weekly open access youth clubs in target communities delivered by a funded voluntary sector partner(s). Officer recommendation is to align these target communities with work on the community/ family hubs (Amersham Road, Whitley (north and south), East Reading, Southcote, Dee Park)
- PHSE sessions in all Secondary schools that Reading children attend on Positive Relationships & sexual health, CSE/ Your Safety and PREVENT.
- Run the C Card scheme and promote this in all open access sessions (RBC and non RBC) and targeted interventions.
- RBC will continue to offer opportunities for all young people to participate in the democratic process.

6.6 From April 2017 onwards RBC will then revise the offer ceasing to fund open access youth clubs in the target communities, looking for replacement service delivery from voluntary sector partners. RBC would explore providing access to key community spaces to delivery this replacement activity and offer advice and guidance on how to deliver a quality youth work session.

Our initial investigation of existing services for young people in Reading identified over 200 provisions that appears to present a wide range of resources to young people across a variety of topics and activities. Around two thirds of this was labelled as universal.

6.7 For the majority of young people, their local school or college will provide the universal point to access for support, information and guidance on the range of issues and topics that young people need help with. However it is recognised in conversation with young people that not all will want to get help for themselves in that way. Therefore instead of providing open

access youth work the proposal is to create an alternative drop in facility for young people to access the necessary support, information and guidance they require.

6.8 This 'drop in' facility would be available from 4pm till 8pm on weekdays but importantly would be open at the weekends late morning to early afternoon. Ideally, access would be in the town centre, as feedback from young people is that this is easiest to access by bus and less problematic than going to other communities in Reading.

6.9 Officers envisage a drop in that is built around key services for young people that need to be town centre based, for example youth counselling or youth offending service and could be a base for delivery of 1:1 and group work with targeted young people already allocated to workers providing a safe haven for those who feel vulnerable.

6.10 For targeted young people, identified through the Early Help pathway and step down cases from Children's Social Care, RBC will offer 1:1 support with an allocated worker. This piece of work will have identified goals in a bespoke plan based on an assessment of need. The key needs that these young people have are:

1. Poor behaviour and low participation in education
2. Not in Education, Employment or Training (NEET)
3. Worsening Mental Health including managing low mood & anxiety, increasing risk of self-harm
4. Taking more and more risk in their:
  - a. Use of drugs and Alcohol
  - b. Anti-social behaviour in community
  - c. Criminal behaviour
  - d. Sexual activity
5. They go 'missing' from home
6. At risk or exposed to sexual exploitation and domestic abuse
7. At risk or exposure to homelessness due to conflict at home
8. A sibling as a young offender.

6.11 For targeted groups of young people the service will be able to offer support at school, in their homes or in safe locations.

6.12 The types of interventions that allocated workers will be providing include:

- Coaching and motivational interviews/ support
- Support to access more specialist or specific support - e.g. support to attend counselling sessions
- Support to access community based provision e.g. sport or drama club
- Advocacy support in schools, colleges, at home or with other council departments
- Group based activities that promote the achievement of outcome to meet similar or common identified needs. For example group sessions with young women at risk of CSE in a school setting (either at lunch time or after school).
- Holiday (summer in particular) activities for these young people and other young people that are open cases to Children's Services (CATs or CSC)
- A missing interview on returning home and the police completing the safe and well check on that young person

6.13 For particular needs there will be offer of specialist support from RBC. These are;  
Youth offending where we will need to support these actions:

- Supervision of Court Orders and parenting orders
- Court work, hearings, reports
- Youth Conditional Cautions assessment and interventions
- Restorative Justice programmes
- Being the Appropriate Adults as required
- Bail/Remand supervision
- Facilitating unpaid work supervision

- Youth Caution & Youth Restorative Disposal Interventions
- Supporting YOT young people into EET and suitable Accommodation
- Sexual Offending work with non-statutory cases

6.14 High level Drugs and Alcohol use with an assessment and bespoke planning to lessen alcohol and drug use, as well as awareness raising and information giving to change behaviour. Being a Teenage parent where our support will be to preparing and manage parenthood and returning young people to education, employment or training.

6.15 The type of interventions will vary for specialist services, but include

- 1:1 officer bespoke support to young person including motivation interviewing/ coaching
- Mental Health assessments and therapeutic support both 1:1 or in groups
- Information, advice and guidance sessions
- Parenting programs and family support
- Restorative Justice opportunities and work with victims
- Rapid English sessions
- Adult learning sessions

6.16 The only regular targeted session of youth work that will be offered will the Lesbian, Gay, Bi-sexual, Transgender and Questioning (LGBTQ) session on a weekly basis. This will continue to be an open access session to any young person who feels that these sessions meet their needs to safely explore, talk about and learn about LGBTQ and related safeguarding and exploitation issues.

6.17 RBC youth offer will provide respite care sessions to 2 specific groups of young people.

- Young Carers from 13 years old. This will be an evening session at least twice a month
- Young people with Learning Difficulties and Disabilities from 13 to 25 years old. This will be an evening session once a week.

6.18 These young people will be identified and invited to attend sessions through the work of a range of RBC officers as well as key partners e.g. schools or health. To note all the young carers groups (for 5 plus year olds) will be coordinated by Early Help services but the youth offer services will only provide the respite care for 13 plus group.

6.19 RBC's youth offer to LAC will shift to providing all 13 plus year olds who are still resident in Reading an allocated worker (or volunteer) as a mentor. The approach here is to offer an alternative adult to their caring set up that works with that young person to access the community provision of their choice in order to meet their needs.

## 7. CONTRIBUTION TO STRATEGIC AIMS

7.1 This report and its content is an important contribution to these Local Authorities corporate priorities.

1. Safeguarding and protecting those that are most vulnerable;
2. Providing the best start in life through education, early help and healthy living;

7.2 The 2016-19 corporate plan notes that an Early Help Review will be completed to ensure the offer for children and young people will be targeted at need and 'joined up' as part of a whole system approach to delivering good outcomes for children and young people, that includes the embedding of a targeted youth offer that covers specific vulnerable Young people.

7.3 The decisions request here contribute the Councils strategic aim to promote equality, social inclusion and a safe and healthy environment for all by ensuring that the money that will be spent is being targeted on achieving key outcomes for the most vulnerable in the town.

## 9. COMMUNITY ENGAGEMENT AND INFORMATION

8.1 Section 138 of the Local Government and Public Involvement in Health Act 2007 places a duty on local authorities to involve local representatives when carrying out "any of its functions" by providing information, consulting or "involving in another way".

8.2 In addition to the informal consultation already undertaken as part of the youth offer review a further period of public consultation on proposals for the future of the youth offer is now planned as set out below.

8.3 This phase of consultation would seek to ensure that all stakeholder groups understand the proposals and can have their say.

8.4 Whilst a preferred option, which is outlined in this report, is recommended the Council would invite, and carefully consider, any alternative proposals put forward by consultees for achieving the desired level of savings. A consultation document will explain the background to and reasons for the proposals to allow consultees to suggest alternatives. The consultation would also allow the Council to explore means of reducing the adverse impacts of the proposals, should any of them ultimately be adopted.

8.5 It is proposed that the consultation document will be made available on the Council's website, and in hard copy format at key locations (e.g. schools) and at the Civic Offices.

8.6 Leaflets and posters directing the public to the youth offer information RBCs webpage will also be displayed in leisure, children's and community centres across the Borough.

8.7 It is also proposed that a number of targeted focus groups will be arranged to ensure that the Council has considered impacts on, and sought input from, young people that may be particularly affected by the proposals.

8.8 Public Consultation will begin 7<sup>th</sup> March 2016 (pending ACE Committee approval) and will last for a period of 10 weeks.

8.9 Timetable of the consultation process is outlined below.

2 <sup>nd</sup> March	<ul style="list-style-type: none"> <li>• ACE Committee consider youth offer review and proposed remodelled service offer</li> <li>• ACE Committee agree to proposed options for public consultation</li> </ul>
7 <sup>th</sup> March - 15 <sup>th</sup> May	Youth offer consultation on remodelled service lasting 10 weeks
May-June 2016	<ul style="list-style-type: none"> <li>• Analysis of consultation responses</li> <li>• Further development of a preferred option</li> </ul>
July 16 (TBC)	<ul style="list-style-type: none"> <li>• Recommendation to elected Members</li> <li>• ACE Committee consider and approve future Youth offer</li> </ul>
Following approval	<ul style="list-style-type: none"> <li>• Implementation of remodelled youth offer</li> <li>• Staff restructure</li> </ul>

## 9. EQUALITY IMPACT ASSESSMENT

9.1 Under the Equality Act 2010, Section 149, a public authority must, in the exercise of its functions, have due regard to the need to—



- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

9.2 Officers have completed an Equality Impact Assessment (EIA) based on the information that we have gathered to date. However this will need refreshing once the public consultation is complete and be reported back to ACE committee in July 2016.

Officer assessment is currently;

9.2.1 Currently the representation of BME groups within open access youth clubs is broadly in line with the general youth population in the localities. With the new proposals the number of universal youth groups delivered and/or commissioned by RBC will be reduced over an 12-18 month period until it will no longer fund any universal/open access youth clubs. However RBC would look for replacement service delivery from voluntary sector partners and explore providing access to key community spaces to deliver this replacement activity and offer advice and guidance on how to deliver a quality youth work session. The impact of proposed changes will be low on BME groups.

