



Reading
Borough Council
Working better with you

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To: Councillor McElligott (Chair);
Councillors Eden, Gavin, Hoskin, Jones,
Khan, Maskell, McKenna, O'Connell,
L Pearce, Robinson, Stanford-Beale, VickersJ
and J Williams.

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27 September 2017

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NOTICE OF MEETING - ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE - 5 OCTOBER 2017

A meeting of the Adult Social Care, Children's Services and Education Committee will be held on Thursday 5 October 2017 at 6.30pm in the Council Chamber, Civic Offices, Reading.

AGENDA

	WARDS AFFECTED	PAGE NO
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 12 JULY 2017		1
3. MINUTES OF OTHER BODIES: Children's Trust Partnership Board - 19 July 2017		12
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		-

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before the meeting.

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| 5. | QUESTIONS FROM MEMBERS OF THE PUBLIC AND COUNCILLORS | | - |
| | Questions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee's Powers & Duties which have been submitted in writing and received by the Head of Legal & Democratic Services no later than four clear working days before the meeting. | | |
| 6. | DECISION BOOK REFERENCES | | - |
| | To consider any requests received by the Monitoring Officer pursuant to Standing Order 42, for consideration of matters falling within the Committee's Powers & Duties which have been the subject of Decision Book reports. | | |
| 7. | PRESENTATION - ABC TO READ | BOROUGHWIDE | - |
| | A presentation by ABC to read, a local charity that was set up in 2004 to support children who are struggling to read by finding, training and supporting volunteers to work with them in primary schools across Berkshire. | | |
| 8. | READING SCHOOLS: OFSTED JUDGEMENTS AS AT 31 AUGUST 2017 | BOROUGHWIDE | 17 |
| | A report providing the Committee with a summary update on schools' current Ofsted status. | | |
| 9. | CHILDREN'S SOCIAL CARE, EARLY HELP AND EDUCATION SERVICES IN READING | BOROUGHWIDE | 26 |
| | A report providing the Committee with an update on the current status and future direction in the creation of 'The Company' that will run all of Children's Social Care, Early Help and Education Services in Reading. | | |
| 10. | ANNUAL COMPLAINTS REPORT 2016 - 2017 FOR CHILDREN'S SOCIAL CARE | BOROUGHWIDE | 29 |
| | A report providing the Committee with an overview of complaints activity and performance for Children's Social Care for the period from 1 April 2016 to 31 March 2017. | | |

11.	CHILDREN'S WORKFORCE STRATEGY - UPDATE	BOROUGHWIDE	45
	A report providing the Committee with an update on the progress and achievements of the Children's Services Workforce Strategy 2016-2018.		
12.	BERKSHIRE WEST 10, BUCKINGHAMSHIRE, OXFORDSHIRE AND BERKSHIRE WEST SUSTAINABILITY TRANSFORMATION PLAN (BOB STP) AND WEST BERKSHIRE ACCOUNTABLE CARE SYSTEM	BOROUGHWIDE	48
	A report that seeks to clarify the links between the Berkshire West 10 (BW10), the NHS Buckinghamshire Oxfordshire and Berkshire West, Sustainably Transformation Plan (BOB STP) and Berkshire West Accountable Care System, including the current work streams which Reading Borough Council are involved in, and the impact on the Council and residents of Reading.		

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Present: Councillor McElligott (Chair)
Councillors Eden, Gavin, Hoskin, Jones, Khan, Maskell, McKenna,
Pearce, Robinson, Stanford-Beale, Vickers and J Williams.

Apologies: Councillor O'Connell.

10. MINUTES AND MATTERS ARISING

The Minutes of the meeting held on 6 June 2017 were confirmed as a correct record and signed by the Chair.

Following his statement at the last meeting Councillor Jones reported that Oxfordshire County Council (OCC) had released a statement about Chiltern Edge School stating that following the consultation a plan to allow the school more time to raise standards had been put forward by OCC and a review would then take place in October 2017.

Further to Minute 9 of the last meeting, Buckinghamshire, Oxfordshire and Berkshire West (BOB) NHS Sustainability and Transformation Plan (STP) - Update, Councillor Hoskin informed the Committee that a meeting with the CCG had been arranged on 26 July 2017 to discuss the situation as it affected Berkshire West and confirmed that a report on the next steps would be submitted to the next meeting on 5 October 2017. Councillor Hoskin also reported that a list of savings as part of the STP Plan was still awaited.

11. FOCUS HOUSE: OPTIONS APPRAISAL

The Director of Adult Care and Health Services submitted a report setting out the options for the future of the Focus House Service which currently provided accommodation with support for adults with mental health needs. A copy of the consultation report was attached to the report at Appendix 1 and a copy of the Equality Impact Assessment was attached to the report at Appendix 2.

The report explained that 14 Castle Crescent provided Care Quality Commission (CQC) registered Residential Care for up to seven residents in single bedrooms. All support staff were employed to support the residents and to provide support to mental health service users who had been residents and had moved to step-down accommodation at either 16 Castle Crescent or one of two Shared Group Homes. In addition, the service promoted itself on an informal basis as a crisis/crisis prevention 'care hub' for previous service users. Focus House was the one remaining Council owned facility and provided Working Age Mental Health Care accommodation provision in the Borough.

The report stated that the Adult Social Care Transformation Programme was aimed at delivering Adult Social Care in the most cost efficient way. The Transformation Programme included a review of the Focus House service, which was currently providing mental health support on a residential care model that combined accommodation with 24/7 care. This model did not offer flexibility to vary levels of care as people progressed along the road to recovery, which was recognised as an important way of empowering service users to achieve and maximise their independence. Four alternative options had been considered as follows:

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- Option 1 Close the Residential Care Home at 14 Castle Crescent.
- Option 2 Outsource (sell/lease) the properties/service at 14 and 16 Castle Crescent as a going concern to a Mental Health Provider.
- Option 3 Further develop and remodel the Focus House Service in line with a Recovery Model.
- Option 4 Continue to run the service as it was with 14 Castle Crescent retaining the Residential Care home status.

The report also set out the financial implications of each of the options.

The report stated that the recommended option, option 3, was to develop the service as a Supported Living model in line with best practice (the 'recovery approach') to retain a service in local authority control and maximise opportunities to retain the expertise of staff currently employed within the service. If accepted current service users, in line with their Care Plan needs, would be offered the opportunity to remain living in their current accommodation with individual tenancy agreements. Care would be provided through a high needs Supported Living Recovery Model, in most cases, if not all, by familiar staff.

Rebecca Norris, Healthwatch Reading, attended the meeting and showed a film of the residents of Focus House sharing their views about Focus House and the consultation on its future.

Claire Dodsworth, resident of Focus House, also addressed the Committee and spoke about an on-line petition that had been set up which had attracted 335 signatures to date.

Resolved -

- (1) That Option 3, as set out in the report, 'further develop the Focus House service and change the CQC status from 'Residential' to 'Supported Living', be approved;
- (2) That officers be thanked for their work on the consultation and Rebecca Norris and Claire Dodsworth be thanked for attending the meeting and addressing the Committee.

12. SCRUTINY REVIEW - CONTINUING HEALTHCARE FUNDING

Further to Minute 7 of the last meeting, the Head of Legal and Democratic Services submitted a report presenting the final report by the Task and Finish group that had been set up at the 3 February 2016 meeting (minute 43 refers) to carry out a review of Continuing Healthcare Funding.

The report explained that to carry out the review a series of four evidence gather sessions had been held as follows:

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- 27 July 2016 - meeting to consider a report by Wokingham Borough Council detailing concerns about CHC;
- 13 September and 15 December 2016 - meetings with Cathy Winfield, Chief Officer North West Reading, South Reading, Newbury and District and Wokingham Clinical Commissioning Groups (CCGs);
- 23 March 2017 - meeting with Paula Johnston, Acting Service Manager, Older and Physically Disabled People, Reading Borough Council.

The group had drawn up a number of conclusions that had been based on their evidence gathering sessions and had made a number of recommendations which had been grouped together under the following headings:

- Benchmarking;
- Joint Action Plan;
- Future Reporting;
- Provision of CHC for children and young people.

The Committee discussed the report and agreed the recommendations set out in the report by the Task and Finish Group.

Resolved -

- (1) That benchmarking data be obtained on a three monthly basis from the CCG as agreed;
- (2) That the joint Action Plan be implemented as agreed and reviewed by the CCG and local authority on a monthly basis;
- (3) That a report be submitted to the 12 December 2017 meeting detailing progress in delivering the Action Plan with an explanation if any actions had not been achieved or only partially achieved;
- (4) That as part of the report to the 12 December 2017 meeting the most recent data on the provision of CHC be included to allow comparison with the data in section 2 of the report;
- (5) That a review of the provision of CHC for children and young people be commissioned in consultation with the Lead Councillors for Children's Services and Families and Health and a report be submitted to a future meeting.

13. OFSTED UPDATE REPORT

The Director of Children, Education and Early Help Services submitted a report providing the Committee with an update on the most recent Ofsted Monitoring visit that had been carried out on 31 May and 1 June 2017 with the resultant monitoring letter published on the Ofsted website on 29 June 2017.

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The report explained that, in addition to work being carried out in the Directorate and at Panels and Committees service, improvement activity was overseen by the Children's Services Improvement Board (CSIB). Existing service improvement and development plans had been integrated into a single learning and improvement plan which incorporated the 18 recommendations for improvement that had been set out in the Ofsted report as well as corporate saving delivery targets. The original learning and improvement plan was in the process of being refreshed to ensure an outcome focus on all improvement activity. This would move away from the process orientated approach that had been identified by Ofsted. The revised plan would be presented to the July 2017 meeting of the CSIB.

Ofsted had recognised the 'slow' progress that had been made by Children's Services, which had occurred due to a lack of focused and targeted improvement activity in the period immediately post inspection and the delay in securing financial resource to deliver improvement until the commencement of the financial year 2017/18. Work to stabilise the workforce had been judged as ineffective and had been based on high vacancy rates and 'churn' within the workforce. A revised national recruitment campaign had commenced in June 2017 which was showing early signs of progress in the recruitment of permanent staff. Senior management positions were scheduled for recruitment through the late summer and autumn of 2017.

The report stated that there were a number of cases across the whole Children's Services caseload that had a legacy of historic, weak practice, resulting in drift and delay. These cases were being addressed with improved current practice, though historic and some current weaknesses continued to be visible in case files. However, social work with children in some permanent teams was stronger and social workers were working hard to build relationships.

The audit function of the authority had seen an increase in capacity with a new focus on coaching and mentoring in order to develop a learning culture and further expedite pace to the social work practice improvements required. Caseloads had been stabilised, transition arrangements had improved, accommodation was mostly suitable and there were examples of regular management supervision.

Finally, the report set out the following proposals:

- That the role of the CSIB was continued and strengthened in order to provide ongoing challenge and scrutiny to the service improvement work of the Council in collaboration with its partners;
- That improvement activity was reported to the Board on a quarterly basis through update reports from the independent Chair of CSIB;
- That Ofsted update reports be submitted to future Committee meetings following all subsequent Ofsted monitoring visits.

Ann Marie Dodds, Director of Children, Education and Early Help Services, reported that the recruitment campaign that had commenced in June 2017 had resulted in six offers being made to social workers and two offers to Team Managers.

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With regard to out of Borough placements Councillor Gavin explained that Ofsted had stated that longer term stability and relationships/trust had to be built with children and young people which was why social workers from the authority travelled, often some distance, to visit the authority's children who had been placed out of Borough rather than delegate this function to social workers from the authority where the children had been placed. One of the aims of reducing the number of out of Borough placements was to reduce the travel time of social workers who visited the children. However, some children would always need to be placed in specialist placements which could only be found out of Borough.

Resolved -

- (1) That the improvements made, as documented by Ofsted, be noted, and the considerable improvement activity still to be undertaken be acknowledged;
- (2) That the proposal for management oversight of a single improvement plan through the Children's Services Improvement Board (CSIB) be accepted;
- (3) That updates on Ofsted's findings post publication of subsequent monitoring letters be received.

14. EDUCATION CAPITAL PROGRAMME, EXPANSION OF MOORLANDS SCHOOL

The Director of Children, Education and Early Help Services submitted a report on the expansion of Moorlands Primary School.

The report stated that as part of the capital programme, Moorlands Primary School had been identified for expansion from 420 to 630 pupils and in order to do this the Council was required to carry out a formal statutory consultation in accordance with the process laid out in the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 and Education Act 2011.

The report included a table that set out the forecast demand for pupil places compared to existing School capacity. The table indicated that the planning areas with the greatest shortfall of available places were in the centre of the Borough followed by the south east. It also showed that across the Borough there was an ongoing rise in demand for pupil places in 2017/18 and 2018/19 with estimated shortfalls of 81 places in September 2017 and 32 places in September 2018.

The report explained that there was planned development in the south and north planning zones to develop additional primary capacity. In the south, discussions were underway with the Education Funding Agency (EFA), a housing developer and an academy sponsor to develop additional primary capacity. In the north, the EFA was committed to developing a two form entry Primary Free School. However, uncertainty around the site had presented a risk to the 150 primary pupil places from September 2018 and contingency planning was in place to provide capacity at community schools in the north of the Borough.

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The report stated that having looked at existing provision across the planning area the proposal was to expand Moorlands Primary School. At an early stage in 2016 the Headteacher and Chair of school governors had been approached to gauge their reaction to the school being expanded and the response had been very positive and client team meetings had been held with the school to develop a detailed proposal.

Chris Kiernan, Head of Education, also provided the Committee with an explanation as to how the school places forecast figures across the Borough were calculated.

Resolved -

- (1) That the proposal, as detailed in the report, to hold a formal expansion consultation of Moorlands Primary School be approved;
- (2) That the Director of Children, Education and Early Help Services, in consultation with the Lead Councillor for Education, be authorised to publicise the statutory proposals to expand Moorlands Primary School following consideration of the outcome of the consultation.