9.2.2 The number of universal youth groups delivered and/or commissioned by RBC will be reduced over an 18 month period until it will no longer fund any universal/open access youth clubs. However RBC would look for replacement service delivery from voluntary sector partners and explore providing access to key community spaces to deliver this replacement activity and offer advice and guidance on how to deliver a quality youth work session.

9.2.3 Currently the balance of male to female attendance at open access youth clubs is predominately male so there may be greater impact on males.

The groups of vulnerable young people whom it is proposed we will be focussing on include:

- young people who go missing and are being exploited
- Teenage parents
- young people that RBC is the corporate parent for
- young people with escalating safeguarding needs
- young people who are young carers
- young people with learning difficulties and disabilities
- young people who identify themselves as lesbian, gay, bisexual, transgender and questioning

Thus we will continue to be able to support males who meet the above criteria and it is also likely we will support more young women than previously. The impact of proposed changes will be low on Gender/transgender.

9.2.4 It is proposed to continue with the current weekly youth session for young people with Learning difficulties and Disabilities. It is also proposed to offer respite care sessions at least twice a month for young carers from 13 years old. The impact of proposed changes will be low on disability.

9.2.5 It is proposed to continue with the current weekly youth work offered to lesbian, gay, bisexual, transgender and questioning young people. The impact of proposed changes will be low on Sexual orientation.

9.2.6 Over a period of time it is proposed to eventually stop the RBC delivery and commissioning of universal youth groups. These groups are attended by 11-19 year olds. The impact of proposed changes will be medium on age.

9.2.7 Universal youth clubs are accessible for all religious beliefs. We do not monitor the religion of service users. The impact of proposed changes is unknown on religion.

## 10. LEGAL IMPLICATIONS

10.1 Section 507B inserted into the Education Act 1996 by virtue of section 6 of the Education and Inspections Act 2006 will be commenced in January 2007 and applies to England only. It must, so far as reasonably practicable, secure for qualifying young persons in the authority's area access to -

- a) sufficient educational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities; and
- b) sufficient recreational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities.

10.2 In order to assist young people to engage in positive activities, the local authority will need to provide a comprehensive, accurate and accessible information service for young people regarding existing local positive activity provision.

10.3 Currently Reading Borough Council meets this duty with the online directory, named the Reading Service Guide, with a specific youth section.

<http://servicesguide.reading.gov.uk/kb5/reading/directory/youth.page?youthchannel=0>

10.4 There are a number of acts that apply to a youth offending service that the council must and does comply with.

- Crime and Disorder Act 1989 Section 38 of the
- Crime and Disorder Act 1989 Section 42(3)
- Crime and Disorder Act 1989 Section 39(1)
- Crime and Disorder Act 1989. Section 39(5)
- Crime and Disorder Act 1998 Sections 39(7) and 40 set out the broad functions of a Youth Offending Team
- Criminal Justice Act 2003 s325
- Children Act 2004 s10(4)
- Children Act 2004 s 11
- Children Act 2004 Section 13(3) (d)
- Education and Skills Act (2008) s16/s77
- Children and YP Act 1969 s23AA(5)
- Children and YP Act 1969 s23(3)
- Bail Act 1976 s 3 AA and 3AB
- Crime and Disorder Act 1998 s66
- Sentencing Act S18 and 29
- Anti Social Behaviour Act 2003 s 25

*State here:*

- *The legal power under which you are asking the decision to be taken*
- *Whether or not you require a delegation to implement*
- *Any relevant standing orders or Procedure Rules that you are following (including procurement)*

## 11. FINANCIAL IMPLICATIONS

11.1 This report is seeking to consult on savings £750K from the range of budgets that make up the services within the youth offer.

11.2 Current Cost of all Youth Services that RBC provides (Intensive to universal services) as per budget book 15/16 is £2,823,500.

11.3 £769,000 of this expenditure is income from sources outside of the council, including £466,900 (60%) as a contribution to YOT.

11.4 Therefore RBCs contribution to overall spend is £2,069,500 to youth services. Currently estimated RBC spend in each of the 3 categories is:

Universal Services	25% (£526,110)	Contracted out youth clubs, a proportion (40%) of spend in youth service in CATs and a proportion of the youth participation budget (50%)
Targeted Services	47% (£978,970)	PASS, a proportion (60%) of spend in youth service in CATs, teenage pregnancy, a proportion of SOURCE (25%), specific spend on REACH out, Smiles & Young Carers, a proportion of the youth participation budget (50%)
Intensive Services	27% (£564,600)	YOT, a proportion of SOURCE (75%)

Comparative spends to other Local Authorities are:

11.5 Our Youth Justice services profile at £15 per head of 0 - 17 population which is just above the national average (£14), identical to the statistical neighbour average and joint 6<sup>th</sup> lowest within the 11 statistical neighbours.

Therefore officer's first proposal is that the YOT budget will manage any reduction from partner contributions in a specific YOT process that has already begun in with the YOT management board receiving a scoping paper in Dec 2015. RBC will continue to fund the YOT at £469,800.

11.6 Our Universal and Targeted youth services profile at £58 per head of 0 - 17 population and is significantly above the national average (£43) and the statically neighbour average (£36). And our spend is the 2<sup>nd</sup> highest spend within the 11 statistical neighbours.

11.7 Therefore officer's proposal is that our universal and targeted service spend profile is brought in line with statistical neighbour averages savings. Based on 15/16 figures £750,000 savings is required to be bring this in line. This includes management costs below the service manager level.

#### Proposed spend in detail

11.8 When both financial years savings (of £750k) are taken out of the current overall spend our budget amount reduces to £1,319,500 of council spend on the youth offer. The figures below are therefore an outline of spend from the start of 17/18 with full effect of savings having been reached.

Universal Services	0	
Targeted Services	839,700	Still expecting to supplement RBC expenditure from these Income sources from Public Health, Short breaks and Young Carers grant
Intensive Services	479,800	Still expecting to supplement RBC expenditure from these Income sources from <ul style="list-style-type: none"> <li>• CCG, PCC &amp; YJB for Youth offending service</li> <li>• Public Health &amp; PCC for SOURCE &amp; Income</li> <li>• Public Health for Teenage parent services.</li> </ul>

Total	1,319,500	

11.9 Therefore our new estimate that RBC could spend in each of the 3 categories would be:

	17/18	With income
Universal Services	0%	0%
Targeted Services	64%	45%
Intensive Services	36%	55%

12. BACKGROUND PAPERS

No background papers for this report.

### 13. FINANCIAL IMPLICATIONS

The financial implications arising from the proposals set out in this report are set out below:-

#### 13.1 Revenue Implications

Use this Table in the report or as an Appendix to set out the revenue implications:

	2015/16 £000	2016/17 £000	2017/18 £000
Total Expenditure (Employee costs + Other running costs)	£2,823	£2,638	£2,088
Total Income (grants)	£769	£769	£769
Net Cost(+)/saving (-)	£2,069	£1,869	£1,319

There is a risk that the income from grants and other parties (e.g. CCG) may reduce but there is no confirmation as yet. Similarly there may be opportunities to increase our income.

#### 13.2 Capital Implications

Currently there are no capital implications for this report.

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	2 MARCH 2016	AGENDA ITEM:	15
TITLE:	CHILDREN'S WORKFORCE STRATEGY 2016-2018		
LEAD COUNCILLOR:	COUNCILLOR GAVIN	PORTFOLIO:	CHILDREN'S SERVICES AND FAMILIES
SERVICE:	LEARNING AND WORKFORCE DEVELOPMENT	WARDS:	ALL
LEAD OFFICER:	RUSSELL GABBINI	TEL:	74064
JOB TITLE:	ORGANISATIONAL AND WORKFORCE DEVELOPMENT MANAGER	E-MAIL:	<a href="mailto:Russell.gabbini@reading.gov.uk">Russell.gabbini@reading.gov.uk</a>

1. PURPOSE AND SUMMARY OF THE REPORT

- 1.1 The purpose of this report is to set out and seek approval for a Workforce Strategy for Children's services. It is in response to the need to have a strategic approach to workforce development, recognising the current difficulties in recruitment and retention, but also to acknowledge the need to develop and support our staff across Children's Services.
- 1.2 The strategy aims to highlight the current issues relating to the workforce and propose initiatives which respond to the need to ensure that the current and future workforce is recruited, retained and developed with the right skills and in sufficient numbers to meet the needs of the children, young people and their families that look to the council for support. The strategy is therefore presented under three themes:
  - Recruitment
  - Retention
  - Developing and Supporting staff
- 1.3 It is supported by an action plan which will be overseen by a Workforce Development Operational Group, chaired by the Interim Head of Safeguarding and Children's Social Care. This group will be responsible to the corporate Organisational Development Group, chaired by the Managing Director.
- 1.4 The strategy covers staff working in Children's Social Care and Early Help Services only and at this stage does not include Education staff.