15. QUALITY AND STANDARDS IN READING SCHOOLS

The Director of Children, Education and Early Help Services submitted a report providing the Committee with a summary update on the progress and attainment of pupils in Reading's schools, with an outline of their current Ofsted status and their prospects of improvement. The report summarised attainment at the Early Years Foundation Stage and for Key Stages 1 to 5. It also set out the Ofsted outcomes by phase, pre-school, primary, secondary and special, comparing the percentage of settings and schools rated good or better in April 2017 compared with the end of the school year 2015.

The report detailed the performance of schools in the Borough for the academic year 2015/16 at the following Key Stages:

Early Years and Foundation Stage - Pupils had improved their 'school readiness' between 2015 and 2016 and had performed well compared to pupils in statistical neighbours and all English local authorities; they were second best of the 11 statistical neighbours and in the top half when benchmarked against other local authorities.

Key Stage 1 - Pupil performance had improved relative to statistical neighbours and all English local authorities and was now at the average level against both comparator groups.

Key Stage 2 - The authority was in the second quartile, 5th out of 11 statistical neighbours, and 49th out of 152 English areas. Given the index of multiple deprivation these positions were to be expected, but this was a remarkable improvement and in particular a good adaptation by primary schools to the tougher tests.

Key Stage 4 - Performance had improved significantly when measured against all English local authorities and was above average for statistical neighbours. For the

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Baccalaureate performance was good and much better than that of pupils in all English local authorities and was improving at a faster rate.

Key Stage 5 - As measured by level 3 points, scores performance at Key Stage 5 was outstanding by students attending Reading post-16 education institutions. However, because there was significant movement between local authority areas the results might reflect high attainment in previous key stages in other local authority areas.

The report stated that while in the Borough it was true that gaps in attainment had not been closed they were low in all the areas that had been measured. The report also detailed progress between the key stages and explained that for Key Stages 2 to 4 in 2016 a new measure, progress 8, had been introduced which measured the progress that had been made by pupils across eight subjects. Reading pupils had made less progress than the national average and were ranked 10th out of 152 local authorities.

The report also set out the Ofsted outcomes by phase and stated that the performance of schools in their latest Ofsted inspections had improved strongly between 2015 and 2017. However, the percentage of schools that had been rated good or better was still only third quartile compared with all south east local authorities and still in the bottom quartile nationally but there needed to be an assessment of the performance of primary schools for which the authority was accountable and this was set out in the report. With regard to academy schools the authority had no powers of intervention as this rested with the Department for Education and its regional schools commissioner.

Secondary schools overall were 143th nationally when measured by the percentage of schools that were good or better, fourth quartile performance. However, the performance of three of the four schools that were 'requires improvement' or worse was a matter for the regional commissioner and the fourth school was planned to become a sponsored academy in the new school year 2017/18.

Resolved -

- (1) That the report be noted;
- (2) That a further report be submitted to the Committee meeting in the autumn 2017 term, setting out the provisional outcomes and progress of pupils at the end of their 2017 Key Stage assessments and examinations, and any changes in Ofsted gradings of schools.

16. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) STRATEGY

The Director of Children, Education and Early Help Services submitted a report setting out the context for change in relation to provision and support for Special Education Needs and Disability (SEND) in Reading. The following appendices were attached to the draft report:

Appendix 1	SEND Strategy 2017-2022
Appendix 2	Data

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Appendix 3a and 3b	High Needs Block
Appendix 4	Progress to date
Appendix 5	Duties set out in legislation and guidance

The report stated that a Strategy was proposed for addressing key areas of improvement and development that would support universal and specialist provision across a range of agencies in meeting the needs of children and young people with SEND and their families into the future. A Strategy was also required to provide an agreed framework that would enable provision and support to be planned across key agencies that would deliver the SEND Code of Practice (2014) in a coordinated way, ensuring that children and young people's needs were met at the right time, making best use of available resources.

Currently there was no SEND Strategy which had resulted in a position whereby the historical range of provision and services in the Borough did not meet the changed profile of needs of children and young people with SEND locally. The involvement of parents/carers from the start in developing and then implementing plans and strategies that might impact on children and young people with additional needs was essential and at the heart of SEND reforms. The impact of working with Reading's Parent Carer Forum had been very positive and they would be involved in the delivery of all elements of the Strategy. The involvement of young people in the development and implementation of the Strategy was key to its success. However, this engagement was currently less developed than that with parents/carers but would be further developed as part of the Strategy.

Resolved - That the SEND Strategy 2017 - 2022 be approved.

17. HOME TO SCHOOL TRANSPORT

Further to Minute 43 of the meeting held on 13 December 2016, the Director of Children, Education and Early Help Services submitted a report presenting the Home to School Transport Policy and Appeals process for children and young people aged 5 to 16. A copy of the School Transport Policy was attached to the report at Appendix A, a copy of the School Transport Appeals Process was attached at Appendix B and a copy of the Code of Practice for School Transport Operation was attached to the report at Appendix C.

The report explained that the Home to School Transport Policy had not been refreshed for a number of years and that the Policy took into account the following:

- New national guidance in arrangements for home to school transport in relation to denominational schools,
- The changing landscape of schools and resultant changes in catchment areas that had necessitated the need to change terminology from the nearest designated appropriate school to the nearest suitable school;
- Member direction on a new appeals process.

A new School Transport Policy had been written to take into account the above changes and changes to the Policy and Appeals process that that been approved at the meeting on 13 December 2016.

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Resolved - That the new School Transport Policy, Appeals Process and Code of Practice be approved.

18. CONSULTATION REPORT ON CHANGES TO TERM DATES

The Director of Children, Education and Early Help Services submitted a report on a consultation on whether to change published school term and holiday dates for the academic years 2017-18 and 2018-19 which were not in alignment with those of the Council's neighbouring local authorities at certain points in the year. The proposed term dates for 2017-18 were attached to the report at Appendix 1 and the 2018-19 proposed term dates and calendar were attached to the report at Appendix 2.

The report explained that the anomaly in the Easter 2018 holiday dates had first been raised by Headteachers who had been concerned about the impact on the attendance of their pupils and their staff for the holiday that did not match those of Reading's neighbouring authorities. Headteachers had also reported that both staff and parents were concerned about the practicalities and cost of organising childcare when children attended different schools or where their staff lived in a different area from that in which they worked. Direct enquiries had also been received from parents and two councillors on behalf of their constituents. However, the driver for the consultation had been the Headteachers and the authority's joint wish to be proactive and seek a solution.

There was a similar anomaly in the academic year 2018-19 in the October 2018 and Easter 2019 holidays and therefore the consultation included changes to term dates for this following year to address these issues.

The consultation had been sent to Headteachers, governors, parents and the Lead Councillor for Education on 7 June 2017. Proposal 1 had been that all schools considered adopting term four ending on 29 March 2018 and starting term five on 16 April 2018. This new term pattern would give a total of 194 days so an extra day would need to be found. Proposal 2 was that Reading schools adopted the October 2018 and Easter 2019 holidays in line with other local authorities and that the term dates were re-published. 39 schools had been in favour of proposal 1, with 14 schools against, and 51 schools had been in favour of Proposal 2 with one school against and one school partially in favour of the proposal.

Resolved -

- (1) That although the majority of those consulted supported the change to new term dates suggested in Proposal 1 Council officers consider that on balance it was too late to practically do so and therefore the recommendation that the term dates and holiday dates remain as previously published for 2017-18 be approved;
- (2) That the Council adopt the new term dated suggested in Proposal 2 for the academic year 2018-19 giving schools and parents time to plan for the changes.

19. UPDATE ON SHORT BREAKS - OUTCOME-BASED CONTRACTS

Further to Minute 44 of the meeting held on 13 December 2016, the Director of Children, Education and Early Help Services submitted a report providing the Committee with an update of the Council's current position on Short Breaks. The latest message to the voluntary sector requesting their input was attached to the report at Appendix 1 and a timeline of the project plan for Short Breaks and outcome based contracts was attached to the report at Appendix 2.

The report stated that the provision of Short Breaks was to be secured and delivered through outcome-based contracts with a range of providers to ensure that varied services achieved appropriate results for the Borough's children in need of support. The Access to Resource Team (ART) was currently in the co-production stage with key stakeholders. This would help to develop appropriate bidding lots for Short Break provision to be advertised before awarding outcome-based contracts with successful providers starting on 1 April 2018.

The Council currently accessed their provision of Short Breaks through a range of in-house provision, Direct Payments and grants to community and Voluntary Sector providers. This arrangement addressed the Council's legislative requirements. The current grants to providers of Short Breaks had been due to expire on 31 March 2017 and this arrangement had subsequently been extended until 31 March 2018. The expectation was that outcome based contracts were in place for provisions of this nature by 1 April 2018. The ART was currently in the co-production stage and the team was working collaboratively with Reading Families' Forum, RCYVS and a number of Voluntary Sector providers to inform and construct the bidding lots to be advertised.

The Council would identify the outcomes required for children accessing Short Break intervention from providers and would then invite providers to tender for Short Break contracts. Once awarded the contracts would be robustly managed to ensure the right outcomes were achieved for the right families.

Key findings from the consultation had concluded that many families were not aware of their entitlement for Short Breaks or Direct Payments and there might be families accessing support at an inappropriate level in relation to their need. A review was being carried out of the Short Breaks Statement and amendments to include a new threshold document covering eligibility criteria would be made. Work was also being carried out to ensure the Council was compliant with legislation in offering a range of support and would ensure appropriate families were identified for support and that providers were directed to deliver appropriate results to safeguard and promote the welfare opportunities of the Borough's children.

Resolved - That the content of the report be noted and future activity to secure outcome-based contracts with a range of providers to ensure that varied services achieved appropriate results for Reading's children in need of support be approved.

(Councillor Stanford-Beale declared an interest in the above item, stayed in the meeting and took part in the discussion. Nature of interest: Councillor Stanford-

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Beale was Chief Executive of Autism Berkshire a previous supplier of short break provision to the Council).

20. YOUTH JUSTICE ANNUAL PLAN

The Director of Children, Education and Early Help Services submitted a report presenting the Committee with the Annual Youth Justice Plan relating to the authority's provision of youth justice services. A copy of the Reading Youth Justice Plan 2017-18 was attached to the report.

The report explained that local authorities continued to have a statutory duty to submit an annual Youth Justice Plan that related to their provision of youth justice services.

Resolved - That the Youth Justice Annual Plan be approved.

(The meeting commenced at 6.30 pm and closed at 8.16 pm).



CHILDREN'S TRUST PARTNERSHIP BOARD – 19th July 2017

Present		
Cllr Jan Gavin	CJG	Lead Member for Children's Services
Natausha van Vliet	NV	PACT
Cllr Stanford-Beale	CSB	Councillor
Ann Marie Dodds	AMD	Director of Children, Education and Early Help Services, RBC
Kim Drake	KD	Quality and Improvement Lead, RBC
Cllr Josh Williams	CJW	Councillor
Hannah Powell	HP	Thames Valley Community Rehabilitation Company
Jill Lake	JL	Trustee, RCVYS
David Dobraszczyk	DD	Participation Officer, RBC
Lisa Wilkins	LW	Interim Service Manager, YOT, CSE and Troubled Families, RBC
Andy Fitton	AFi	Head of Service – Early Help, RBC
Young People in attendance		
Sasha Tyagi	Youth Cabinet	
Alex Leith-Snow	Youth Cabinet	
Business Support:		
Donna Gray	DG	Minute Taker
Esther Blake	EB	Partnership Manager, RBC
Apologies:		
Debbie Woodcock	Department of Work and Pensions	
David Seward	Berkshire Youth	
Ben Cross	Development Worker, RCVYS	
Sally Murray	Head of Children's Commissioning, NHS Berkshire West CCGs	
Stan Gilmour	Local Area Commander, Thames Valley Police	
Kim Wilkins	Senior Programme Manager, Public Health	

1. WELCOME AND INTRODUCTIONS

Round table introductions took place. David, Alex and Sasha were welcomed to the meeting.

2. MINUTES AND MATTERS ARISING

Action 1 - AFi agreed to get contact details for pastoral leads/safeguarding leads in Schools for the Youth Cabinet to approach. AFi will pass this information on to DD – AFi will follow up.

Action 2 – Votes at 16 - YC to invite Cllr Gavin to meet with them along with other politicians to discuss this further – CJG is happy to attend youth council meetings when required. CJG advised that the Council support votes at 16.

Action 3&4 – DG to send Presentation to be sent with the minute of today's meeting - Completed.

3. YOUTH CABINET UPDATE

Votes for 16: Sasha asked if the Youth Cabinet would be able to contact the Council communication team to assist them with their campaigns. CJG advised that they are not able to use the officers that work for the council for political campaigns. However if it relates to a policy that has been by the council then the can communication team can assist. CJW said as the council have agreed to support votes for 16 DD could approach them to assist the Youth Cabinet further. DD spoke with Michael Popham and discussed what work can be done in relation to promoting votes for 16. DD has communicated this to those members of the Youth Cabinet working on the project. Cllr Tony Jones is the lead for Schools so he can attend a Youth Cabinet Meeting if required.

PSHE Campaign: Sasha and Alex asked if there is a service in relation to the management of finances that can be included in the PSHE lessons in schools. AMD advised there are number of

organisations that Trouble Families work with that may have access to learning to assist families to manage their finances and resources and they can be used to teach young people how to budget and control finances. AMD will speak to the Head of Education to see if they have any resources. CSB advised there are companies who link up with schools to do finance training. Within the education department they will be aware of resources that support the PSHE Programmes.

The credit union have some resources for education. Sasha advised that they have received some lessons in school however there is a concern around the quality of these lessons. HP advised that some of the major banks used to go into schools and do work regarding finances. Money saving expert has some very pertinent information and ideas about how to save money.

Action:

- PSHE Campaign – Management of Finances - AMD and LW to undertake some work in relation to available resources and feedback to the youth cabinet via DD.
- PSHE Campaign – Management of Finances - LW will make a list of whats on offer for AMD to discuss this at the next head teacher’s briefings.

LGBT Campaign: Sasha and Alex asked if anyone had contacts that could help the Youth Cabinet with a presentation that they have been working on or help them get their ‘foot in the door with schools’. Alex asked if there were organisations that could help with activities for LGBT children and whether resources such as a theatre production or workshop that could be delivered in Schools were available (1 hr session). CJG advised that there are a number of organisations who could help with this. CJW advised the Youth Cabinet to approach Cllr Hacker regarding local art and theatre groups who may want to get involved with the campaign. Youth theatre companies in the town that might be interested in a drama based production or drama activities are Berserk, Progress Theatre and the South Street Theatre Group.

JL asked how many young people there were on the youth council and what range of schools they come from. Alex and Sasha advised that there are 20 young people on the council with a range of schools represented: Bulmershe, Highdown, Maiden Erlegh, Little Heath, Blessed Hugh Faringdon and Kendrick; they are trying to get representation from other schools to make it more diverse. The election for new representatives takes place yearly and after a 2 year term members have to be re-elected. There are no gaps in membership when people leave education.

Alex and Sasha thanked colleagues for their responses.

Action:

- AMD asked if the Youth Cabinet need a sponsor from the CTB to endorse the LGB campaign and agreed to do this.

4. TROUBLED FAMILIES

LW advised that Reading are now in Phase 2 of the programme and that they are looking at a culture change model to ensure that in 2020 when funding comes to an end the programme has made a sustainable change.

652 families have been worked with up until April 2017 and 139 claims have been made; this means the family has made a sustainable change in the outcomes areas. The next claims window is open until September 2017.

Innovations Committee – Programme Enrich looks at those areas where we haven’t made an impact or any issues that have come up such as the benefit cap to see what support can be offered. There is a worker involved with 30 women who had high involvement with the police, all had

arrests of drug possession or drunk and disorderly. A dedicated police officer has worked with Alannah House and IRIS and this has been very successful. Partnership outreach was the key to success. In terms of the benefit cap work has been carried out with housing around how they can support families and how we manage the number of people affected.

Innovations Fund – When a family is ‘Turned Around’ money from the DCLG is provided to fund local organisations. So far 11 organisations in Reading have been funded.

CJG advised that the innovations fund is a bidding process where an organisation can submit a request for up to £25k but they have to meet certain criteria and show how the project will achieve its aims. It is a tough process because this is public money and it needs to be spent on working with families and children to improve outcomes.

LW advised that mental health interventions are evidenced by the service the family is open to such as GP management, CAMHS tier 3 or 4. LW advised that they use SDQ and Family star to monitor progress.

Action:

- DG to send Trouble Families presentation with minutes of today’s meeting

5. SINGLE POINT OF ACCESS

AFi advised that the Single Point of Access has been operating for 2 weeks; it has been a massive learning curve. There has been a real focus on having a positive approach regarding how they respond to the families who need an early help response.

Contact Experience – Within 24 hours there will be a joint decision made. AFi advised that there have been over 200 contacts per week. 20% go onto single assessment, 50% go to early help (tier 2) and the rest are sign posting or information advice for a family or the referrer. There is still a MASH procedure that sits in the front door and the key statutory partners are represented.

Reading will enter the 2nd phase in early September whereby the commissioned domestic abuse service provider will come into the front door service for 10 hours a week. They will look at cases along with the CSE and Missing pathway so this is all coordinated in one place.

CJG asked if they have a metric on how many calls are being diverted from the old pathway to see if the communications have got through to agencies. AFi advised that schools have started to use the pathway. There is a slot at the LSCB meeting next week to get some initial feedback on agencies experience of using the front door service. AFi advised that mainly positive experiences have been reported.

JL asked if referrers receive a response in a timely fashion. AFi advised that this standard is in place and it is happening. AFi can see on case notes that feedback is being provided to the referrer and the family. The majority of referrals are still coming from TVP.

Disabled Child Assessment – AFi advised that there is a Disabled Children’s Team Manager working in the front door service to assist with these referrals so they are dealt with consistently. AFi advised the right measures are in place and he has been advised that this is working well. AMD advised it is part of our aspiration to remove the stigma for families requesting assistance and when they are in need of help getting them to the right part of the system.

AMD advised if a family is referred to the single front door it doesn’t mean they are going to get and RBC offer as there are a lot of other agencies that can provide a service to families in need. NV likes the idea of being able to empower families and giving them the tools such as the family

information service is brilliant. CJG felt that the family information service should form part of the membership of this Board.

Action:

- EB to invite Maryam Mackie to the next meeting.

6. EARLY INTERVENTION AND PREVENTION STRATEGY

CJG is excited about the prospect of how positive this can be; there is a lot of partnership engagement that has fed into the strategy, although it is RBC owned.

LW spoke about the key areas of the strategy:

Being Bold – The strategy needs an ambitious plan that meets the need of Reading children. The strategy will drive forward the early intervention and prevention offer to the community.

Family Experience – Looking at universal, universal plus, targeted, specialist services there will be a suite of services for each of these areas.

Childs Journey – Will look at what support a child needs from friends and family all the way to being at crisis point where they will receive support from emergency health and social care services.

Each service area will take ownership and lead on culture change. Services will meet the local need and this will be informed through data. Work is needed around workforce development, data, and community work.

Delivery Plan – Communication is key to getting the messages across regarding the understanding and application of thresholds, structures and process delivery, workforce development and how we use data. There will be workshops held in geographical clusters of multi – disciplinary / agency partners as well as where necessary single agency discussions and presentations.

Action - Will look at partnership response to single point of access, model of intervention, increase the partnership offer and workforce development for staff so they understand changes and principles of the programme.

LW asked for feedback on the plan and asked if there were any other ideas on how we engage people. NV asked what the timescale for the communication of this was. LW advised that most of the workshops will be held by the beginning of October at the latest. LW advised that we need to look at how we can virtually involve those people who cannot attend meetings. The strategy will be shared at the workshop meetings and some communications will go out shortly.

AFi advised that there is constant dialogue with the CCG about how we can joint work when the opportunity arises. Afi said that conversations can take place with the CCG about what their funding priorities are.

Children’s Centres – Afi advised that there has been some work done with this client group on facebook and communications have gone out. This needs to be revisited to ensure the communication is understood by all agencies and this can be looked at in the strategy workshops that are going to take place. A work shop is due to take place with the voluntary sector.

7. CHILD SEXUAL EXPLOITATION (CSE)

AMD advised that the paperwork has changed around how this is managed and now looks at the victim profile. Work with TVP about how we best manage the risk of CSE is underway so risks are

addressed before children are harmed. A more substantial item will be required at a CTB Meeting but not until early in the New Year. There is the need to understand that alongside SEMRAC, RBC is managing the process through the front door as well.

AMD asked for colleagues to please talk to them if they have any concerns. AMD advised that if there is immediate risk of a crime being committed then workers should call 999 and if there is some risk that a crime has been committed then use crime stoppers, 101 or the Police. However, if a child is at risk and something isn't right e.g. changes in behaviour, a child having a lot of money, coming home with gifts etc. then this needs to go via the single front door. Standard safeguarding practice has not changed.

8. INFORMATION ITEMS

SEN Strategy – This has been through the ACE Committee. CJG recommended people look at this. Link to be added to the LSCB agenda.

9. ANY OTHER BUSINESS

2018 meeting dates agreed.

10. FUTURE ITEMS

- 18th October 2017 – Early Help Strategy Update
- CSC Update re Ofsted process – Substantive Item
- January 2018 - CSE

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	5 OCTOBER 2017	AGENDA ITEM:	8
TITLE:	READING SCHOOLS: OFSTED JUDGEMENTS AS AT 31 AUGUST 2017		
LEAD COUNCILLOR	TONY JONES	PORTFOLIO	EDUCATION
SERVICE:	DCEEHS	WARDS:	BOROUGH WIDE
LEAD OFFICER:	CHRIS KIERNAN	TEL:	01185 9374465
JOB TITLE:	INTERIM HEAD OF EDUCATION	E-MAIL:	chris.kiernan@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1 The purpose of this report is to provide a summary update to the ACE Committee on schools' current Ofsted status.

2. RECOMMENDED ACTION

2.1 That this report be noted.

2.2 That a further report be submitted to the ACE Committee in the spring term 2018, setting out the validated attainment and progress of pupils, including disadvantaged groups, at the end of their 2017 key stage assessments and examinations, and any changes in Ofsted gradings of schools at that time.

3. POLICY CONTEXT

3.1 The local authority (LA) has a legal duty under the section 13a of the Education Act, 1996, as amended by section 5 of the School Standards and Framework Act, 1998, to:

“ensure that their functions relating to the provision of education to which this section applies are (so far as they are capable of being so exercised) exercised by the authority with a view to promoting high standards.”

3.2 The LA has further duties under the Education and Inspections Act, 2006, to “intervene where a school is ‘of concern’”, although this does not apply to academies or free schools where the responsibility lies with the Regional Schools Commissioner (RSC).

3.3 ‘Intervention’ includes issuing warning notices, appointing additional governors, withdrawing a governing body’s financial and HR powers, and dismissing a governing body, replacing it with an interim executive board (IEB).

4 OFSTED OUTCOMES, 2015 TO PRESENT

4.1 In this section, Ofsted outcomes by phase - pre-school, primary, secondary and special - are set out, comparing the percentage of settings and schools rated good or

better up to the end of August 2017 with the same percentage at the end of the school year 2015. The latest Ofsted rating of each school is included in the attachment to this report (see tabs 1-3 of the spreadsheet the file name of which is school Ofsted update ACE 5-10-17).

4.2 The tables show, respectively, Ofsted outcomes by sector and school name (alphabetic); by maintained / academy school; and finally summarised by sector and school status. It is important to split academy and maintained school categorisation, as while academy schools in the area educate primarily or wholly Reading pupils, the local authority has no powers of intervention. These lie with the DfE and its regional schools commissioner. Therefore, in paragraphs 4.5 and 4.6, and table 3, the Ofsted ratings of maintained and academy schools set out separately and compared.

PRE-SCHOOL SETTINGS

4.3 Ofsted ratings of early years setting in Reading are strong, as is expected given the good performance of children in the early years foundation stage. However, settings elsewhere, in the south east and nationally, have improved at a more rapid rate, hence the fall in ranking.

Table 1: percentage of early years settings rated as good or better

	Reading	south east	Reading rank (/19)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (August)	93.7%	94.3%	15	4	92.8%	65	2
2015 (August)	87.9%	87.3%	8	2	85.0%	32	1
2015 - 2016 point diff	5.8%	7.0%	-7	-2	7.8%	-33	-1

PRIMARY SCHOOLS

4.4 The performance of Reading schools in their latest Ofsted inspections has improved strongly between 2015 and 2017 (see table 10 below). However, the percentage of schools rated good or better is slightly higher nationally. An assessment of the performance of primary schools for which Reading LA is accountable, and this is set out in paragraphs 4.5 to 4.6 and table 3 below.

Table 2: percentage of primary schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (August)	86.0%	90.0%	14	3	89.8%	104	3
2015 (August)	73.0%	82.2%	21	4	84.6%	141	4
2015 - 2017 diff	13	7.8	7	1	5.2	37	1

4.5 Table 3 below shows the numbers of maintained schools and academies by each Ofsted grading, using the most recent data available. The headlines are:

- maintained schools overall are have improved strongly in terms of the percentage graded good or better - 93 per cent compared with 89.8 per cent nationally - which is 51st out of 152 top tier LAs nationally (second quartile);

- only six academy schools out of nine have been inspected - RI judgements reflect schools that are 'sponsor-led' - three of the six have been judged RI, with two yet to be inspected and one judged outstanding; and
- overall, Reading primary schools are close but not quite at the national average.

Table 3: maintained and academy schools - Ofsted grades as at August 2017

Primary

	maintained		academies		Reading total		Nat
	number	percent	number	percent	number	percent	per cent
outstanding	4	14%	3	33%	7	20%	19%
good	24	79%	0	0%	24	69%	71%
requires improvement	1	3%	3	67%	4	8%	8%
inadequate	1	3%	0	0%	1	3%	2%
totals	30	100%	6	100%	36	100%	100%
good or better no/percentage	28	93%		33%		89%	90%

4.6 The improvement made over the last two years as measured by the percentage of Reading primary schools judged to be good or better is significant - from 73 to well over nine out of 10 schools. The challenges now are to:

- support the good maintained schools that are vulnerable a judgement of RI or worse so that they stay at 'good';
- support the remaining RI maintained school to progress well through its section 8 Ofsted inspection to become good at its next (section 5) (full) inspection;
- assist the RSC to ensure the primary school in special measures is matched with a strong sponsor; and
- support and challenge the RSC to support, challenge and intervene where necessary

SECONDARY SCHOOLS

4.7 Far fewer secondary schools are now rated 'good' or better than was the case two years ago. Reading's academy schools are only 63 per cent good or better. Reading LA's single maintained school is good. LA officers will ask the RSC what action is being taken with regard to academies that are not yet good, or are vulnerable at their next inspection to being graded as less than good.

Table 4: percentage of secondary schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (August)	62.5%	81.6%	20	4	77.8%	132	4
2015 (August)	75.0%	79.0%	10	2	73.9%	72	2
2015 - 2017 diff	-12.5	2.6	-10	-2	3.9	-60	-2

SPECIAL SCHOOLS

4.8 Special schools have all been rated at least good though the period (see table 5, below), and are first ranked (along with many LAs). However, it should be noted that Reading's only alternative provision (Cranbury college) was graded RI in its last inspection.

Table 5: percentage of special schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (August)	100.0%	96.6%	1	1	94.1%	1	1
2015 (August)	100.0%	90.2%	1	1	91.6%	1	1
2015 - 2017 diff	0	6.4	0	0	2.5	0	0

SCHOOL CATEGORISATION

4.9 The local authority has identified 13 schools as system leaders, 28 as developing capacity, two as requiring support and 8 as schools causing concern.

Table 6: school categorisations by sector

categorisation	nursery	primary	secondary	totals
system leader	4	7	2	13
Developing capacity	1	24	3	28
support			2	2
causing concern		8	3	11

5 Contribution to strategic aims

5.1 This report describes progress towards achieving Reading Borough Council's strategic objectives: 'to establish Reading as a Learning city'; to be 'a stimulating and rewarding place to live' and to 'provide the best start in life through education, early help and healthy living'.