## 2. RECOMMENDED ACTION

- 2.1 For the committee to consider and approve the Workforce Strategy as attached
- 2.2 That a report be presented to ACE Committee in twelve months to monitor progress and achievements

## 3. CONTEXT AND BACKGROUND

- 3.1 One of the biggest challenges the service is facing is the significant use of agency staff and currently the use of agency staff stands at 42%. Whilst this is not consistent issue across the whole service, it is particularly significant in social work teams. There has been some success in recruiting to permanent posts in recent weeks, but a strategic, planned, targeted and monitored approach is needed to permanently recruit to social work practitioner and management posts and this must be a priority for the council to ensure agency costs are reduced in the long-term.
- 3.2 To ensure consistency to our service users and to maintain the skills and knowledge across the service, the council needs to retain its long-standing staff and those that we recruit to permanent posts. Between May and November 2015 the turnover rate stood at 20.8 % and a proactive approach to reducing this figure is required. An effective and induction and appraisal process, as well a commitment to meaningful engagement with staff, manageable caseloads and developing ways of “growing our own” staff are all ways in which the council can demonstrate their commitment to retaining staff.
- 3.3 To compliment initiatives and performance in effectively recruiting and retaining staff, there is a need to provide adequate development opportunities to our staff. As well as promoting and embedding a culture of evidenced-based, reflective practice, there is a need to ensure that staff have access to continuous professional development opportunities. A range of learning and development opportunities including e-learning, access to research tools, shadowing, management development and knowledge sharing events would assist in developing a “learning culture” within the service.
- 3.4 A range of tools to help maintain the morale of staff by helping them in their professional and personal lives will help develop a supportive culture within the service. By providing effective supervision, coaching, support for our newly qualified staff and professional and practice support from the Principal Social Worker, we can ensure that staff feel professionally supported in the demands of their jobs. Personal support tools such as the Employee Assistance Programme, Trades Unions and other stress and well-being tools can also contribute to the level of support provided to staff.

#### 4. CONTRIBUTION TO STRATEGIC AIMS

4.1 Ensuring that we have a sufficiently skilled workforce and an increase in the number of permanent and committed staff will support the following strategic priorities:

- Safeguarding and protecting those that are most vulnerable;
- Providing the best start in life through education, early help and healthy living;
- Remaining financially sustainable to deliver these service priorities.

4.2 And will contribute to promoting equality, social inclusion and a safe and healthy environment for all

#### 5. COMMUNITY ENGAGEMENT AND INFORMATION

5.1 There are no statutory requirements to consult with communities about the Workforce Development Strategy as it is an internal document to the council.

#### 6. EQUALITY IMPACT ASSESSMENT

6.1 The overall proposed strategy does not adversely impact on any group with a protected characteristic and has been developed to promote equal opportunity and inclusion.

6.2 As initiatives and further proposals are developed, equality impact analyses will be undertaken and presented as appropriate.

#### 7. LEGAL IMPLICATIONS

7.1 None except where referred to in the body of the report.

#### 8. FINANCIAL IMPLICATIONS

8.1 It is planned that the initiatives and activity in the strategy are delivered within existing resources/budgets already identified.

8.2 For any additional budget/resources required, proposals will need to be made to the Organisational Development Group for consideration.

#### 9. ATTACHED PAPERS

9.1 Draft Children's Services Workforce Strategy 2016-2018





**Reading**  
Borough Council  
Working better with you

fair | caring | enterprising

# Children's Services Workforce Strategy 2016- 2018



DRAFT

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## 1. Introduction

Reading is a thriving, diverse town and is an important commercial centre for Thames Valley and Southern England. Reading's population and economy continues to grow and the needs of our residents and businesses are changing, which impacts on the services the council provides.

In order to meet the needs of the increasing numbers of children, young people and their families who look to us for support we need to consider ways of ensuring services continue to be delivered in a safe and efficient way. We need to ensure that the current and future workforce is recruited, retained and developed with the right skills and in sufficient numbers both to meet our expectations and to do so in the context of a challenging economic climate where efficiencies will need to be considered.

When we talk of workforce development, we do not mean that everything about the workforce must change - there are many examples of excellent practice across the Children's services workforce in Reading where the competency and commitment of Children's services professionals have positive outcomes for our residents. Rather that we need to develop and build on the skills of people working across Children's services to equip them with the confidence and capacity to meet the new challenges and changes ahead.

To support workforce development, we will need to work with and engage staff, partners and stakeholders to maximise resources, embed consistently good practice and acknowledge the part they have to play in the delivery of safe, high quality services.

## 2. Purpose of the strategy

This document outlines the workforce development activity and needs of the council's Children's Services staff. It will cover the following categories of roles within the council:

- Health and Care Professions Council registered, qualified social work staff
- Unregistered social work staff (e.g. Assistant Social Workers, Leaving Care Advisors)
- Front line social care staff providing regulated services in residential and respite care.
- Staff providing frontline preventative, early intervention services in the Early Help service

A breakdown of the staff profile can be found at Appendix A

The strategy is necessary to ensure the needs of the workforce providing services to some of our most vulnerable children, young people and families are considered. It will provide a framework for workforce development activity and planned actions towards meeting some of the challenges that face the service. It will be overseen by a Workforce Development Operational Group, comprising of key staff and managers who can assist in the monitoring and delivery of workforce development initiatives to be embedded into the culture of the organisation. This forum will be responsible to the corporate Organisational Development Group (ODG), chaired by the Managing Director.

One of the council's biggest challenges is the recruitment and retention of staff, especially qualified social work staff. The strategy aims to address some of the issues relating to recruitment and retention by promoting an employer brand which promotes Reading as an employer of choice.

Whilst there may be some overlap, the strategy will be delivered under three main themes:

- Recruitment
- Retention
- Developing and Supporting the Workforce

The development of this strategy has been informed by a review of the previous strategy actions and new work that includes:

- The use of focus and development groups
- Collection of individual feedback from both managers and social workers via a combination of methods such as surveys and service health checks.

- Evaluation of themes voiced in exit interviews
- Benchmarking activity to compare our terms and conditions with surrounding and similar sized local authorities
- Analysis of existing management information such as budget expenditure, response to recruitment advertising, sickness and leaving data.
- Trend information on the social care recruitment market
- Evaluation of training delivered

## Our Priorities and Values

Our Corporate priorities set out in the Corporate Plan outline the key priorities of the organisation. They are:

- Safeguarding and protecting those that are most vulnerable
- Providing the best life through education, early help and healthy living
- Providing homes for those in most need
- Keeping the town clean, safe, green and active
- Providing infrastructure to support the economy
- Remaining financially sustainable to deliver these service priorities

Within Children's Services, these priorities are underpinned by our vision:

*"Listening to Children and Young People, Enabling Families & Acting in Partnership"*

This means:

### **We will listen to children and young people**

All Reading children and young people will be heard, safe & inspired to achieve their full potential and lead fulfilling lives regardless of background. We commit to listening and responding honestly.

### **We will enable families to take more control of their lives**

Families are enabled to take more control (to make better choices and constructive changes) and we have a positive impact on their lives.

### **We will act quickly to deliver support**

We will aim for the best possible outcome for each child, working in a child-centred, transparent, timely and inclusive way.

### **We will work in partnership**

We will do this by investing early enough, integrated service provision and being effective, proportionate & efficient.

The Corporate Priorities and our Children's Services vision are underpinned by the values of the organisation. We deliver our services by working to the values of being:

- Fair
  - tackling inequality and promoting residents rights
  - ensuring residents are part of decision making
  - ensuring our staff have the right support
- Caring
  - putting residents at the heart of what we do
  - working with residents to look after each other
- Enterprising
  - unlocking the power of our communities
  - acting now to create a better future

The strategy will also be underpinned by the council's Organisational Development objectives - see Appendix B

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### 3. Recruitment

An important factor to the success of this strategy will be to ensure that we recruit sufficiently skilled workers, in sufficient numbers to deliver high quality, appropriate services, where and when vacancies arise. Whilst we do not have significant difficulties across the whole service, the council, similar to other local authorities, have found significant difficulties in recruiting permanent, registered social work staff.

A significant amount of work has already been undertaken to improve the recruitment of social workers and social work managers, however we still have to heavily rely on the use of agency staff to deliver services. At present, the percentage of agency staff working across Children's Services is 42%, the majority of which are workers and social work managers. Our ambition is to have posts filled with permanent staff and have no more than 10-15% agency staff.

Frequent changes in staff impacts on the service delivery as children, young people and their families can find themselves dealt with by several workers during their course of engagement with the service.

Having to recruit agency staff is costly in terms of short term salary costs and recruitment time and also creates instability in teams, as agency workers may not stay for long. The impact of continuous change within the staffing group can include a reduction in staff morale which in turn influences retention. Therefore, it is essential that the council takes action to reduce the number of agency workers we employ by converting agency staff to permanent post holders if they meet the standard and where it is necessary to recruit agency staff, that we try to retain them for as long as possible and provide appropriate developmental support.

Whilst there has been some improvement in the recruitment performance during the last year, there is more work to be done in respect of improving recruitment processes and targeted recruitment where this is appropriate.

Integrated into the Business Support function, a newly appointed Recruitment Coordination Team has been appointed and now undertakes all Permanent and Agency recruitment of social work staff and social work managers. The team works closely with Operational managers to recruit appropriate staff and handle most of the processes involved, from screening candidates, negotiating rates and terms to generic inductions and organising the IT set up for new starters. Recruitment performance has improved since this approach was adopted.

The new team is also coordinating an extensive marketing campaign which commenced in August 2015. It includes advertising in a wide range of media including Community Care, Compass and Guardian websites, LinkedIn, and are exploring the use of other social media such as Facebook and Twitter. The campaign also includes the coordination of attendance by key staff at regional and



national level industry specific recruitment events, promoting Reading as an employer of choice.

We have engaged a group of recruitment agencies who are actively promoting Reading and sourcing staff for our vacancies, both from the UK and internationally. Collaboration and links with the University of Southern California has meant that there is the potential to recruit 6 experienced social work practitioners.