6 Community engagement and information

6.1 This report does not impact on community engagement and information.

7 Equality impact assessment

7.1 None required in relation to this report.

8 Legal implications

8.1 There are no legal implications contained within this report.

9 Financial implications

9.1 There are no financial implications based on this report.

10 Background papers

10.1 Previous reports to the ACE Committee in 2015/2016 and July 2017

Reading schools: Ofsted judgements as at August 2017 by grade

School	Type	inspection date	grade
NURSERY PHASE			
Blagdon Nursery & Childrens' Centre	Nursery School and childcare	11/11/2014	1
Blagrove Nursery School	Nursery School	11/03/2013	1
Caversham Children's Centre	Nursery School and childcare	10/07/2014	2
Newbridge Nursery School	Nursery School and childcare	17/11/2014	1
Norcot Early Years Centre	Nursery School and childcare	08/09/2014	1
PRIMARY PHASE			
Alfred Sutton Primary School	Community School	09/11/2012	2
All Saints CE (VA) Infant School	VA School	12/07/2012	2
All Saints Junior	Free School	26/07/2013	1
Caversham Park Primary School	Community School	13/05/2013	2
Caversham Primary School	Community School	18/03/2009	1
Christ the King RC Primary School	VA School	11/10/2013	2
Coley Primary School	Community School	12/11/2014	2
E P Collier Primary School	Community School	29/11/2012	2
Emmer Green Primary School	Community School	14/12/2012	1
English Martyrs RC Aided Primary School	VA School	19/12/2013	2
Geoffrey Field Infant School	Community School	10/07/2013	1
Geoffrey Field Junior School	Community School	09/01/2014	2
The Hill Primary School	Community School	05/12/2013	2
Katesgrove Primary School	Community School	19/12/2012	2
Manor Primary School	Community School	14/01/2013	2
Micklends Primary School	Community School	11/11/2015	2
Moorlands Primary School	Community School	17/06/2016	2
New Christ Church CE VA Primary School	VA School	06/02/2015	2
Oxford Road Community School	Community School	10/11/2014	2
Park Lane Primary School	Community School	24/10/2013	2
Redlands Primary School	Community School	30/11/2012	2
The Ridgeway Primary School	Community School	30/03/2017	3
St Anne's RC Aided Primary School	VA School	08/12/2015	2
St Martin's RC Aided Primary School	VA School	30/03/2012	2
St Mary's & All Saints CE Aided Primary School	VA School	23/12/2014	4
St Michael's Primary School	Community School	25/10/2012	2
Southcote Primary School	Community School	19/11/2012	2
Thameside Primary School	Community School	22/03/2016	2
Whitley Park Primary School	Community School	24/06/2015	2
Wilson Primary School	Community School	07/11/2014	2
Battle Primary School	Academy Sponsor Led	11/01/2017	3
Churchend Primary Academy	Academy Sponsor Led	06/10/2008	1
Civitas Academy	Academy Sponsor Led	no inspection	
The Heights	Free School	23/05/2017	1
Meadow Park Academy	Academy Sponsor Led	09/02/2016	3
New Town Primary School	Academy Converter	no inspection	
The Palmer Academy	Academy Sponsor Led	25/06/2015	3
Ranikhet Academy	Academy Sponsor Led	no inspection	
St John's CE Aided Primary School	Academy Converter	14/10/2008	1
SECONDARY PHASE			
Blessed Hugh Faringdon (VA) Catholic School	VA School	13/12/2012	2
Reading Girls' School	Foundation School	08/04/2016	4
Highdown School and Sixth Form	Academy Converter	02/06/2015	2
John Madejski Academy	Academy Sponsor Led	11/01/2016	4
Kendrick grammar	Academy Converter	05/11/2008	1
Maiden Erleigh School in Reading	Free School	no inspection	
Prospect	Academy Converter	23/11/2016	3
Reading grammar school	Academy Converter	18/06/2010	1
UTC Reading	Free School	22/06/2015	1
The Wren School	Free School	no inspection	
SPECIAL SCHOOLS			
The Holy Brook School	Community School	21/11/2014	2
Phoenix College	Community School	10/11/2014	2
The Avenue Special School	Academy Converter	01/04/2011	1
Thames Valley School	Free School	26/05/2016	2
PUPIL REFERRAL UNIT			
Cranbury College	PRU	12/04/2016	3

Reading schools: Ofsted judgements as at August 2017 by maintained / academy schools

Maintained schools	inspection date	grade	Academy schools	inspection date	grade
NURSERY PHASE			PRIMARY		
Outstanding			Outstanding		
Blagdon Nursery & Childrens' Centre	11/11/2014	1	Churchend Primary Academy	06/10/2008	1
Blagrove Nursery School	11/03/2013	1	The Heights	23/05/2017	1
Newbridge Nursery School	17/11/2014	1	St John's CE Aided Primary	14/10/2008	1
Norcot Early Years Centre	08/09/2014	1	Requires improvement		
good			Battle Primary School	11/01/2017	3
Caversham Children's Centre	10/07/2014	2	Meadow Park Academy	09/02/2016	3
PRIMARY PHASE			The Palmer Academy	25/06/2015	3
Outstanding			SECONDARY		
All Saints Junior	26/07/2013	1	Outstanding		
Caversham Primary School	18/03/2009	1	Kendrick grammar	05/11/2008	1
Emmer Green Primary School	14/12/2012	1	Reading grammar school	18/06/2010	1
Geoffrey Field Infant School	10/07/2013	1	UTC Reading	22/06/2015	1
Good			Good		
Alfred Sutton Primary School	09/11/2012	2	Highdown School and VI form	02/06/2015	2
All Saints CE (VA) Infant School	12/07/2012	2	Requires improvement		
Caversham Park Primary School	13/05/2013	2	Prospect	23/11/2016	3
Christ the King RC Primary School	11/10/2013	2	Inadequate		
Coley Primary School	12/11/2014	2	Reading Girls' School	08/04/2016	4
E P Collier Primary School	29/11/2012	2	John Madejski Academy	11/01/2016	4
English Martyrs RC Aided Primary	19/12/2013	2	SPECIAL SCHOOLS		
Geoffrey Field Junior School	09/01/2014	2	The Avenue Special School	01/04/2011	1
The Hill Primary School	05/12/2013	2	Thames Valley School	26/05/2016	2
Katesgrove Primary School	19/12/2012	2	NO INSPECTION		
Manor Primary School	14/01/2013	2	Civitas Academy	no inspection	
Micklands Primary School	11/11/2015	2	New Town Primary School	no inspection	
Moorlands Primary School	17/06/2016	2	Ranikhet Academy	no inspection	
New Christ Church CE VA Primary	06/02/2015	2	Maiden Erleigh school	no inspection	
Oxford Road Community School	10/11/2014	2	The Wren School	no inspection	
Park Lane Primary School	24/10/2013	2			
Redlands Primary School	30/11/2012	2			
St Anne's RC Aided Primary School	08/12/2015	2			
St Martin's RC Aided Primary	30/03/2012	2			
St Michael's Primary School	25/10/2012	2			
Southcote Primary School	19/11/2012	2			
Thameside Primary School	22/03/2016	2			
Whitley Park Primary School	24/06/2015	2			
Wilson Primary School	07/11/2014	2			
Requires improvement					
The Ridgeway Primary School	30/03/2017	3			
Inadequate					
St Mary's & All Saints CE Aided Primar	23/12/2014	4			
SECONDARY PHASE					
Good					
Blessed Hugh Faringdon (VA) Catholic	13/12/2012	2			
SPECIAL SCHOOLS					
The Holy Brook School	21/11/2014	2			
Phoenix College	10/11/2014	2			
PUPIL REFERRAL UNIT					

Reading schools: Ofsted judgements as at August 2017 by maintained / academy schools

Requires improvement

Cranbury College

12/04/2016

3

Reading schools: Ofsted gradings August 2017

Maintained	grade	% tot	Academy schools	grade	% tot	Overall	grade	% tot
NURSERY								
outstanding	4	75%					4	75%
good	1	25%					1	25%
RI	0	0%					0	0%
Inadequate	0	0%					0	0%
total	5	100%					5	100%
total good/better	4	100%					4	100%
PRIMARY PHASE								
outstanding	4	13%		3	50%		7	19%
good	24	80%		0	0%		24	67%
RI	1	3%		3	50%		4	11%
Inadequate	1	3%		0	0%		1	3%
total	30	100%		6	100%		36	100%
total good / better	28	93%		3	50%		31	86%
SECONDARY PHASE								
outstanding	0	0%		3	43%		3	38%
good	1	100%		1	14%		2	25%
RI	0	0%		1	14%		1	13%
Inadequate	0	0%		2	29%		2	25%
total	1	100%		7	100%		8	100%
total good / better	1	100%		4	57%		5	63%
SPECIAL / AP								
outstanding	0	0%		1	50%		1	20%
good	2	67%		1	50%		3	60%
RI	1	33%		0	0%		1	20%
Inadequate	0	0%		0	0%		0	0%
total	3	100%		2	100%		5	100%
total good / better	2	67%		2	100%		4	80%
OVERALL								
outstanding	8	21%		7	47%		15	28%
good	28	72%		2	13%		30	56%
RI	2	5%		4	27%		6	11%
Inadequate	1	3%		2	13%		3	6%
total	39	100%		15	100%		54	100%
total good / better	36	92%		9	60%		45	83%

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	5 OCTOBER 2017	AGENDA ITEM:	9
TITLE:	CHILDREN'S SOCIAL CARE, EARLY HELP AND EDUCATION SERVICES IN READING		
LEAD COUNCILLORS:	TONY JONES	PORTFOLIO:	EDUCATION
	JAN GAVIN		CHILDREN'S SERVICES AND FAMILIES
SERVICE:	CHILDREN, EDUCATION & EARLY HELP SERVICES	WARDS:	BOROUGHWIDE
LEAD OFFICER:	ANN MARIE DODDS	TEL:	0118 937 45665
JOB TITLE:	DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES	E-MAIL:	Annmarie.Dodds@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 This report is to update on the current status and future direction in the creation of 'The Company' that will run all of Children's Social Care, Early Help and Education Services in Reading.
- 1.2 There are no decisions required in relation to this report as Reading Borough Council are operating under a statutory Direction notice from the Secretary of State UNDER SECTION 497A(4B) OF THE EDUCATION ACT 1996

2. RECOMMENDED ACTION

- 2.1 That the Committee take regular updates on the progress of the Children's Company.

3. POLICY CONTEXT

- 3.1 Statutory Direction notice from the Secretary of State UNDER SECTION 497A(4B) OF THE EDUCATION ACT 1996

4. THE PROPOSAL

4.1 Current Position:

4.2 In August 2016 Ofsted published their inspection findings following an inspection of Children's Services in Reading. Children's Services were rated 'Inadequate'.

4.3 As a result of the inadequate rating and in line with the Government's reform programme 'Putting Children First' the Department for Education issued a statutory direction notice (September 2016) to the Local Authority and appointed a Commissioner. The direction notice required Reading Borough Council to comply with any direction of the Commissioner in improving services for children.

4.4 The Commissioner submitted his final report to the Secretary of State which was published by the Department for Education (September 2017) and his recommendation was that children's services come out of the direct control of the Council for the period of their intervention.

4.5 A second statutory direction notice was issued (September 2017) to the Local Authority and a commissioner appointed. The direction notice requires the Local Authority To develop and draft, in consultation and agreement with the Children's Services Commissioner:

- i. a business case for the agreed alternative delivery model, and outline implementation plan, by 30 September 2017;
- ii. an updated long-term improvement plan to address the findings of the 2017 report by 30 September 2017, and to include the proposed arrangements for monitoring progress and reviewing the improvement plan as appropriate;

4.6 The Local Authority has submitted a Transition Project Business Case to the Department for Education. The Business case outlines the intentions of Reading Borough Council, in line with the statutory direction notice. The document identifies the costs associated with establishing a new company to deliver children's social care, education and early help Services. Reading Borough Council has requested £2.869 million from the Department of Education to enable the set-up of the company. The cost to Reading Borough Council is estimated at an additional £577k which relates to staff time.

4.7 An initial mobilisation meeting took place on 14 September 2017 and was attended by representatives from the Department for Education with the Commissioner, the Chief Executive of Reading Borough Council and the Director of Children, Education and Early Help Services. The Local Authority Expect to receive a 'letter of comfort' indicating that they will receive a grant from the Department for Education to 'set-up' the company. This letter will be followed within approximately 8 weeks with the conditions of grant.

4.8 Timescales for the set-up of the company are indicative at this stage but the expectation from the Department from Education is that the company will 'go live' on 1 October 2018.

5. CONTRIBUTION TO STRATEGIC AIMS

5.1 The following strategic aims will contribute to the following strategic aims:

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

6. COMMUNITY ENGAGEMENT AND INFORMATION

- 6.1 The set-up of the company is under the direction of the Secretary of State and at this stage there has been no opportunity to engage with the community.

7. EQUALITY IMPACT ASSESSMENT

- 7.1 An Equality Impact Assessment has not been completed at this stage.

8. LEGAL IMPLICATIONS

- 8.1 This decision has been taken under UNDER SECTION 497A(4B) OF THE EDUCATION ACT 1996

9. FINANCIAL IMPLICATIONS

- 9.1 The costs of setting up the company have been requested in a business case submitted to the DFE. The total cost of Company set-up is estimated at £3.446m of which £2.869m has been requested.

10. BACKGROUND PAPERS

- 10.1 Putting Children First
<https://www.gov.uk/government/publications/putting-children-first-our-vision-for-childrens-social-care>
- 10.2 Direction Issued to Reading Borough Council September 2016
<https://www.gov.uk/government/publications/direction-issued-to-reading-borough-council>
- 10.3 Direction Issued to Reading Borough Council September 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643864/Reading_Direction_Sept-2017.pdf
- 10.4 Independent Report to the Secretary of State September 2016
<https://www.gov.uk/government/publications/reading-childrens-services-report-to-the-secretary-of-state>

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES & EDUCATION COMMITTEE		
DATE:	5 OCTOBER 2017	AGENDA ITEM:	10
TITLE:	ANNUAL COMPLAINTS REPORT 2016 - 2017 FOR CHILDREN'S SOCIAL CARE		
LEAD COUNCILLOR:	COUNCILLOR GAVIN	PORTFOLIO:	CHILDREN'S SERVICES
SERVICE:	CHILDREN'S SOCIAL CARE	WARDS:	BOROUGHWIDE
LEAD OFFICER:	NAYANA GEORGE	TEL:	0118 937 3748
JOB TITLE:	CUSTOMER RELATIONS MANAGER	E-MAIL:	Nayana.george@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 Children's Social Care recognises that there will be occasions when the service provided to children, young people and their families is not to a satisfactory standard or where the customer is unhappy with the service they have received and complaints are made. Complaints are an important source of information to help the Council understand where and why changes need to be made to improve the service provided.
- 1.2 The purpose of this report is to provide an overview of complaints activity and performance for Children's Social Care for the period from the 01st of April 2016 to the 31st of March 2017.
- 1.3 During this period the service received 132 statutory complaints, which is an increase of 45 (51.7%) over 2015/16. Of the 132 received:
 - 46 were resolved through Alternative Dispute Resolution (ADR) by the Social Care Teams
 - 86 progressed to a formal investigation
- 1.4 During the same period 13 complaints progressed to a Stage 2 investigation.
- 1.5 The Customer Relations Team have continued to raise awareness of the complaints process and in accord with recommendations from OfSTED have in particular worked with operational teams to encourage children and young people to submit complaints where they are dissatisfied with the service they receive. Following the Ofsted inspection in 2015, their published report from August 2015 has rated Reading Children's Services as inadequate.

- 1.6 The 'Children's Social Care Complaints 2016/17 - Summary Report' attached at Appendix A provides an analysis of the data; it explains how complaints are managed and how the learning is used to improve services. This will also be made publicly available through the Council's website from the 16th of November 2017.

2. RECOMMENDED ACTION

- 2.1 That the Committee notes the contents of the report and intended actions to further improve the management of representations and complaints in 2017/18 for Children's Social Care.
- 2.2 That the Committee notes the continuing work to raise awareness of the complaints process and encourage its use by children and young people.

3. POLICY CONTEXT

- 3.1 The NHS & Community Care Act 1990, Children Act 1989, The Children's Act 2001 and Department of Health, and Department for Education and Skills Guidance & Regulations require that the Children's Social Care service sets up and maintains a complaints procedure. They also require that Local Authorities operate the procedure within specified time scales and methods of investigation and that a summary of statistical information on complaints and a review of the complaints process are included in the annual report.

4. ACTIVITY

- 4.1 The Council operates a 3-stage procedure in respect of statutory complaints about Children's Social Care made by 'qualifying individuals', as specified in the legislation. Qualifying individuals are defined in national guidance as the child or young person, their parent, carer or foster carer or 'anyone who could be seen to be acting in the best interests of the child'. The timescale for responding to complaints at Stage 1 is 10 working days, which can be extended to 20 working days in certain circumstances. The Customer Relations Manager, who is the designated Complaints Manager for the Council, also has to be aware of all complaints as they are being dealt with.
- 4.2 Reading Borough Council's Corporate Complaints Procedure gives an opportunity for those who are not 'qualifying individuals' under the social services legislation, to still be able to complain about Children's Social Care.

5. CONTRIBUTION TO STRATEGIC AIMS

- 5.1 The Complaints Service provided by the Customer Relations Team contributes to the Service's aims to enhance emotional wellbeing and deliver outstanding services for children in need and those needing protection. It does this by providing an impartial and supportive service to children and families who wish to complain or raise a concern and ensuring that there is learning from complaints.

6. COMMUNITY ENGAGEMENT AND INFORMATION

- 6.1 Information about the complaints process is provided verbally to service users via the Social Care Teams and Independent Reviewing Officers as well as the

Customer Relations Team. Leaflets on the procedures are widely distributed and available in a variety of formats and languages on request. Approximately 920 compliments / complaints leaflets were distributed in 2016/17, compared to 1175 in 2015/16, 700 in 2014/15, and 880 in 2013/14.

- 6.2 In all Looked After Children's Care reviews and all Child Protection conferences, the Chair always specifically mentions the complaints process so that our most vulnerable children are regularly reminded of their right to complain and a leaflet is given out. Service users are also able to register a complaint via the web, text, Momo App, e-mail direct to the Customer Relations Team, in person, by phone and in writing or via an advocate.
- 6.3 The Children in Care website continues to have a direct link to the complaints service and the Customer Relations Team has published the details of the Customer Relations Manager and our advocacy provider with Care Matters, Voice and National Youth Advocacy Service (NYAS). These are organisations who all offer a free help line support to children in care.
- 6.4 Translation services are provided for complainants whose first language is not English and advocacy support is available for young people who wish to make a complaint.

7. EQUALITY IMPACT ASSESSMENT

- 7.1 The Customer Relations Manager will ensure that the statutory complaints process is accessible to all customers regardless of their race, gender, disabilities, sexual orientation, age or religious belief.
- 7.2 The statutory complaints process is designed to ensure that any concern or issue faced by vulnerable children and their carers is addressed in a timely and impartial manner.

8. LEGAL IMPLICATIONS

- 8.1 The Statutory foundation for the Children's Social Care Services Complaints Procedures are The Local Authority Social Services Act (1970), The Children Act (1989), The Children Act (2001), The Human Rights Act (1998), The Adoption and Children's Act (2002) and The Children's Act 1989 Representations Procedure (2006).
- 8.2 It is a requirement of the Department of Health's Standards and Criteria for Complaints Management for Children's Social Care that an annual report on complaints activity is presented to a public meeting.

9. FINANCIAL IMPLICATIONS

- 9.1 There are no Capital or Revenue implications arising from this report.
- 9.2 Value for Money - The Council's Customer Relations Team provides value for money in effectively discharging the complaints process for the Council by attempting informal resolution of complaints and also ensuring that most statutory complaints are resolved within the Stage 1 process so that expensive Stage 2 investigations and Stage 3 Panels are minimised.

9.3 Risk Assessment - There are no specific financial risks arising from this report.

10. BACKGROUND PAPERS

10.1 'Getting the Best from Complaints' Government Publication, August 2006

CHILDREN'S SOCIAL CARE COMPLAINTS 2016/17 SUMMARY REPORT

Introduction

This is a summary report of the data for Statutory complaints received by Children's Social Care for the financial year 2016/17 when the number of complaints received has increased compared to previous years. This report will also be made available to the public through the Reading Borough Council (RBC) website following agreement of the report at the Committee Meeting on the 5th of October 2017.

In addition to the quality of service provided there are many factors that can affect the number of complaints received such as satisfaction, customer expectations, awareness of the complaints process, and the extent of promotional activity. Therefore a high number of complaints should not be interpreted simply as meaning the Council is providing a bad service, whilst at the same time a low number of complaints should not be interpreted as meaning people are satisfied with the service.

When interpreting the meaning of the Statutory complaints statistics it is important to take into account not just the number received but the number and proportion that are upheld.

The Council welcomes feedback through the complaints process which, as well as providing the opportunity to identify where services have not been provided as they should be, also provides customer insight and helps identify any deficiency in practice, policies and procedures. It is from these that the Service and those who work within it can continue to learn and improve practice and service delivery.

Statutory Complaints Procedure

Complaints dealt with through the statutory procedure involve three stages.

At Stage 1, complaints are investigated and responded to by a manager in the relevant service area.

If the complainant feels that the issues they have raised remain unresolved, they have the right to progress their complaint to Stage 2. Consideration of complaints at Stage 2 is normally achieved through an investigation conducted by an Investigating Officer and an Independent Person. The Independent Person is involved in all aspects of consideration of the complaint including any discussions in the authority about the action to be taken in relation to the child. At the conclusion of their investigation the Independent Person and the Investigating Officer prepare independent reports for adjudication by a senior manager (usually the Head of Children's Services).

Where Stage 2 of the complaints procedure has been concluded and the complainant is still dissatisfied, they are eligible to request a review of the Stage 2 investigation of the complaint by a Review Panel at Stage 3. The Panel must consist of three independent people.

The Statutory Children's Social Care Complaints process encourages the complainant and the Local Authority to consider Alternate Dispute Resolution (ADR) at every stage of the complaints process. This means resolving a complaint or concern informally through a face to face meeting or telephone discussion. Entering into ADR does not restrict the complainant's right to request a formal investigation at any stage. It is the complainant's right to request the presence of the Customer Relations Manager at any face-to-face meeting.

Summary of Compliments and Complaints Activity, Quality Assurance & Learning

There has been a significant increase in the number of complaints received compared to previous years. The reasons for this are believed to be the high turnover of staff across Children's Services from Social Worker to Independent Reviewing officers and Team Managers. The poor Ofsted rating has also encouraged customers to come forward and raise complaints.

The top three themes for these complaints are Service Provision, Staff Conduct and Communication.

Examples of complaints recorded as Service Provision are where actions on cases are not completed. These are often found to result from occasions where agency social workers have left the Service without completing actions on cases and without leaving a handover for the social worker taking over the case.

Staff conduct complaints are recorded as such when complaints are received around specific individuals, for instance not attending meetings or not completing assessments with factual information.

Communication complaints are mainly about the customer/young person not being notified in advance of their social worker changing, staff not returning telephone calls or responding to emails.

This report details information for the past year, analysis of the data, quality assurance and information on service developments as a result of learning from complaints.

Under the current monitoring system, information about complaints received directly by teams is reported to the Customer Relations Manager upon receipt. This is to ensure that the Customer Relations Manager is aware of all current complaints in order to monitor their progress and highlight cases that can be resolved through Alternate Dispute Resolution (ADR) to Team Managers and senior staff.

Quality Assurance

The Customer Relations Team carry out checks of all complaint responses to ensure the quality of the response and that the language and terminology used is made easy for the complainant to understand, particularly if the complaint is from a child or young person. Statistics indicate 100% of responses were checked by the Customer Relations Team before being sent out. The findings and recommendations are shared regularly with senior managers. The Customer Relations Manager and her Team are also available to the complainant and the investigator for advice on best practice during the complaint investigation, but remain impartial.

The Customer Relations Manager delivers training on investigating and responding to statutory Stage 1 complaints and also on the Corporate Complaints Procedure. The Customer Relations Manager also attends Team Meetings to provide training and advice to front line staff. Training is now available online also; this can be accessed by all social care staff through the Council's Training Department. Two half day face to face training sessions were offered to staff in 2015 and 2016. The number of staff taking this up was minimal mainly due to lack of time, having to prioritise their day to day work. We currently have no figures on the take up of the on-line course; however hope to have these for the 2017/18 report.

The Customer Relations Team promotes the Social Care complaints service. Promotional activity has included outreach work to external groups, publicity material for staff, children and young people and close links with the National Youth Advocacy Service (NYAS). This is the body which is currently providing advocacy support for children and young people wanting to make a complaint or representation. Parents or carers with learning difficulties or other needs will be signposted to local charitable advocacy providers.

The Customer Relations Team has also improved processes to ensure upcoming responses are discussed and monitored at weekly meetings. The Social Care staff are in more regular contact with the Customer Relations Manager and her team and are aware of their processes which has led to improved joint working for the benefit of the complainant.

Quarterly reports are prepared for the Council's Management Team (CMT), Head of Children's Services and their Senior Management Team on Social Care complaints received.

Support Network

The Customer Relations Manager participates in the Southern Region Complaints Managers' Group and National Complaints Managers Group. Both groups continue to support Customer Relations and Complaints Managers in sharing good practice, both nationally and locally. Where cases are complex the Customer Relations Manager often seeks advice and guidance from Legal Services and the Local Government Ombudsman's advice line.

Learning from Complaints

In 2015/16 these were the learning areas and below each one is noted the progress made on these actions:

- The restructure of Children's Services into a model that has increased the staffing of the MASH and Access and Assessment teams and transform the Long-term Area teams into specialist 'Safeguarding and Children in Need' and 'Court, Looked after Children and Leaving Care' Teams that serve the borough as a whole. *This is complete*
- Work around the Fostering and Adoption Service is currently under review. *This is complete with the management and staffing in the Fostering Service now strengthened and the Adoption Service is in the process of moving to the Regional Adoption Agency.*

- Evaluations planned for all child in care reviews with partners and Signs of Safety refresher training has been delivered to partners by Child Protection Chairs. *This is in progress and is an ongoing piece of work being overseen by the Head of Governance & Improvement.*
- Children in care have been part of the recruitment of Independent Reviewing Officers and are part of the interview panel. *This is in progress and is an ongoing piece of work being overseen by the Head of Governance & Improvement.*
- The Children's Commissioning service has been restructured. They ensure that outcomes are now measured regularly following reviews to ensure that Young People are having their needs met by providers. Young People's opinions are also requested at panel to ensure their voice is being heard. *This has been completed and the Access to Resources Team has been set up. - Thoughts and aspirations on where a young person wishes to move to - the referral form has been changed to ask the young person where they wish to be placed. Individual placement agreement with specific outcomes for the young person to be proactive when coming up to 16.*
- A Principal Social Worker post has been created and recruited into. *This post has been deleted and the work is now absorbed within the Head of Children's Services post.*
- Following an audit and analysis of 200 case supervisions, good practice guidance for supervision has been developed for managers. *A learning and improvement plan has been completed and work is ongoing in this area.*

1. Staff Training requirements for new and existing staff.

- The Trix system, this is accessible by all workers, with the link to procedures loaded directly onto their desktop. *This is complete*
- A comprehensive induction programme was launched in August 2016 which covers processes and policies from Early Help Services through to Family Placements. It is mandatory for all new starters (both permanent and agency). For our permanent workers, the induction will be for two weeks and for agency, one week. *This was completed and has been refreshed.*
- Each month there is a classroom based induction for cohorts of new starters where they are introduced to the 'Reading way', find about the teams, processes, learning and development opportunities as well as the fundamental policies and legislation which underpin social work practice with children and families. *This has been refreshed and is run as and when needed.*

- The Practice Mentor has been offering one to one support with new starters to help them with processes specific to their area of work. *There is also ongoing training to teams from Beyond Audit auditors.*

Complaints and concerns provide essential and valuable feedback from our clients and customers. Listening to customers and reflecting on examples of where we have not got it right can reveal or highlight opportunities for improvement (for example, a deficiency in practice, communication or service delivery). Even if a complaint is not upheld, lessons can be learnt from that complaint with service developments and improvements as a result. The complaints process and the feedback gained is an integral part of the quality assurance process, which feeds into the development and monitoring of services.