Our e-Recruitment service was rolled out in February 2014 following extensive testing, piloting and internal training. Linking into I-Trent (our HR system), we now benefit by the ability to offer customers a modern user friendly interface, improved efficiency and customer service. Thus reducing resourcing costs to the council, tailoring to meet specific service and customer needs, a broader collection of statistics, enhanced internal recruitment, and increased advertisement scope.

Additional work has commenced on utilising functionality within our HR systems to build a database of candidates to whom we can publish our vacancies. This will mean applicants for jobs at Reading will be able to register their interest, along with their qualifications skills and experience. Over time this will create a talent pool database allowing potential workers to be contacted proactively about opportunities in Reading. Further work is planned to utilise the HR system to provide regular information regarding establishment data and vacancy information.

A review of our permanent recruitment processes has been completed and the following changes implemented from August 2015:

- The way in which Social Work applications are managed. Applications are now handled individually with candidates shortlisted and interviewed within a week. Contact and support throughout the process is provided by the Operations & Support management team to both the applicant and hiring manager, with the aim of reducing candidate withdrawal and making the time between application and offer of employment as short as possible.
- Interview questions have been revised to ensure fitness for purpose and to enable us to gain the best from candidates.
- Additional recruitment and selection training has been provided for all Children's Social Care hiring managers.
- The time taken to complete DBS checks has caused significant delays to workers starting with the Authority. We have now moved to an electronic DBS checking system.

Initial results are encouraging as during the period between September 2015 and January 2016, 15 permanent social work posts have been recruited to.

### “Selling” Reading as a place to work

Reading, as an employer, aims to promote the council as a place to work. We need to positively present Reading as a professionally challenging and rewarding place to work, one that provides opportunities to work within a dynamic

environment which embraces and celebrates the chance to work with an extensively diverse population.

We recognise that Reading needs to remain competitive in the job market in terms of recruiting and retaining staff. Regular benchmarking of salaries against other local and similar authorities will be essential if we are to stay competitive. Packages offered have been reviewed and whilst some authorities offer retention bonuses and “golden hello” payments, Reading salaries remain competitive overall. This is aided by market supplements that are offered to frontline social work staff, which have recently been increased from £2000 to £3000 per annum and are reviewed annually.

Whilst pay is an important factor in the recruitment of staff, additional conditions of service and benefits also need to be considered to attract and recruit staff. Our standard condition and benefits remain comparable to other local authorities and include:

- Generous annual leave (24 days, rising to 29 days after 5 years and 32 days after 10 years) in addition to statutory bank holidays.
- Career Average Related Earnings (CARE) pension scheme
- Death in service/ retirement benefit (As part of pension scheme)
- Sick pay scheme
- Flexible working arrangements (where these can be accommodated in meeting service delivery requirements)
- Access to an Employee Assistance Programme for help, support and counselling if required.
- Training and Development
- Bus travel discounts
- Interest free season ticket loans
- Car parking discounts
- On site Nursery
- Child Care Vouchers

In addition to these benefits, a corporately developed “Reading Offer” includes a revised and improved relocation and rent and mortgage support scheme which aims to reflect and support the cost of accommodation and housing in the area and thus, will hopefully attract recruitment from further afield.

Key actions to take forward to improve recruitment:

- Regular benchmarking of salaries with other local authorities and comparator groups
- Coordinated, creative approach to recruitment initiatives and events
- Engage with development of the corporate HR system and e-recruitment portal to ensure Children’s Services needs are being met

- Effective monitoring of the use of agency staff and number of applications converted into recruited posts

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## 4. Retention

The service, as well as focusing on recruitment, also needs to focus on retaining staff in order to maintain consistency to our service users and maintain the wealth of skills, experience and knowledge across the service. We need to acknowledge that the contribution of our staff is our greatest asset and therefore need to ensure that they are meaningfully engaged in the delivery and development of the service, and are supported to meet the current and future challenges.

Staff turnover has increased over recent years and for the period between 1<sup>st</sup> April 2015, to 31<sup>st</sup> November 2015, stood at 20.8%. The service needs to continuously monitor and address this issue. We aim to achieve this in several ways.

### Induction

Staff that have been recruited into the service need to feel “a part” of the organisation from their first day of employment to promote retention. A recently developed on-line corporate induction will be launched in January 2016 which provides information about the structure of the council and services and support available to staff. However, there is a need to provide a more specific, local induction to Children’s Social Care staff to maintain a consistency of approach and to promote practise standards across the whole service.

### Performance Tools

Alongside direct feedback from Service Users, Case Reviews and Serious Case Reviews, regular audits are undertaken of casework. This aims to identify issues relating to practice, processes and to identify skills gaps in the workforce. We have also previously used the “Social Work Health Check” as developed by the Social Work Reform Board to check our performance. We aim to implement a policy which uses a range of tools on a regular, planned basis so that issues can be identified and addressed at an early stage.

### Appraisals

Appraisals are undertaken annually aligned to the corporate policy and linked to competencies which in turn are linked to pay progression. In addition to measuring personal performance the appraisal process aims to identify personal development needs which can be considered as part of the annual Training Needs Analysis completion. In social work teams, the appraisal format has been adapted to incorporate the College of Social Work’s Professional Capabilities Framework (PCF); however there is a need to review this process to reflect the introduction of the new Knowledge and Skills Statement (KSS). It is planned that a new format can be developed to be “fit for purpose” across the whole of the service.

### Newly Qualified Social Workers

The Assessed and Supported Year in Employment programme for NQSW’s aims to provide support to newly qualified staff by evidencing holistic assessment against the professional capabilities framework (PCF) and more recently the KSS. Over the

course of twelve months the NQSW is supported with regular reflective supervision, a protected caseload, protected time and a professional development plan. This support needs to be continually monitored and maintained to ensure that newly qualified staff social work staff have a positive experience and are therefore likely to remain with the council and become experience practitioners.

### Engagement with staff

Staff have informed us that they need to feel that they have a say and are being engaged in discussions about the delivery and development of the services they provide. To promote meaningful engagement “with” and “from” staff, they are encouraged to contribute to “working” and “task and finish” groups and provide feedback to senior management, including to the Managing Director.

A series of “whole service” conferences have recently been positively evaluated, which has resulted in some staff expressing an interest in engaging with future workforce development initiatives. In future these conferences will be held four times a year and led by council staff and external contributors and will help our aspiration for Reading to be “solidly good”

### Caseloads and Workload Management

To ensure that social work staff workloads are at reasonable levels, work has already started on reviewing caseloads. A significant number of cases have already been reviewed and cases have been “closed” where appropriate and this has helped reduce the number of cases being held by workers. The number of cases held will be closely monitored by the Children’s Services Management Team and the service, by addressing recruitment and retention issues aims to increase the number of staff to ensure the appropriate spread of caseloads. Our ambition is to ensure caseloads are between 18-22, depending on the complexity of the case.

### Aspiring to Excellence

To promote and reward practice excellence in social care, an “Aspire to Practice Excellence” scheme is currently being considered. It is hoped that the scheme will be able to “reward” individuals or teams that meet a specific criteria and who demonstrate examples of innovative, creative and outstanding work that improves practice or improves outcomes for children, young people and their families. A corporate, “Customer Care Excellence Award” scheme is also being reviewed to promote and recognise excellence in the workplace.

### Growing our own staff

To provide opportunities for staff to develop and therefore remain committed to stay with the council, staff are actively encouraged to apply for other roles within the service and are offered feedback and support to enhance their experience and learning if not appointed.

### Secondments and “Acting Up”

Staff are encouraged to apply for opportunities for secondment or “acting up” into either more senior roles or for project roles which can broaden their experience and explore different careers or posts within the service.

### Step up to Social Work programme

The Step Up to Social Work is a programme which enables trainees to work towards a Masters level qualification to practice as a social worker at the same time as gaining intensive hands-on experience. It has been designed to enable high-achieving graduates or career changers who have experience of working with children and young people to train to become qualified social workers.

As part of our efforts to grow our own workers, Reading has successfully established the “Step up” programme with three other local authorities within Berkshire. The programme is delivered in partnership with Bucks New University. The first intake of step up students in 2014, involved recruiting twelve students across the partnership, two of whom were placed in Reading. On completion of the Step up programme, Reading was successful in offering a permanent post to one of the step up student.

We recognise the benefit of the step up programme to “growing our own” staff as part of our wider recruitment strategy and we have successfully appointed four step-up students to start the programme in January 2016. The future plan will be to continue to support the Step Up programme and to increase our numbers and hopefully retain these students on qualifying.

### Switch to Social Work

As an investment in staff that are currently unqualified, but experienced, or have shown commitment to the council and have a passion and the potential to become social workers, the council has developed a “Switch to Social Work” scheme. The scheme will provide the opportunity for some staff to undertake professional training to become a social worker by obtaining a BA (Hons) degree in Social Work and subsequent registration to the Health and Care Professions Council. A comprehensive selection process has been undertaken and 8 successful candidates have started their studies with the Open University in January 2016. A significant number of these staff are currently employed in Early Help services.

Whilst it will be 3 years before these staff graduate as social workers, the flexible nature of the Open University course enables the council to retain these workers during their studies and practice placements, and go some way to addressing difficulties in recruitment of social workers in the long-term.