Once a complaint is investigated, the Investigating Officer (IO) will complete a Learning Action Plan for complaints which have been upheld or partially upheld and which may have recommendations to the services about improving services, these are collated by the Customer Relations Team for reporting purposes and shared with Children's Services senior managers.

Children's Services have undertaken significant steps to improve over the last year. The service is working at a pace to embed and sustain the changes already made and improve response and learning from complaints / compliments. The focus continues to be to improve understanding of the main causes leading to complaints by:

- Implementing the revised workforce strategy to stabilise the workforce and reduce the reliance on agency workers.
- Improving the quality and consistency of practice by continuing to progress through auditing and quality assurance, ensuring that learning is being fed back into practice
- Recruiting more foster carers and specialist carers to increase capacity to avoid far distanced and residential placements for more complex children and young people.

The DfES guidance asks for the Council to ensure that we report the learning and service improvements implemented as a result of complaints. Some learning was pertinent to individual workers and led to bespoke advice and training. Some learning was shared in reminder to all staff regarding good practice and some learning led to review of services and processes.

Some individual and staff learning included:

- Ensure that parents/carer are made aware of the content and reasons for our involvements
- Ensure formal complaints are responded to in a timely manner
- Ensure that only relevant information is shared as required and due diligence is given in regards to information sharing / data protection.

As a result of complaints services and processes were reviewed or strengthened including:

- Refresher training carried out in relation to Data Protection protocols

- Refresher sessions carried out by the Customer Relations Manager to the Children's Services Management Team

Complaints Activity Statistics

In the year 2016/17, Children's Social Care received 132 statutory complaints, which is an increase of 45 (51.7%) compared to the 87 received in 2015/16.

To give this some context, in 2016/2017, 3169 children in total were referred to Children's Social Care. The number of statutory complaints represents 4.16% of the total number of referrals for the service last year.

Of the 132 complaints received, 46 (34.8%) were resolved as representations informally through Alternative Dispute Resolution (ADR) by the Social Care Teams. This is a significant increase over the 25.3% resolved informally in 2015/16 and is positive as any dissatisfaction about the service is being dealt with and resolved early.

Timeliness

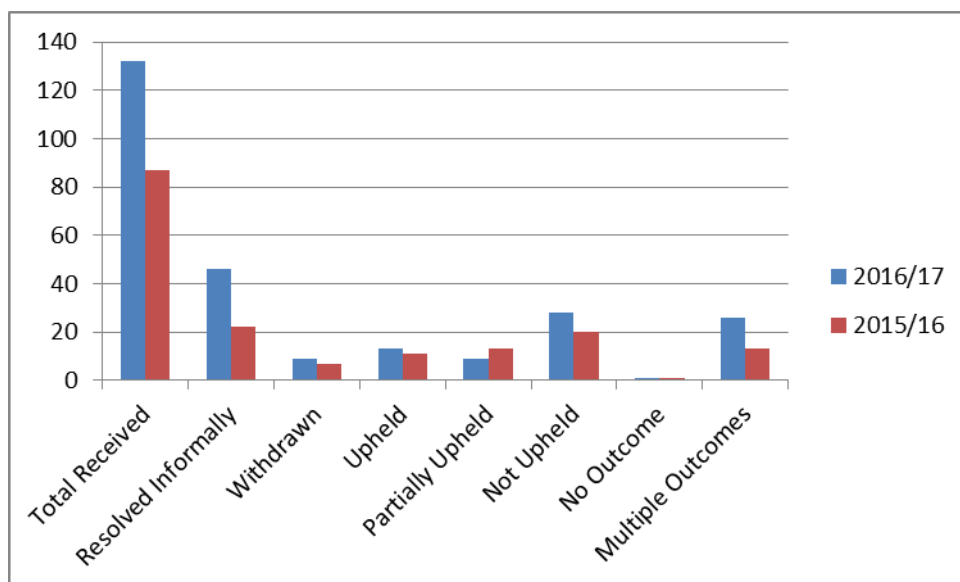
9 of the remaining 86 complaints were withdrawn by the complainant following a resolution with the service after the investigation had commenced, leaving 77 which were investigated to a conclusion at Stage 1.

Of the 77, 39 (50.6%) were responded to within timescale and 38 (49.4%) complaints were responded to over timescale. As a result of responding over timescale 1 complaint escalated to Stage 2 and then to Stage 3. The impact of this on the service has been the financial cost of an independent investigation at Stage 2 and the independent Stage 3 Panel along with a minimal amount in compensation for the delay in dealing with the complaint.

The decline in the timeliness of complaints responses is attributable in the main to the department being in a state of adjustment following structural and management changes. This had a knock on impact to responsiveness to complaints. This is an improving picture and one which should be maintained as the structural and management changes bed in.

Of the 39 complaints responded to within timescale, 22 (56.4%) were responded to in 10 working days or fewer.

Of the 77 complaints investigated to an outcome, 13 (16.9%) were recorded as Fully Upheld, 9 (11.7%) as Partially Upheld, 28 (36.4%) as Not Upheld, and 1 (1.3%) as having no recordable outcome. The remaining 26 (33.7%) were complaints with multiple strands where several outcomes were recorded.



Total number of Stage 1 complaints (including those resolved by Alternative Dispute Resolution (ADR) and eventually withdrawn) received in the last 5 years and in compared to the number of referrals received.

Year	Number of complaints received	% Increase against previous year	Number of cases referred to Children's Services	% of complaints against referrals
2012/13	76	38	1681	5
2013/14	81	6.5	1698	4.77
2014/15	86	6.17	1489	5.78
2015/16	87	1.2	3078	2.83
2016/17	132	51.7	3169	4.16

Outcomes for those Investigated to a completion (excluding those resolved via ADR and those eventually withdrawn)

Outcome	Number	% of Total
Upheld	13	16.9
Partially Upheld	9	11.7
Not Upheld	28	36.4
No Outcome	1	1.3
Multiple Outcomes	26	33.7
Total	77	100

Timescales

Total Investigated to an Outcome	In Timescale	% of Total	Over Timescale	% of Total
77	39	50.6%	38	49.4%

The average response time for the 39 complaints responded to in timescale was 11.9 working days.

Of the 38 complaints responded to over timescale, 18 (47.4%) were responded to in under 20 working days. These are still deemed to be over timescale, as the agreed timescale for these was 10 working days. The average response time for the 38 complaints over timescale was 25.5 working days

The overall average time for responding to all 77 complaints was 18.9 working days, with the quickest response occurring in 3 working days, and the longest taking 85 working days.

Main Theme of ALL complaints received during 2016/17

(NOTE: This includes all complaints resolved informally and investigated at Stage 1, but DOES NOT include complaints investigated at Stages 2 & 3, as these themes are duplicates of Stage 1)

Theme of Complaint	Number	% of Total
Assessment	1	0.8%
Carers	1	0.8%
Child Protection Issue	3	2.3%
Communication	25	18.8%
Data Protection Issue	1	0.8%
Delays	1	0.8%
Financial Issue	4	3%
Lack of Support	5	3.7%
Safeguarding	1	0.8%
Service Provision	49	37.1%
Staff Conduct	41	31.1%
Total	132	100%

Who the complaint was received from

Who Made the Complaint	Number	% of Total
Adoptive Parent	1	0.8%
Advocate	4	3%
Child / Young Person	7	5.3%
Extended Family (Grandparents/Aunts & Uncles)	11	8.3%
Foster Carer / Care Provider	4	3%
Other	7	5.3%
Parent	98	74.3%
Total	132	100

The Access and Assessment, Safeguarding and the Looked After Children's services receive the highest number of complaints within Children's services. Mainly this can be attributed to the volume of their direct contact with the public, and the challenging circumstances in which they work.

The majority of complaints are from the birth parents who disagree with assessment outcomes or care plans and wish to challenge a professional decision. Complaints of this nature are inevitable, however high quality recordkeeping, clear communication with a clear distinction between fact and opinion reduces the opportunity for dispute.

Methods used to make a complaint

Method	Number	% of Total
E-mail	30	22.7%
Feedback Form	14	10.6%
In Person	4	3%
Letter	17	12.9%
MoMo App	2	1.5%
Telephone	48	36.4%
Via LGO	1	0.8%
Webform	16	12.1%
Total	132	100

The above demonstrates that the complainants have a number of methods they can use to contact the Customer Relations Manager with their complaints.

Demographic Information

Ethnicity	Number of complaints received	% of Total
Asian British	1	0.8%
Asian British / Asian Other	1	0.8%
Asian British / Bangladeshi / Bangladeshi British	1	0.8%
Asian British / Indian / British Indian	1	0.8%
Asian British / Pakistani	2	1.5%
Black African	3	2.3%
Black British / Black African	5	3.8%
Black British / Black Caribbean	6	4.4%
Black British / Black Other	1	0.8%
Black British / Caribbean	4	3%
Mixed Black	1	0.8%

Mixed Black / White	2	1.5%
Mixed Other	3	2.3%
Mixed White	2	1.5%
Mixed White / Black African	3	2.3%
Mixed White / Black Caribbean	3	2.3%
Mixed White / Caribbean	1	0.8%
Not Stated	16	12%
White British	72	54.4%
White Irish	1	0.8%
White Other	3	2.3%
Total	132	100%

For Equality Monitoring purposes in 2016/17 Officers have been encouraged to seek personal demographic information from people who make a complaint to help in assessing if there are groups of people who are proportionally complaining more or less and to explore the possible reasons.

The offer of the Translation Service and Easy Read versions of complaint responses are made available by the Customer Relations Manager to those complainants that need these.

Complaints from Young People Involving Advocates

Between the 1st of April 2016 and the 31st of March 2017, 6 complaints were received from Young People and, having been offered advocacy support by the Customer Relations Manager, 4 of them were referred to the advocacy provider. This compares to 11 complaints from Young People and 9 being referred to the advocacy provider in 2015/16. The Customer Relations Manager has regular contact with the National Youth Advocacy Service (NYAS) and works closely with them to ensure the complaints process and advocacy provision is promoted to ensure that young people are aware of their right to submit a complaint.

NYAS has commended the Customer Relations Team on good complaint management process on behalf of young people.

The Customer Relations Manager also meets teams and managers to reinforce the importance of capturing verbal complaints. Staff are encouraged to record and analyze comments or concerns, as many children's and young people's issues are resolved this way rather than using the complaints process. If the young person is unhappy but does not wish to make a formal complaint the Customer Relations Team also offers to try to resolve matters informally.

We recognise that the number of young people accessing the complaints procedure is low. The Lead Officer for the Children-In-Care Council, which encourages young people in care to get involved with the Reading Youth Cabinet and encourages young people in care to work directly with the people who make decisions about their care, currently sits within the Directorate's Early Help Service. Children's Services are in discussion about how this role can be brought back to the statutory services as a way of strengthening the remit and direct link to Looked After Children. The Customer

Relations Manager will liaise with the Lead Officer for the Children-In-Care Council and attend Council meetings to promote the complaints procedure.

Local Government Ombudsman

Between the 1st of April 2016 and the 31st of March 2017 the Local Government Ombudsman (LGO) received 8 representations from dissatisfied service users for issues relating to Children's Services. This is an increase of 5 compared to the 3 cases which were received in 2015/16. Of these 8 cases, 5 were rejected by the LGO following their initial enquiries, 2 cases were investigated and the LGO found no fault. 1 case was referred back to the Council to investigate at stage 1 of the complaints procedure. The outcome of this was that the complaint was not upheld.

Of the 2 cases investigated the LGO identified no critical learning.

Compliments

The Customer Relations Team now own the logging of compliments for Children's Services and the directorate as a whole. Staff are reminded and encouraged to pass on all compliments to the Customer Relations Team's generic mailbox.

20 compliments were recorded within Children's Services between the 1st of April 2016 and the 31st of March 2017. These were received by the following Teams:

Access & Assessment	-	1
Children's Action Teams (CAT)	-	3
Children & Young Persons' Disability Team (CYPDT)	-	1
Early Years	-	3
Fostering	-	5
Leaving Care Teams	-	2
Multi-Agency Safeguarding Hub (MASH)	-	2
Pincroft & Cressingham	-	1
Safeguarding Teams	-	1
South Area	-	1

The number of compliments recorded is very low. There is good work being carried out across the Service and staff are encouraged to feedback compliments back. More will be undertaken with staff and Team Managers in this area during the next year.

Subject Access Requests

The Customer Relations Team assists Children's Social Care customers who have been in care through Reading Children's Services (closed cases) with this process and distributes leaflets on the procedure, which are available in a variety of formats and languages on request.

During 2016/17, 18 requests were received from individuals wishing to have access to their records. During the same period, 11 sets of records were prepared and shared with the requestor. All of these were completed within the agreed timescale.

Subject Access Requests from customers of current (open) cases are dealt with directly by the operational teams and the Customer Relations Team does not currently hold any data on these. As of April 2017 the incoming requests for the Council are being monitored by Legal Services. The data from recording this information will be available for 2017/18.

Contact Information: How to make a complaint

Some complaints can be sorted out by discussing your problem with your Social Worker or a manager. If you want to make a complaint, you can contact the Council by phone, letter, in person or by email. Telephone the Customer Relations Manager (Complaints & Representations) on 0118 937 2905 or e-mail: Complaints@reading.gov.uk.

If you wish to make your complaint to us in writing, our address is:
The Customer Relations Team,
Reading Borough Council,
Civic Offices,
Bridge Street,
Reading,
RG1 2LU

You can also text us with your complaint, type SPKUP & your message to 81722. Your complaint will be recorded and if we can't sort out the problem immediately it will be passed for further investigation and action. The Customer Relations Team can take your complaint over the telephone and explain the complaints procedure in more detail or send you a leaflet explaining how to complain. The leaflet is also available in Council buildings or via the Council's website. You can also use these contact details to tell us if you have a concern (but do not want to make a complaint) or if you want to make a compliment about a service.

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	5 OCTOBER 2017	AGENDA ITEM:	11
TITLE:	CHILDREN'S WORKFORCE STRATEGY - UPDATE		
LEAD COUNCILLOR:	COUNCILLOR GAVIN	PORTFOLIO:	CHILDREN AND FAMILIES SERVICES
SERVICE:	SAFEGUARDING AND IMPROVEMENT	WARDS:	ALL
LEAD OFFICER:	ELAINE REDDING	TEL:	
JOB TITLE:	HEAD OF SAFEGUARDING AND IMPROVEMENT	E-MAIL:	ELAINE.REDDING@READING.GOV.UK

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide an update on the progress and achievements of the Children's Services Workforce Strategy 2016-2018, agreed at the ACE Committee March 2016.

2. RECOMMENDED ACTION

- 2.1 To note the progress and achievements of the Children's Workforce Development Strategy 2016-18
- 2.2 For the committee to approve the proposal to review and refresh the strategy and action plan in readiness for reporting in January 2018.

3. CONTEXT AND BACKGROUND

- 3.1 The Children's Workforce Development Strategy 2016-2018 was agreed at ACE Committee in March 2016 and was relevant at the time of agreement to meet the demands of service. The strategy was divided into three themes:
- Recruitment
 - Retention
 - Developing and Supporting Staff
- 3.2 Although the themes identified above are still relevant, it has been necessary to adapt the strategy to respond to the current demands, the recommendations set out by Ofsted and changes to the management structure.

3.3 As part of the strategy, an action plan was developed to measure and monitor the progress of the initiatives identified to meet the objectives of the strategy. The progress and achievements are included in Section 5.

4. THE PROPOSAL

4.1 It is recognised that there is a need to adapt and refresh the current strategy to reflect further feedback from Ofsted and the planned changes and status of Children’s Services going forward. It is therefore proposed that a revised strategy (with relevant action plan) is developed to be presented to the ACE Committee in early 2018.

5. ACHIEVEMENTS SO FAR

5.1 There has been significant progress made with regards to three themes of the previous strategy. These are listed below:

- Regular benchmarking of salaries undertaken and salaries and market supplements adjusted accordingly to remain competitive
- Bespoke recruitment microsite for Children’s Services launched in Summer 2017
- An updated, bespoke, coordinated and facilitated induction in place, supported by an extensive range of on-line tools and e-learning
- A comprehensive NQSW programme in place supported by facilitated sessions from Buck New University and a cross-Berkshire assessment panel
- Monitoring of caseloads of social workers undertaken by the senior management team
- Engagement in the “Step up to Social Work” partnership programme
- 8 currently employed staff are undertaking professional social work training. Due to complete June 2019
- Research in Practice champions identified in each team to promote up to date practice and research resources
- Managers Induction Checklist reviewed and revised to promote effective induction of managers
- Development of Institute of Management level 5 and 7 courses to be delivered in early 2018
- Staff consultation undertaken to establish a preferred practice model

5.2 The tables below show the current recruitment figures. It is likely that these will significantly increase due to the current recruitment initiative

5.2.1 Number of externally recruited permanent staff

Role	Number recruited
Team Manager	4
Higher Specialist Social Worker	1
Social Worker	2

5.2.2 Number of Agency staff converting to permanent contracts

Role	Number recruited
Service Manager	5
Team Manager	4
Higher Specialist Social Worker	1
Social Workers	6

6. CONTRIBUTION TO STRATEGIC AIMS

6.1 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.

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

7. COMMUNITY ENGAGEMENT AND INFORMATION

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

8. EQUALITY IMPACT ASSESSMENT

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

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

9. LEGAL IMPLICATIONS

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

10. FINANCIAL IMPLICATIONS

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

10.2 Any additional budget/resources required, proposals will need to be made to the Corporate Management Team for consideration.

11. 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:	5 OCTOBER 2017	AGENDA ITEM:	12
TITLE:	BERKSHIRE WEST 10, BOB STP AND THE WEST BERKSHIRE ACCOUNTABLE CARE SYSTEM		
LEAD COUNCILLOR:	COUNCILLOR HOSKIN	PORTFOLIO:	HEALTH
SERVICE:	ALL	WARDS:	BOROUGHWIDE
LEAD OFFICER:	SEONA DOUGLAS	TEL:	
JOB TITLE:	DIRECTOR OF ADULT CARE AND HEALTH SERVICES	E-MAIL:	seona.dougla@reading.gov.uk

1. PURPOSE OF REPORT

- 1.1 This report seeks to clarify the links between the Berkshire West 10 (BW10), the NHS Buckinghamshire Oxfordshire and Berkshire West, Sustainably Transformation Plan (BOB STP) and Berkshire West Accountable Care System, including the current work streams which Reading Borough Council are involved in, and the impact on the Council and residents of Reading.

2. RECOMMENDED ACTION

- 2.1 That the report be noted.

3. BACKGROUND

- 3.1 The NHS and Local Authorities across Buckinghamshire, Oxfordshire and Berkshire West (BOB) are working together to support delivery of the NHS Five Year Forward View, which is a national plan to deliver better health, better patient care and improved NHS efficiency.
- 3.2 The Government has asked for this to be done in a number of ways. There are a number of challenges facing the NHS that require transforming the way in which the NHS provide local services and care and ensure local communities are the healthiest they can be.
- 3.3 These challenges include the changing needs of patients, new treatment options and increasing demand for services. At the same time, it is known that quality of care can vary, many illnesses are preventable and social deprivation can significantly impact healthy outcomes. Together with ongoing financial pressures, this means that there is

a need to take positive action to ensure patients, their families and carers are empowered to take more control over their own care and treatment; services are offered in a range of ways yet provide consistent high quality care and treatment and local budgets are spent wisely.

- 3.4 Across BOB, these challenges mean that over the next five years the NHS is facing the following gaps:

Health and Wellbeing gap due to:

- Increasing demand for services, particularly for over 75s
- Pockets of deprivation which are difficult to overcome
- The population growing faster than expected as a result of significantly increased new housing.

Care and quality gap due to:

- Community hospital buildings which require repair and are not fit for modern needs
- Variable access to specialised cancer and interventional cardiology treatments
- difficulty in recruiting and retaining staff due to the high cost of living, leading to unsustainable services and poor performance
- Fragmented and poorly coordinated specialist mental health services and out of area placements.

Financial gap

- In the current climate there will be an anticipated financial gap of £479m by 2020.

- 3.5 To address these challenges and close the gaps, NHS organisations and local authorities across Buckinghamshire, Oxfordshire and Berkshire West (BOB) have come together to develop and deliver a Sustainability and Transformation Plan (STP).

- 3.6 BOB is one of the 44 STP geographical footprints set up across England to become more efficient in the use of NHS resources, as well as improving the quality of care and health of the population while managing increased demand.

- 3.7 The footprint was determined by NHS England and aims to include all leaders of NHS Trusts, CCGs, and Local Authorities in planning to achieve financially sustainable and effective plans for the delivery of health and care.

- 3.8 Local Position: The development of the BOB STP was led by Oxfordshire CCG, and incorporates the local plans of the 3 communities as well as plans for collaborative work across the STP footprint

- 3.9 The BOB STP has An Executive Steering Board and the representative for the LA's is Rachel Shimmin the CEO from Bucks and she has set up a process for briefing her CEO colleagues from other authorities across the geographical area.

A West Berkshire 'Integration Board' of lead officers from Health and LAs meets to agree a collaborative strategic approach, and a West Berkshire 'Delivery Group' acts as a programme board to oversee the efficient and effective implementation of joint projects to enhance integration of health and care. The local Reading integration Board (RIB) oversees the efficient use of the Better Care Fund and monitors delivery. Reading Borough Council is involved with supporting a number of local initiatives which oversee and support the BCF locally. We have dedicated Social Work and OT

presence at the RBH including weekends facilitating earlier discharge from Hospital and provide assessments flats and step-down beds which aid reablement and a swifter more timely return home and the community for our residents. We also provide additional dedicated Social Work resource into Mental Health in-patient services, to ensure discharge planning at an earlier stage. RBC has played have worked in partnership on the getting home project enabling a pilot of the Trusted assessment programme to begin in October. We are progressing in efforts to be part of the first tranche of the Connected Care programme, enabling a more joined up and integrated information system with Health and other partners and are currently working in the development of an integrated discharge team which will support a more joined-up person centred approach to discharge planning

- 3.10 There is an expectation that greater integration of health and care will be achieved and facilitated by the BCF by 2020, but this 'integration' is for local determination and design. However, it is clear that the priority for the STP is to control expenditure and achieve financial sustainability by 2020 against a growing concern that without change the budget deficit for the STP footprint would be in the region of £480million.
- 3.11 RBC were not involved in the original STP plans and this was and remains an NHS Health led initiative despite there being a clear strategy to join up and Integrate services with Local Authorities.
- 3.12 Much of the integration work locally is being overseen via the BCF and the Reading Integration Board which is jointly chaired by Reading Borough Council and the CCG.
- 3.13 There are agreed targets for improvements within the BCF to keep people at home longer, prevent admissions to hospital and facilitate earlier discharges preventing delays. The details are contained within the recent BCF submission.
- 3.14 The established STP programmes are:
- Frail Elderly Pathway
 - Mental Health
 - Prevention
 - Children

Reading is not leading on any of these work streams, however some of our Better Care Fund, for example, discharge to assess, hospital discharge, step down residential services contribute to the Frail Elderly pathway, and similarly services under the Mental Health pathway in terms of discharges from acute hospitals. There is further work in Reading to identify and contribute to the Prevention agenda for example step up services for prevention of hospital admission.

These are supported by the following work-streams:

- Finance (BCF, Sec 75 Pooled budgets)
- BW10 ASC Workforce Programme, STP Priorities
- Digital - Connected Care
- Estates - Berkshire one public estate

The workforce programme has been initiated and led by Berkshire Health Foundation Trust (BHFT) and Reading will be represented on this group. In relation to Connected Care, which will enable sharing of information and data across West Berkshire, Reading are well positioned to go live late Autumn 17. This is currently being led by our corporate colleagues supported by Adult Social Care.

4. POLICY CONTEXT

- 4.1 Sustainability and transformation partnerships build on collaborative work that began under the NHS Shared Planning Guidance for 2016/17 - 2020/21, to support implementation of the Five Year Forward View. They are supported by six national health and care bodies: NHS England; NHS Improvement; the Care Quality Commission (CQC); Health Education England (HEE); Public Health England (PHE) and the National Institute for Health and Care Excellence (NICE).
- 4.2 The development of STPs is driven by Joint Strategic Needs Assessment, (JSNA) and Health and Wellbeing Strategies. Reading is part of the Buckinghamshire, Oxfordshire and Berkshire West STP footprint (BOB STP).

5. CURRENT POSITION

5.1 Governance Arrangements

- 5.1.1 The BW10 Integration Board, made up of lead officers from Health and LAs meets to agree a collaborative strategic approach every two Months. The Board is chaired by Nick Carter the CEO West Berks. A Delivery Group acts as a programme board to oversee the efficient and effective implementation of joint projects to enhance integration of health and care. This is jointly chaired by Nick Carter and Sam Burrows from the CCG and meets every two Months. The local Reading Integration Board (RIB) oversees the efficient use of the Better Care Fund supporting some of the integration programmes and meets Monthly. This is jointly chaired by RBC and the CCG.
- 5.1.2 Update Reports are provided to the BW10 Integration Board on a regular basis as are reports to the Reading Health and Wellbeing Board relating the programmes detailed above. The next report to the BW10 Integration Board is due on 11 October and will be presented by the CCG to respective CEO's from the three Borough Councils and will contain further updates.
- 5.1.3 The STP further feeds into the ACS governance structure (see appendix A)

5.2 THE ACCOUNTABLE CARE SYSTEM

- 5.2.1 In April 2017 following the development of the West of Berkshire, Oxfordshire and Buckinghamshire Sustainable Transformation Plan (STP), West Berkshire CCGs launched their local Accountable Care System (ACS).
- 5.2.2 The Berkshire West ACS is an evolving local version of an STP which works as a locality integrated health system comprised of the following organisations:
- 4 x Berkshire West CCGs
 - Royal Berkshire Hospital Foundation Trust
 - Berkshire Healthcare Foundation Trust
 - 3x Local Authorities in West Berkshire
 - GP Alliances
- 5.2.3 The ambition of Berkshire West ACS is that all parties, including social care through Local Authorities will be full members. However to note this is at a “mutually agreeable pace”. In April 2017 Wokingham Borough Council joined the ACS Programme. It is envisaged that commissioners and providers operate under a single capitated budget, which is based on collaboration and built on a combination of both formal statutory governance, and agreements.

5.2.4 Reading Wellbeing - Public Health team are leading from a Local Authority prospective on the STP Prevention Work stream, this is covering key areas of work on the following areas:

- Obesity
- Physical activity
- Making Every Contact Count
- Tobacco
- Improving Workforce Health
- Digital self care

See Appendix B for STP Prevention Dashboard).

5.2.5 In terms of joint working Reading Wellbeing Team are leading on the Cancer work stream at an ACS level, jointly commissioning the Carers Services, developing Alcohol Services, Making Every Contact Count, Blood Pressure initiative and Healthy Life Style Choices.