Key actions to take forward to improve retention:

- Provide an effective induction for Children’s Services

- A planned approach to measuring workforce development performance and agree tools to be used
- Develop an effective revised appraisal process to ensure it is fit for purpose for the whole service
- Review the current NQSW programme to ensure we are providing adequate support towards retaining staff at the end of ASYE
- Implement a planned programme of meaningful engagement with staff
- Effective monitoring and allocation of caseloads for social work staff
- Provide a programme of activity to “Grow our own staff”

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## 5. Developing and Supporting Staff

As part of the overall workforce strategy, the council recognises that it needs to invest in a comprehensive programme of activities, supported by specialist resources in order to develop and support staff at all levels. For Children's Services staff it is important to have a wide range of resources which support staff and promotes and enables a "learning" culture of evidenced-based, reflective practice.

### Developing staff

We acknowledge that staff development is much more than organised training events and Reading Children's Services has invested in a comprehensive programme of activities supported by specialist resources in order to develop staff at all levels of the service. All learning and development activity is linked to the vision and strategic aims of the service, whilst recognising the need for individual personal development and continuous professional development.

An annual Training Needs Analysis is undertaken with a view to collecting and collating information about the training needs of all teams across the service. Needs identified are considered by the Directorate Management Team to ensure that training is prioritised to meet the service need and to ensure resources are utilised effectively.

The learning and development activity for the service is commissioned, managed, coordinated and evaluated by two dedicated Learning and Workforce Development Officers. In addition to organising mandatory courses such as Safeguarding and specialist training required for service delivery, the Learning and development team also liaise with local HEI's to provide access to professional accredited and post qualification training.

In our effort to provide a flexible and wide range of learning and development opportunities, we are increasingly using e-learning as a medium to provide training, or to supplement face-to-face delivered sessions. We have commissioned and implemented LearningPool as our on-line training platform, as it offers a wide range of readily available resources, but also provides us with the opportunity to develop bespoke on-line training for Reading staff.

Evaluation of learning is undertaken by completing evaluation forms or on-line surveys. We have however, acknowledged that there is a need to evaluate our return on investment to training and the impact it has on practice and hence services users. The Learning and Workforce Development Team have therefore started to plan a programme of intensive follow up evaluations of high impact and/or high cost training, involving interviewing staff and managers to measure the impact on practice.

Safeguarding is integral part of the work we do. To ensure that this is embedded across the council a range of Safeguarding training is provided as part of the standard offer. This includes an introductory awareness as part of the corporate on-line induction and a Universal Safeguarding course, delivered by our own staff



which is mandatory for Children's services and other front line staff. Additional, advanced training is also available as part of a partnership agreement with the West of Berkshire LSCB.

Information gathered from audits and other performance indicators have identified some core areas of practice requiring improvement. These will take priority in future development and training activity and include:

- Recording Skills
- Capturing the voice of the child
- Analytical writing and reporting
- Understanding chronologies
- Working effectively with BME communities

Information about recent activity can be found at Appendix C, but there are other ways in which the council can provide development opportunities to its staff:

### Research in Practice

The council has universal access to Research in Practice which provides research articles, online and local training and also authority specific in house days. Encouraging evidence based and reflective practice are key requirements identified by the Munro review and so it is important to give permission to all staff to take time away from immediate tasks in order to think more deeply about the cases and families they are working with. We need to ensure that we fully utilise this service and extend its use across the whole service.

### Shadowing

As well as encouraging staff to apply for secondments and "Acting up" opportunities, workers are also encouraged to seek shadowing opportunities in teams other than their own to broaden their experience. Other agencies that belong to the Reading Children's Services Improvement Board (CSIB) e.g. Thames Valley Police and Berkshire Healthcare Foundation Trust have shown a willingness to provide cross-agency shadowing opportunities and we will be exploring options into how this might work to promote integrated working and development for our staff.

Links made with Camden Council, provides us with an opportunity to explore different practice models and to identify, develop and share good and best practice. It will provide opportunities for peer to peer support for our managers.

### Management Development

Key to progression of the strategy is to ensure that our supervisors and managers have sufficient skills and knowledge to lead, support and manage the performance of our staff. The council has recently reviewed its management development training and has agreed a comprehensive programme for managers, which has been developed as part of the "Reading Offer".

A “Step up to Management” programme aims to provide practical skills to managers that are moving from a functional role in to a management/supervisory role. It includes training on the council’s policies and procedures such as Recruitment and Selection and Appraisals, but also includes training designed to promote confidence as a manager and skills required to support staff such as managing stress and coaching skills.

The “Next Steps” programme aims to provide more experienced managers the “softer” skills required to manage both staff and projects. It is much more strategic in its approach and focuses on promoting reflective practice and the skills required for effective management of change and development of services.

Currently in development, “Aspire to Management” is a programme aimed at providing opportunities for experienced managers who wish to, or have been identified to have the potential to progress into senior management roles. It has been designed to work with managers to produce a tailored pathway to support their specific ambitions and our business needs. It is proposed that staff on this programme will be allocated a senior manager as a mentor, in addition to working with a senior manager from another authority to provide a broader range of experience and development.

The council has recently engaged in discussions with the Local Government Association (LGA) and the Virtual Staff College to develop a bespoke Leadership programme for Children’s Services managers. It is aimed at equipping our managers with the skills to incorporate a “bigger picture” approach to leadership, and to create a “permissions environment” which will promote creativity and innovation across the service.

### Continuous Professional Development (CPD)

For some roles within Children’s Services, e.g. Social Workers and Educational Psychologists, there is a requirement to register with a specific professional body such as the Health and Care Professions Council. For such professional bodies, there are specific CPD requirements that need to be met, but the service needs to consider the continuous professional development of its entire staff. To this end, we will be working closely with staff to consider what their needs are in respect of their CPD and looking at innovative ways in which we can support staff to meet these.

### Equality and Diversity

To reflect the needs of Reading’s diverse population, we need to ensure that our staff have the skills and knowledge to be able to respond to our residents that have specific needs relating to culture and/or religion. The council currently has an on-line “Equality and Diversity” training package, however further training and resources need to be developed and delivered to provide Children’s Services staff with the confidence to respond to our communities.

## Knowledge Sharing

We know that we have a wealth of knowledge, skills and expertise within the council and we need to capitalise on this by ensuring that we provide opportunities for staff to be able share information and good practice. To promote this, we will be setting up an ongoing series of “Learning Lunches” which will focus on topics relating to practice and of particular relevant interest. This is an approach that works well for our colleagues in Adult Services.

## ICT

As part of our contract with our ICT provider (Northgate), a comprehensive programme of ICT training is provided relating to Microsoft Office applications. In addition to this, e-learning training for our Electronic Social Care Records system - Mosaic, is available through LearningPool, as well as face-to-face training from our Performance Team as appropriate and according to need. We need to maintain a sufficient level of ICT training, so that our Practitioners can be supported to accurately record and report information.

## Supporting Staff

The council is committed to supporting staff in their professional lives as well as promoting a culture of well-being and it takes its responsibilities towards staff very seriously. There are a range of initiatives that we have developed in order that staff feel well-managed and supported during their time with Reading.

## Supervision

Supervision is essential in providing support to our staff. Our corporate supervision policy provides a framework which is used to provide not only professional support, but to consider the well-being needs of our staff. In Children’s social care, we are committed to promoting reflective supervision as a means of embedding reflective, evidenced-based practice. Some managers have already undertaken training to deliver supervision in this way, but we aim to extend this practice across the whole service.

## Coaching

Over several years, Reading has promoted coaching as an effective tool to supporting staff. We currently have a Coaching Pool of 6, ILM level 7 qualified Executive Coaches who are practising senior managers that have been utilised to provide coaching sessions to individuals and in group sessions.

There are currently no staff within Children’s Social Care as part of the Coaching Pool, but as an effective solution-focused tool which could help with the embedding of reflective practice and as a supplement to supervision, we need to adopt coaching as an additional means to equip staff with the necessary skills to fulfil their roles.

We already have “Coaching for Supervisors” training available as part of the corporate management development programme, therefore we will be identifying appropriate staff to be trained as coaches. Further consideration is being given to whether external, specialist social care Coaches are required; initially for Service Managers, but with a view to extending this if required.

### Newly Qualified Social Workers

Support for our NQSW’s is provided by a Practice Mentor who is responsible for working with and providing coaching to NQSW’s. This role provides individual professional practice support, but also bespoke training as necessary.

### Practice Placements

Children’s Social Care currently has 7 qualified, or in training Practice Educators to provide support to social work practice placements. Encouraging an increased number of staff to achieve a Practice Education qualification will not only provide development opportunities for our existing staff, but will be essential in providing practice placements to our “Step up to Social Work” and “Switch to Social Work” candidates.

### Principal Social Worker

The Principal Social Worker will have a key role in supporting Children’s services staff. The role, recommended by the Munro Review is designed to act as a conduit between front-line staff and senior management and improve communication within children’s services departments and champion best practice. The Principal Social Worker will therefore have a key role to play in the delivery of this strategy and will be a member of the Workforce Development Operations Group.

### Other Support

Acknowledging that staff working with vulnerable children, young people and families often experience emotional demands, but also have other issues that affect their professional and personal lives, the council provides a range of services and resources that aim to support staff with these. They include:

- An Employee Assistance Programme - provides practical and emotional support, including a 24 hour, confidential telephone and face to face counselling service.
- Access to Trades Union membership - providing help and advice
- A range of tools to help deal with stress - includes on-line Time Management, Personal Resilience training and a suite of resources to help deal with stress.

Key actions to take forward to developing and supporting staff:

- Effective use “Research in Practice” tools
- Explore opportunities for cross-service and inter-agency shadowing

- Provide an effective Leadership and Management Development programme
- Provide effective Continuous Professional Development opportunities
- Further promote a culture of reflective practice
- Create extra capacity of Practice Education across the service
- Provide support tools for staff well-being

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## 6. Action Plan

### Children's Services Workforce Development Strategy Action Plan 2016-2018

#### Key

Catherine Parry - Head of Safeguarding and Children's Services - CP  
 Russell Gabbini - Organisational and Workforce Development Manager - RG  
 Linda Grover - Learning and Workforce Development Officer - LG  
 Nerin Swanton - Learning and Workforce Development Officer - NS  
 Gina Carpenter - Service Manager, Early Help - GC  
 TBC - Representative from Education Services  
 Jean Ash - Service Manager, Children's Social Care - JA  
 Ali Matthews - Service Manager, Children's Social Care - AM  
 Andrea Keddo-Powell - Service Manager, Children's Social Care - AKP  
 Martlie Swart - Principle Social Worker - MS  
 Kiren Khuttan - Practice Mentor - Children's Services - KK  
 Ben Morgan - Operations and Support Manager - BM  
 Michelle Devaney - Operations and Support Manager - MD  
 Jo Hicks - Quality Assurance Manager - JH  
 Annette Paterson - HR Partner - AP

Deliverable	Actions	Lead	Timescale	Success Measures
<b>Recruitment</b>				
Regular benchmarking of salaries	Initiate a plan to undertake regular benchmarking of salaries with other LA's and comparator groups	AP, BM and MD	Feb 2016 and ongoing	Remain competitive in the market and increase permanent recruitment
Coordinated approach to recruitment initiatives and events	-Develop an annual plan for local recruitment initiatives and attendance at national events	BM and MD	Feb 2016 and ongoing =	Targeted approach towards increased permanent recruitment. Higher quality of applicants.

	-Identify implement a method of measuring recruitment success from recruitment initiatives and events.			
Effective use of I-Trent and E-Recruitment	-Liaise with HR to implement planned developments to the I-Trent system	RG and BM	Feb 2016 and ongoing	Establish an effective “Self Service” model to inform accurate establishment figures Targeted recruitment of permanent staff
	-Scope possibility of creating a specific e-recruitment web page for Children’s Services to use systems	RG and BM	Mar 2016	
	-Ensure staff involved in recruitment are sufficiently skilled	RG and BM	Mar 2016	
Effective monitoring of use of agency staff and number of applications converted in to permanent posts	-Review current monitoring processes and revise as appropriate	BM and MD	Mar 2016	Use of agency staff reduced due to permanently appointed posts Target - 10-15% agency staff  DMT to have strategic overview using reliable data.
	-Plan to report to DMT quarterly			

Deliverable	Actions	Lead	Timescale	Success Measures
<b>Retention</b>				
Provide an effective Induction for Children’s Services staff	Review and implement a revised local induction for Children’s Services staff	MS, JH, LG and NS	April/May 2016	All staff will be confident in the role of their council and the function of their service
Identify and confirm workforce development performance measures	-Agree and implement tools to be used (Supervisions audits, staff survey, evaluations etc).	Workforce Development Operations group linked	TBC	For workforce development activity to be regular measured and monitored to ensure effectiveness of initiatives linked

	-Agree and implement frequency of WFD performance monitoring	to Quality Assurance Framework		to strategic objectives
Provide an effective Appraisal for Children's Services staff	-Review and implement a revised appraisal process (linked to KSS)	MS, LG, NS	June 2016	All staff to receive an annual appraisal which provides a framework for individual performance management  Fit for purpose appraisal, relevant to all staff in Children's Services
	-Initiate a planned approach to monitoring completion of appraisals			
	-Undertake an evaluation of revised appraisal scheme.			
Provide an effective ASYE programme to ensure adequate support towards retention of NQSW's	Programme review and engagement of operational managers	MS, KK, CP and RG	May 2016	NQSW's will be well supported, engaged in the service and be suitable and prepared to be considered for suitable permanent posts
Effective monitoring and allocation of caseloads for social work staff	Regular monitoring of caseloads by the management team	CSMT	February 2016 and ongoing	CSMT to have strategic overview using reliable data. Target caseload 18-22 depending on complexity
Implement a programme of meaningful engagement with staff	-Implement regular programme of "whole staff" conferences - 4 per year (4 blocks of 3)	LG and CP	Dec 2015	Staff are meaningfully engaged in the delivery and development of the service
	-Set up a Staff Council for Children's Services staff	CP	Mar 2016	Full staff council developed and report into DMT and Quality Assurance Board to highlight practice issues and staff morale



Provide a “Grow our own” programme of activity	-Review “Step up to Social Work” initiative	BM, MS and RG	July 2016	Increased number of permanently employed staff
	-Implement “Switch to Social Work” programme (8 candidates)	RG	Jan 2016	Programme to start Feb 2016

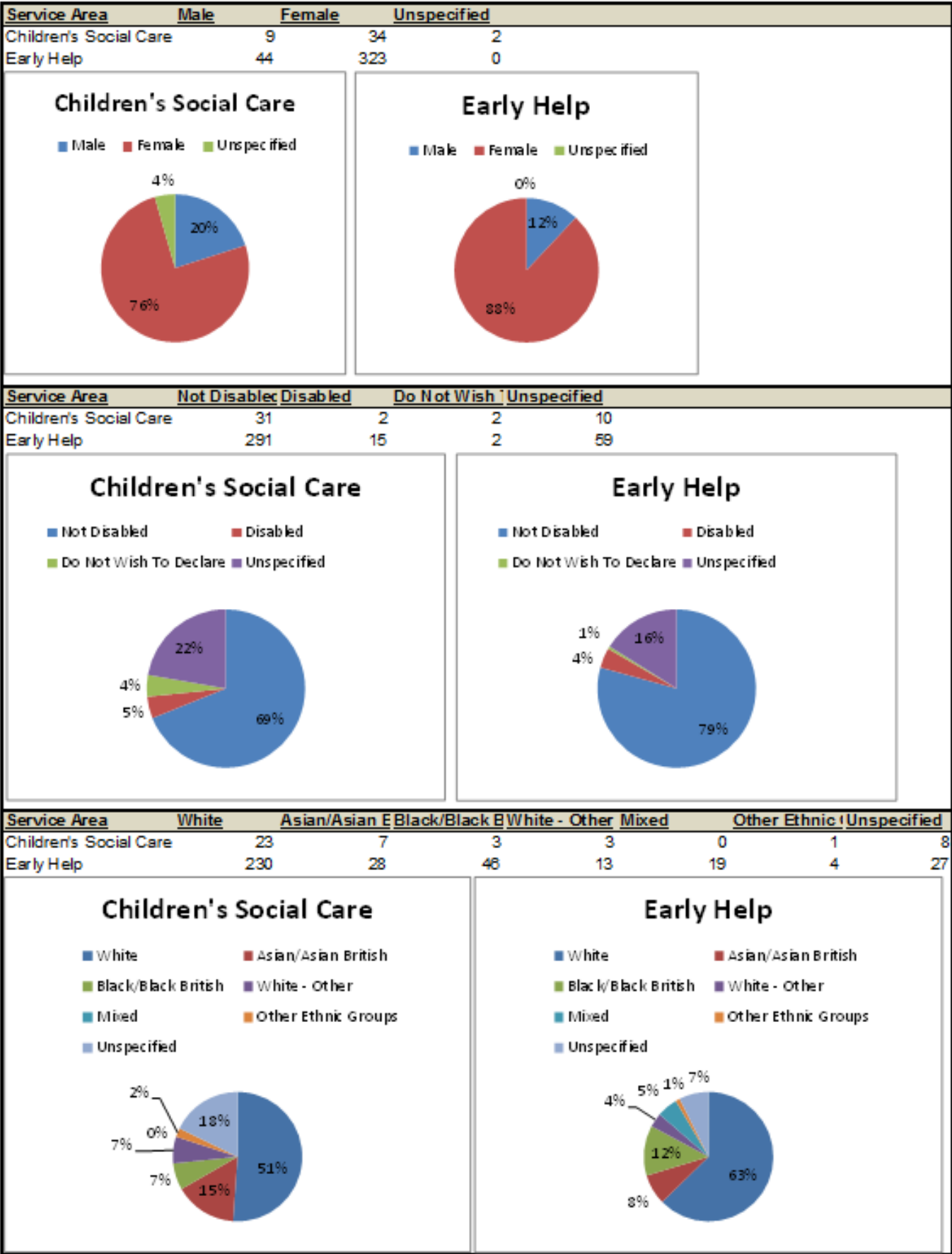
Deliverable	Actions	Lead	Timescale	Success Measures
<b>Developing and Supporting Staff</b>				
Research in Practice (RIP)	-Review use of RIP tools and resources and re-launch as appropriate	AKP and KK	TBC	Clear evidence-based approach, linked to outcomes for children
Shadowing	Establish a shadowing programme with a “Good” local authority	Director	April 2016	Established programme made with Camden to establish a reciprocal shadowing and mentoring programme towards sharing best practice and overall practice development.
Provide effective Leadership and Management development opportunities linked to career progression	-Launch and implement Step Up to Management programme	RG	April 2016	An effective and well trained Management Team. Demonstration of skills and effective management of staff and services.
	-Launch and implement Next Steps in Management programme	RG	Sept 2016	
	-Launch and implement Aspire to Management programme	RG	TBC	
	-Engage with LGA re Virtual College bespoke Leadership and Management training	CP, RG and Director (LG/NS)	Mar 2016	