5.2.6 Impact on the Council and residents of Reading

5.2.7 Although Reading has not formally entered into the ACS there are positive contributions and impacts in terms of the joint Health and Wellbeing Strategy and the Public Health programmes listed below:

- Obesity
- Physical activity
- Making Every Contact Count
- Tobacco
- Improving Workforce Health
- Digital self care

Reading Borough Council is currently the lead authority on other keys areas which are:

- Cancer
- Obesity
- Making Every Contact Count

6. CONTRIBUTION TO STRATEGIC AIMS

6.1 The work being undertaken as part of the BOB STP in particular is the Prevention Work stream which contributes to the following Corporate Plan priority:

Providing the best start in life through education, early help and healthy living;

6.2 The Preventative work within BOB STP contributes to the following Council Strategic Aim:

To promote equality, social inclusion and a safe and healthy environment for all

6.3 There is also contribution to the aims of the Health and Social Care Act (2012) and the Public Health Outcomes Framework:

- Under The Health and Social Care Act (2012) local authorities now have a much stronger role in shaping services, and have taken over responsibility for local population health improvement. The Health and Wellbeing Boards have brought together local commissioners of health and social care, elected representatives and representatives of Healthwatch to agree an integrated way to improving local health and well-being. The aims for each LA are set out in the Health and Wellbeing Strategy that is based on the local JSNA.
- The Public Health Outcomes Framework (PHOF) Healthy lives, healthy people: Improving outcomes and supporting transparency sets out a vision for public health, desired outcomes and the indicators that will help us understand how well public health is being improved and protected
- The BOB STP Prevention work stream will help to improve the health and wellbeing of residents by preventing many long term conditions including diabetes, coronary heart disease, stroke, Chronic Obstructive Pulmonary Disease (COPD), osteoporosis, and some cancers. This will be achieved through helping residents to take responsibility for their own health and wellbeing and adopt healthier lifestyles including being more physically active, not smoking, eating a healthier diet and maintaining a healthy weight. In addition workforce health and digital solutions can also help to improve mental and emotional health and wellbeing of those who live and work in Reading.

7. COMMUNITY ENGAGEMENT AND INFORMATION

- 7.1 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".
- 7.2 The Berkshire West CCGs have presented the concept of the BOB STP to their residents at a Public Consultation meeting. For North, West Reading and South Reading CCGs these meetings took place in March 2017 in local venues. Details of the Prevention work stream were touched upon only in general terms without details of the work planned.

8. EQUALITY IMPACT ASSESSMENT

- 8.1 The work of the BOB STP Prevention Work stream will continue to be developed with an awareness of inequalities of health identified through robust local data sets.

9. LEGAL IMPLICATIONS

- 9.1 Currently there are no legal implications.

10. FINANCIAL IMPLICATIONS

- 10.1 The work being undertaken by the BOB STP Prevention Work stream is being delivered within existing resources. Some funding may be made available from a variety of sources for specific pieces of work for example the Making Every Contact Count project has been funded through the STP process.

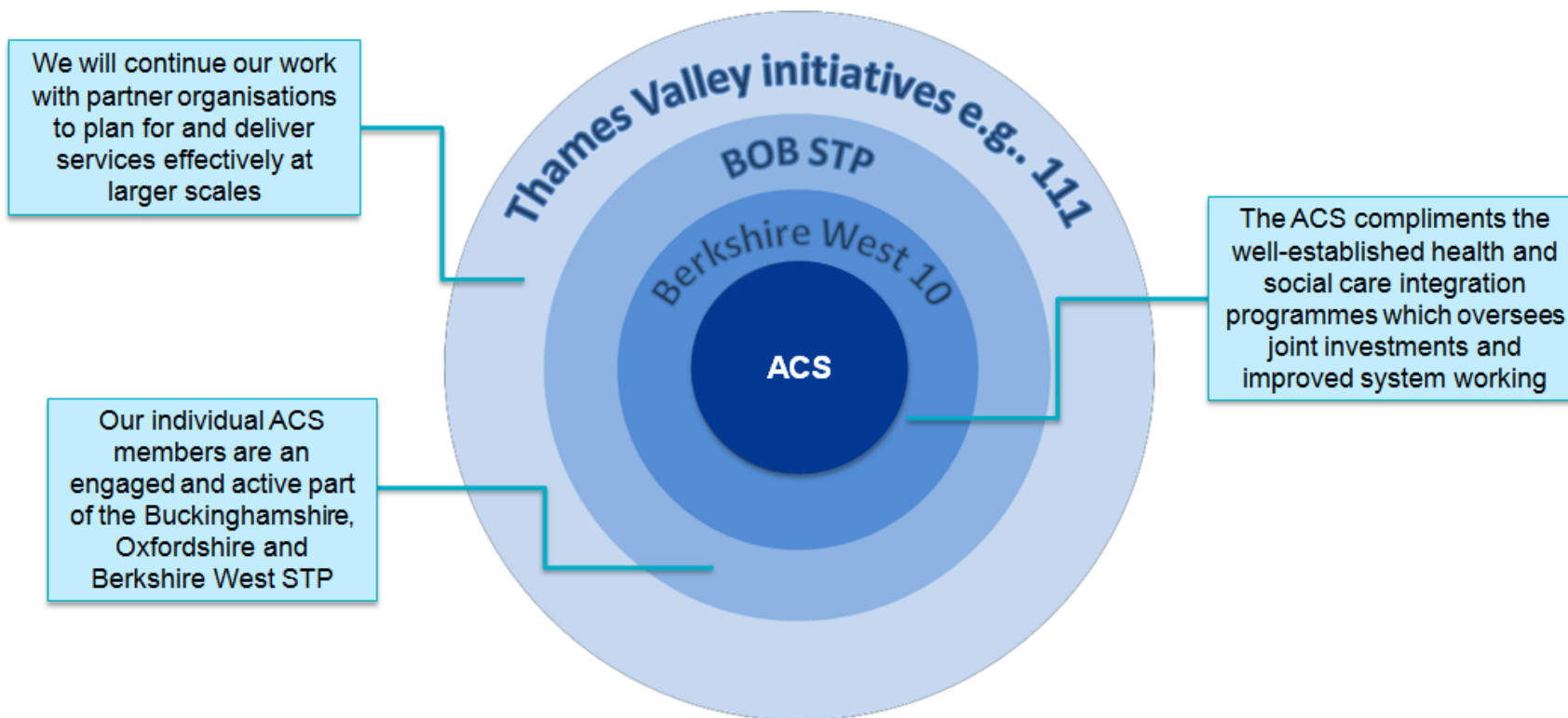
11. BACKGROUND PAPERS

- 11.1 BOB STP Prevention Work stream Update April 2017

12. Value for Money (VFM)

- 12.1 Currently there no addition financial contribution to Reading Borough Council apart from that identified within the current BCF contribution.

The ACS programmes fit with other initiatives in our region



OBJECTIVES⁽¹⁾

- 1. To embed prevention within our local transformation programmes and NHS organisation culture
- 2. To continue working together to identify other BOB wide opportunities, which may include alcohol and social prescribing

⁽¹⁾ source: Prevention PID

STATUS (against objectives)

Objective 1: Red - a programme of work has been established to close our anticipated financial gap for the next two years however there is currently no indication we will do so
Objective 2: Amber – The priority projects which have now been established for clinical improvement are aligned to this objective but have not yet been implemented
Objective 3: Amber – the clinical improvement priority projects identified are preventative in nature. However, the detail of how this will be delivered is still to be defined.



ITEMS FOR BOB OPERATION TEAM ATTENTION

- 1. The financial savings opportunities of each of the priority projects require urgent quantification and attribution (see Risk 1)
- 2. Finance support to consider investment to save on Obesity pathway
- 3. Focus on Tobacco to be on a) safe surgery and b) Manual workers and maternity inequalities (see – milestones) – Business Case refresh being undertaken
- 4. PHE working on Health inequalities for BOB to target services
- 5. MECC

DELIVERY STATUS

#	Project / Scheme	Phase	Milestone Status ⁽²⁾	Benefits Status ⁽²⁾	Notes
1.	Obesity	Pre-implementation	A	A	Workshop held on 12 July, - outputs agreed – Further meet of CCGs and LA planned in August – joint proposal to commission a Tier 3 service – locality based.
2.	MECC	Design	A	A	Stocktake to establish baseline measure of MECC Trainer, number of conversations, and approach in process., Project approach to be considered at the July Operational Group. HEE supporting in the identification of benefit of MECC for BOB
3.	Workforce Health	Design	G	A	Outline project plan being drafted covering key engagement and decision points. Link with STP workforce .
4.	Physical Inactivity	Pre – implementation	A	A	Prevention group agreeing 'design principles. Operational group to agree approach.
6.	Digital Self Care	Design	R	A	Outline project plan being drafted with the CIO group.
7.	Tobacco	Pre – Implementation	G	A	Berkshire West safe surgery draft statements shared with Bucks and Oxford, Further consideration required on the policy statement, link with locality smoking cessation services. Revised business case to be developed

R/A/G KEY: = complete = on track, no issues = some challenges = major challenges

KEY MILESTONE STATUS – NEXT 3 MONTHS

Project	Milestone	Baseline Date	Forecast/ RAG	Notes
Obesity	Workshop for scoping tier 3 services	17 May 17	G	12 th July workshop held . Agreed to work up a case for a tier 3 service, see notes
	BOB Obesity Specification	01 Dec 17	G	Business case in development require Finance support for the review
Tobacco	Revised business case on opportunities	Aug 17	G	Clarification of opportunities required. Finance support for the review required
	Inequality focus		G	PHE confirmation BOB STP demonstrates smoking inequality in manual workers
MECC	Baseline stocktake	15 May 17	A	Stocktake sent to CEO, COO for BOB NHS organisations and LA Public Health Teams, deadline for extended to the End of July. Establish baseline, to design training and set trajectory for number of trainers and number of conversation - leading to BOB MOU
	Approval of Project approach	July 17	G	Approach approved by prevention group. <u>Engagement</u> commenced with NHS England Pharmacy to leverage Pharmacy contract on MECC. Paper to be sign up by operational group in August 17 . Focus on MECC to around tobacco (<u>esp</u> in manual workers, and obesity)
Workforce health	Link with BOB Workforce programme	May 17	Complete	
	Approval of project approach to Prevention group and Operational Group	Aug 17	A	Approach reviewed by prevention group. Further clarification on objectives required
Physical Inactivity	Workshop to identify opportunities with physical inactivity	By end May 17	Complete	Project group to agree re-model following unsuccessful recruitment of community consultant.
	Approval of project approach to Operational Group	Aug17	A	Paper review Apps and uses across STP to be agreed by <u>opeartional</u> group in August. Delayed by to Annual leave
Digital Self care	Complete detailed review and specification of services deemed in scope of an ACS corporate service	By end May 17	A	progress will depend on availability of relevant people to participate and contribute

R/A/G KEY:



= complete



= on track, no issues



= some challenges



= major challenges

KEY RISKS & ISSUES ⁽⁵⁾

Ref	Aggregate risk score	Source / Date	Risk / issue	Owner	Actions requested / Actions Agreed
1.		June 17 – SRO	There is a risk that BOB Prevention priority projects will not deliver sufficient cost reductions to achieve financial sustainability. (£3m) This would lead to an impact / effect on partner financial positions	STP Operational Group & Finance Group	- The financial savings opportunities of each of the priority projects require urgent quantification and attribution
2.		April 17 – PMO	There is a risk that there is insufficient resource to deliver on the Prevention priority projects and achieve BOB ambitions. This would impact programme deliverables, outcomes	STP Operational Group	-Operational Group group to review programme resource schedule to ensure appropriate level of programme / project resources
3.					
4.					
5.					

⁽⁵⁾ Addition project risks raised by project managers that do not meet the escalation criteria below and that are deemed to be in the scope of the project to manage and mitigate remain on the respective projects RAID log

PROJECT RISK ESCALATION CRITERIA

Project and/or identified process risks that meet one or more of the following criteria will be escalated to the Management Team as a programme risk:

- Any risk that is likely to impact on the delivery/achievement of one or more other partners milestones and/or benefits
- Any risk scored '5' for either likelihood or Impact
- The Operational Group Chair, a project SRO or the CFO Group Chair may escalate risks to the Leadership Team for inclusion on the Programme Risk register, following initial escalation and discussion with the PMO.

BENEFITS TRACKING – SYSTEM WIDE

Reductions in Activity compared to Forecast Improvement

Scheme	Baseline - 16/17 FY performance	2017/18				Notes
		Q1	Q2	Q3	Q4	
Obesity						
MECC						
Workforce Health						
Physical Inactivity						

Reductions in £Spend compared to Forecast Improvement

Scheme	Baseline - 16/17 FY performance	2016/17				Notes
		Q1	Q2	Q3*	Q4	
Obesity						
MECC						
Workforce Health						
Physical Inactivity						

BENEFITS – PROJECT SPECIFIC - alignment to BOB STP

#	Project							Other Notes

TO BE COMPLETED WHEN DATA AVAILABLE

Smoking Inequalities

So whilst we have low prevalence, in most cases over a ¼ of the smokers are routine and manual workers

Source:

<http://www.tobaccoprofiles.info/profile/tobacco-control/data#page/0/gid/1938132885/pat/104/par/E45000019/ati/102/are/E06000036>

Indicator	Period	England	South East PHE centre	Bracknell Forest	Brighton and Hove	Buckinghamshire	East Sussex	Hampshire	Isle of Wight	Kent	Medway	Oxfordshire	Portsmouth	Reading	Slough	Southampton	Surrey	West Berkshire	West Sussex	Windsor and Maidenhead	Wokingham
Smoking Prevalence in adults - current smokers (APS)	2016	15.5	14.6	16.1	19.9	11.2	17.1	13.6	15.3	15.2	19.0	11.9	20.1	15.8	18.0	17.8	12.4	12.8	15.4	12.2	8.8
Smoking Prevalence in adults in routine and manual occupations - current smokers (APS)	2016	26.5	28.2	28.4	33.1	26.8	34.3	25.9	26.9	29.0	34.2	24.6	25.3	30.4	24.9	29.5	23.6	21.9	33.7	22.0	20.5