Provide effective Continuous Professional Development opportunities	-Set up CPD working group to identify the needs of the whole service	CSMT	March 2016	Staff in Children's Services have meaningful opportunities for professional development.
	-Produce and implement an action plan to support CPD across Children's Services	RG, NS, LG, JA, AKP and AM	March 2016	
Promote and facilitate a Knowledge Sharing approach to learning	Coordinate and facilitate a clear programme of knowledge sharing activity and protocols (i.e. Learning Lunches)	RG, LG and NS	April 2016	Clear framework for sharing learning and best practice between colleagues
	Coordinate and facilitate visits to Camden Council to identify, develop and share areas of good/best practice	Director	April 2016	
Further promote and embed a culture of Reflective Practice	-Extend provision of Reflective Supervision training (with full follow-up evaluation undertaken)	LG	March 2016 and ongoing	Supervision records and practice demonstrates a reflective approach to casework
	-Identify appropriate staff to undertake Coaching training	CSMT	March 2016	
	-Implement "Coaching for Supervisors" training	RG	April/ May 2016	
	-Develop proposals for specialist Coaching for Children's Services managers	MS	Jan 2016	
Create extra capacity of Practice Education across the service	-Identify staff suitable for development to become Practice Educators	LG and NS	Feb 2016 -	Increased pool of Practice Educators in Children's Services and demonstration of increased

	-Liaise with HEI to provide Practice Educator Training	LG	Feb 2017	standard of practice placements
Provide support tools for staff well-being	Review and re-launch staff support tools	RG	March 2016	Staff feel supported and aware of tools available to them to support well-being

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Figures provided are as at January 2016



<b>Unit/Team</b>	<b>Service Area</b>	<b>Count</b>	<b>FTE</b>
Access & Assessment	Children's Social Care	21	18.52
Amersham Facilities & Building	Children's Social Care	1	1.00
Children and Young Peoples Disability Team	Children's Social Care	15	12.19
Children's Social Care - Management Team	Children's Social Care	8	5.00
Family Placement - Fostering	Children's Social Care	6	5.18
Family Placements - Adoption & Permanence	Children's Social Care	5	2.65
Family Placements - Family Link	Children's Social Care	5	4.00
Family Placements - Fostering F&F	Children's Social Care	3	2.00
Family Placements - Fostering R&A	Children's Social Care	28	19.34
Family Placements - Treatment Fostering	Children's Social Care	8	6.54
Multi Systemic Therapy Team	Children's Social Care	1	1.00
PA Services	Children's Social Care	14	7.01
Pinecroft & Cressingham/Short Breaks & Residential	Children's Social Care	9	8.60
Safeguarding & Performance	Children's Social Care	17	14.42
South Reading Facilities & Building	Children's Social Care	14	11.12
Youth Engagement Service	Children's Social Care	24	8.24
Community & Child Psychology	Early Help	14	12.70
East Area Youth Team	Early Help	9	8.65
East Cluster Children's Centre	Early Help	3	2.68
Edge of Care Service	Early Help	2	1.81
North & East Area & Leaving Care Team	Early Help	3	1.09
North CAT	Early Help	14	12.10
North Cluster Children's Centre	Early Help	5	1.33
Social Inclusion	Early Help	11	9.07
SOURCE	Early Help	10	5.45
South and East CAT	Early Help	5	4.35
South Area Team	Early Help	3	3.00
South Cluster Children's Centre	Early Help	25	21.29
West Area Team	Early Help	38	27.34
West CAT	Early Help	9	8.14
West Central Cluster Children's Centre	Early Help	36	24.91
West Cluster Children's Centre	Early Help	28	19.69
Youth Offending Service	Early Help	18	14.43
<b>Total</b>	<b>Early Help</b>	<b>412</b>	<b>304.84</b>

<b>Position/Role</b>	<b>Count</b>	<b>FTE</b>
Acting Assistant Team Manager - Children's Social Care	1	1.00
Acting Team Manager - Early Help	1	1.00
Activity Worker - Early Help	23	12.36
Adult Drugs Worker - Children's Social Care	1	1.00
Advanced Practitioner - Early Help	1	1.00
Apprentice - Early Help	1	1.00
Area Team Leader - Early Help	1	1.00
Area Youth Team Leader - Early Help	1	1.00
Assistant Early Years Worker - Early Help	1	0.88
Assistant Social Worker - Children's Social Care	2	1.46
Assistant Team Manager - Children's Social Care	2	2.00

Assistant Team Manager - Early Help	9	7.60
Assistant Unit Manager - Early Help	3	3.00
AYSW (LDD) - Early Help	1	0.09
AYSW (Reachout) - Early Help	1	0.09
Business Manager Reading LSCB & Children's Trust - Early Help	1	0.74
CAF Team Manager - Early Help	1	1.00
CAT Manager - Early Help	1	1.00
CAT Team Leader - Early Help	1	1.00
CHC0113 - Assistant Team Manager - MASH - Children's Social Care	1	0.00
Child Protection/IRO Manager - Early Help	1	0.40
Children's Centre Cluster Team Manager - Children's Social Care	1	1.00
Cluster Centre Manager - Early Help	3	3.00
Co-Facilitator - KEEP & LAC - Early Help	1	0.50
Consultant Practitioner - Children's Social Care	1	1.00
Consultant Practitioner - Early Help	1	1.00
Consultant Practitioner (Family Finder) - Early Help	1	0.65
Creative Therapist - KEEP & LAC - Early Help	1	0.50
Creche Worker - Early Help	5	2.05
CSE Coordinator - Children's Social Care	1	1.00
Cultural Adviser - Early Help	1	0.20
Deputy Manager, SENCO, Transition CoOrdinator - Early Help	1	0.84
Deputy Nursery Manager - Early Help	1	1.00
Early Help Co-ordinator - Children's Social Care	1	1.00
Early Years Assistant - Early Help	3	1.14
Early Years Nursery Manager - Early Help	1	0.84
Early Years Practitioner - Early Help	16	14.61
Early Years Practitioner Level 3 - Early Help	1	1.00
Early Years/Nursery Manager - Early Help	1	1.00
East Area AYSW - Early Help	3	0.33
East Area Youth Worker - Early Help	1	1.00
East Cluster Children's Centre Manager - Early Help	1	1.00
Education Welfare Officer - Early Help	6	5.10
Educational Psychologist - Early Help	6	5.00
Facilities Management Officer - Children's Social Care	1	1.00
Facilities Management Officer - Early Help	1	1.00
Family Development Worker - Early Help	14	10.58
Family Intervention Project Worker - Early Help	1	1.00
Family Support Worker - Early Help	1	1.00
Family Worker - Early Help	14	13.12
Family Worker - West - Early Help	1	1.00
Family Worker Manager - Early Help	1	1.00
Family Worker Substance Issue - Early Help	1	1.00
Foster Placement Reviewing Officer - Early Help	1	0.80
Head of Children's Social Care - Children's Social Care	1	0.00
Higher Specialist Social Worker - Children's Social Care	2	1.81
Higher Specialist Social Worker - Early Help	10	9.48
Independent Reviewing Officer - Early Help	5	4.60
ISS Officer - Early Help	1	0.68
Key Worker - Early Help	4	3.80
Learning Support Worker - Early Help	1	0.60
Learning Support Worker (Scale6) - Early Help	1	0.40
LEAVER - Assistant Team Manager - Early Help	1	1.00

LEAVER - Education Welfare Officer - Early Help	1	0.86
LEAVER - Higher Specialist Social Worker - Early Help	1	1.00
LEAVER - Prevention & Support Service Keyworker - Early Help	1	1.00
Leaving Care Advisor - Early Help	3	2.50
Multi Systemic Therapist - Early Help	4	4.00
Non-Sal - Activity Worker - Early Help	1	0.00
Non-Sal Activity Worker - Early Help	4	0.00
Non-Sal AYSW - Early Help	1	0.00
Non-Sal Casual Creche Worker - Early Help	1	0.00
Non-Sal Children's Centre Activity Worker - Early Help	3	0.00
Non-Sal Children's Centre Activity Worker (3834) - Early Help	1	0.00
Non-Sal Creche Sessional Worker (3834) - Early Help	2	0.00
Non-Sal Creche Sessional Worker (3835) - Early Help	1	0.00
Non-Sal Creche Worker - Early Help	1	0.00
Non-Sal Early Years Worker - Early Help	1	0.00
Non-Sal Extended School Playworker - Early Help	1	0.00
Non-Sal Extended School Supervisor - Early Help	1	0.00
Non-Sal Family Learning Co-ordinator - Early Help	1	0.00
Non-Sal Multi Systemic Therapist Supervisor - Early Help	1	0.00
Non-Sal Nursery Worker - Early Help	1	0.00
Non-Sal Parenting Worker - Early Help	1	0.00
Non-Sal Personal Assistant - Early Help	1	0.00
Non-Sal Residential Care Officer - Early Help	1	0.00
Non-Sal Residential Child Care Officer - Early Help	4	0.00
Non-Sal Senior Creche Worker (3836) - Early Help	1	0.00
Non-Sal Senior Creche Worker (3840) - Early Help	1	0.00
Non-Sal Social Work Assistant - Early Help	2	0.00
Non-Sal Sure Start Creche Worker - Early Help	1	0.00
Non-Sal West Area AYSW - Early Help	1	0.00
Non-Sal YOT Learning Support Worker - Early Help	1	0.00
North Area AYSW - Early Help	1	0.08
North Children's Centre Cluster Manager - Early Help	1	1.00
Nursery Apprentice - Early Help	3	3.00
Nursery Manager - Early Help	2	1.62
Occupational Therapist - Children's Social Care	2	2.00
Operational Manager - Early Help	1	1.00
Operations Manager (Social Inclusion) - Early Help	1	1.00
Outreach Worker - Children's Social Care	2	1.35
PA to Service Managers - Early Help	1	1.00
Parenting Referral Co-ordinator - Early Help	1	0.60
Parenting Support Officer - Early Help	1	1.00
Parenting Worker - Early Help	1	0.80
Participation & Accreditation Co-ordinator - Early Help	1	1.00
Participation Officer - Early Help	1	0.35
Performance Officer - Early Help	1	1.00
Placement Support Worker - Early Help	1	1.00
Portage Home Visitor - Early Help	4	4.00
Post Adoption Social Worker - Early Help	1	1.00
Practice Mentor - Early Help	1	1.00
Prevention & Support Service Keyworker - Early Help	1	1.00
Primary Mental Health Worker - Early Help	4	4.00
Principal Educational Psychologist - Early Help	1	1.00

Programme Manager - KEEP & LAC - Early Help	1	0.50
Rapid English Tutor - Early Help	1	0.60
Recruitment Officer - Early Help	1	0.50
Registered Manager - Early Help	1	1.00
Residential Care Officer - Early Help	2	1.16
Residential Child Care Officer - Early Help	17	14.18
Restorative Justice Worker - Early Help	2	2.00
Room Leader - Early Help	3	2.61
SECONDMENT - Activity Worker - Early Help	1	0.00
SECONDMENT - Assistant Team Manager (Adoption) - Early Help	1	1.00
SECONDMENT - Early Years Deputy Manager - Early Help	1	0.00
SECONDMENT - East Area AYSW - Early Help	1	0.00
SECONDMENT - Family Worker - Early Help	2	1.00
SECONDMENT - Personal Assistant - Early Help	1	1.00
SECONDMENT - Room Leader - Early Help	1	1.00
SECONDMENT - Senior Family Worker - Early Help	1	0.00
SECONDMENT - Social Worker - Children's Social Care	1	0.00
SECONDMENT - Team Manager - Children's Social Care	1	0.00
Senior Educational Psychologist - Early Help	2	1.50
Senior Educational Psychologist (52.143 wks) - Early Help	1	0.60
Senior Family Development Worker - Early Help	6	5.22
Senior Family Worker - Early Help	5	4.56
Senior Occupational Therapist - Children's Social Care	1	0.81
Senior Practitioner - Children's Social Care	1	0.47
Senior Practitioner - Early Help	1	1.00
Senior YOS Officer - Early Help	2	2.00
Service Manager - Early Help - Children's Social Care	1	1.00
Service Manager - Placement Choice - Children's Social Care	1	1.00
Service Manager - Reviewing & Quality - Children's Social Care	1	1.00
Service Manager Intensive Services and YOS - Children's Social Care	1	0.00
Skills Coach - Early Help	1	0.50
Social Work Assistant - Children's Social Care	4	3.24
Social Work Assistant - Early Help	11	9.98
Social Worker - Access & Assessment - Children's Social Care	1	1.00
Social Worker - Children's Social Care	10	9.57
Social Worker - Early Help	23	21.59
Social Worker Higher Specialist - Early Help	1	1.00
SOURCE Team Leader - Early Help	1	1.00
South Area AYSW - Early Help	2	0.25
Specialist Teenage Pregnancy Reintegration Officer - Early Help	1	1.00
SRE Project Co-ordinator - Early Help	1	1.00
Supervising Social Worker - Early Help	1	1.00
SureStart Apprentice - Early Help	1	1.00
Teacher/Senior YOS Officer - Early Help	1	0.74
Team Manager - Children's Social Care	2	2.00
Team Manager - Early Help	4	4.00
Team Manager - North CAT - Early Help	1	1.00
Team Manager - Specialist Fostering - Early Help	1	0.65
Troubled Families Project Manager - Children's Social Care	1	1.00
West Area AYSW - Early Help	6	0.82
West Area AYSW - SMILES - Early Help	1	0.08
West Area AYSW (ReachOut) - Early Help	1	0.09



West Area Team Leader - Early Help	1	1.00
West Area Youth Development Worker - Early Help	1	1.00
West Area Youth Worker - Early Help	1	1.00
West Area Youth Worker In Training - Early Help	1	1.00
YOS Officer - Early Help	3	3.00
YOT Assistant Team Manager - Early Help	1	1.00
YOT Officer - Early Help	1	0.61
YOT Project Worker - Pre-Court - Early Help	1	1.00
Young Carers Project Co-ordinator - Early Help	1	1.00
Young Persons Drug & Alcohol Worker - Early Help	1	1.00
Youth Development Worker - Early Help	9	8.62
<b>Total</b>	<b>412</b>	<b>304.86</b>

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## Organisational Development Plan - Overarching themes and objectives

### Theme 1 Community and stakeholder participation and engagement

#### Objective:

Achieve a culture where stakeholder engagement and participation underpins all activity within the council in order to ensure that we are meeting and managing the expectations of our residents and neighbourhoods.

#### This objective will be achieved by:

- Encouraging, promoting and supporting public consultation and engagement in the development/changes to services.
- Providing and developing tools to support engagement with stakeholders and the community.
- Extending, developing and maintaining strategic alliances with key partners, providers and stakeholders.

### Theme 2 Learning Organisation

#### Objective:

Create an environment/organisation where skills and development opportunities are utilised effectively across the council to enable staff to adapt to a changing environment and that staff personal development and progression are considered.

#### This objective will be achieved by:

- Ensuring that learning is open to all based on role and responsibility and is seen as the responsibility of the individual employee, as well as the organisation.
- Embedding the use of the council's core competency framework as a tool to performance management, personal development and succession planning.
- Introducing, promoting and maintaining systems that will assist staff and managers in reflective practice, learning from good and bad experience and sharing lessons learnt widely, where appropriate.
- Creating opportunities and a safe environment for organisational engagement, networking, learning and reflection.
- Ensuring that managers have sufficient knowledge, skills and competence to undertake the requirements of their role and that these can be utilised across the whole organisation.
- Developing systems to evaluate and measure the impact of learning and development to ensure that it meets the council's objectives and supports continuous improvement.

### Theme 3 Quality, performance and standards

#### Objective:

To support the council to achieve best quality services through Quality Assurance, Performance Management and excellent service delivery standards/models.

This objective will be achieved by:

- Equipping managers with the skills to use information effectively to develop awareness of financial, quality, risk, market and stakeholder issues.
- Developing commercial understanding and business skills to support the priorities of the council.
- Providing staff with skills required to deliver high quality customer service (externally and internally).
- To support the development of consistent application of policies, procedures and processes to support effective people management.
- Develop and maintain systems and processes that will monitor the effectiveness of service provision with a view to review and continuous improvement.
- Developing robust measures to ensure standards are met.

### Theme 4 - Contribution of staff to achieving the council's aims and objectives

#### Objective:

Recognise and acknowledge the contribution and commitment of new and existing staff to the council's development and ensure that staff feel supported are encouraged to participate in decision making processes.

This objective will be achieved by:

- Providing an environment and support at all levels to enable staff to achieve their potential and to gain skills and confidence required to fully contribute to the planning, delivery and improvement of services.
- Engaging with staff and monitoring the satisfaction of the workforce, recognising the importance of these factors in supporting creativity, innovation and providing high quality services.
- Developing effective communication channels with staff through consultation and engagement with staff, their representatives, Trades Unions and professional bodies.
- Developing recruitment and retention strategies and initiatives which ensure that we have the right proportion of staff in terms of demographic factors and skills and abilities needed to meet the council's strategic aims and mechanisms to monitor risk

- Improving senior management visibility, vertical engagement, ownership and communication.

## Theme 5 Digitalisation

### Objective:

To embed and utilise the effective use of technology to enhance service delivery, efficiency and to promote self-sufficient services, internally and externally.

This objective will be achieved by:

- Creating an environment where technology is accessible and the default position for customers to approach the council.
- Developing a culture within our workforce that will empower our customers to use technology as a way of communicating with the council.
- To consider technology in all organisational redesign to support service delivery.
- Capitalising on opportunities for shared interfaces with our partners where appropriate.

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An example of the current training on offer in Children's Services is shown below:

Induction and Short Courses
Action Planning & Goal Setting
Admin of Meds
Assessment Skills
ASSET Plus training (YOS)
Attachment
Chairing a TAC Meeting
Child Handling
Child Sexual Abuse
Child Sexual Exploitation
Children's Mental Health Matters
Court Skills
Dealing with Difficult, Dangerous and Evasive Behaviour
Delegated Authority
Direct Work with Children / Life Story Work
Domestic Violence
E CAF
Effective Case Recording
Emotional First Aid
Epilepsy
Equality & Diversity
Fire Safety
Food Hygiene
Health & Safety
Impact of Neglect
Information Security
Lone Working
LSCB Specialist Courses

Mood & Anxiety Disorders
MOSAIC
Outcomes Stars
Parental Substance Misuse
Public Law Outline
Reading Borough Council Induction
Report Writing
Research in Practice training and resources
Self Harm & Suicide
Signs of Safety
SMART Goals
Team Teach
Trauma
Triple P Parenting
Webster Stratton - The Incredible Years - Parenting
Management Courses
Action Learning Sets and 1:1 Coaching for Managers
Appraisal and Supervision Skills
RBC Procedures and Capability
RBC Recruitment and Selection
Reflective Supervision
Step up to Management Programme

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