

Public Document Pack



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To: Councillor David Absolom (Chair)
Councillors Kaur, Grashoff, Hoskin, Jones,
Khan, McEwan, McKenna, O'Connell,
Pearce, Robinson, R Singh, Terry, Vickers
and White

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3 December 2018

Your contact is: **Richard Woodford - Committee Administrator**

NOTICE OF MEETING - ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE 11 DECEMBER 2018

A meeting of the Adult Social Care, Children's Services and Education Committee will be held on Tuesday, 11 December 2018 at 6.30 pm in the Council Chamber, Civic Offices, Bridge Street, Reading. The Agenda for the meeting is set out below.

	<u>WARDS AFFECTED</u>	<u>Page No</u>
1. DECLARATIONS OF INTEREST		
Councillors to declare any disclosable pecuniary interests they may have in relation to the items for consideration.		
2. MINUTES OF PREVIOUS MEETING		5 - 12
Minutes of the meeting of the Adult Social Care, Children's Services and Education Committee held on 4 October 2018		
3. MINUTES OF OTHER BODIES		13 - 26
Health and Wellbeing Board - 13 July 2018		
4. PETITIONS		
Petitions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee's Powers & Duties which have been received by Head of Legal & Democratic Services no later than four clear working days before the meeting.		

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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. EDUCATIONAL STANDARDS AND QUALITY 2017-2018 **BOROUGH WIDE** **27 - 40**

A report providing the Committee with an overview of education performance in Reading during the academic year 2017-18.

8. FAIR WORKLOAD CHARTER **BOROUGH WIDE** **41 - 48**

A report providing the Committee with a summary of discussion and the resulting agreed Reading Pledge for a fair workload agreement for school based staff.

9. ANNUAL COMPLAINTS REPORT 2017-2018 FOR CHILDREN'S SOCIAL CARE **BOROUGH WIDE** **49 - 64**

A report providing the Committee with an overview of complaints activity and performance for Children's Social Care for the period from the 1 of April 2017 to the 31 of March 2018.

10. ANNUAL COMPLAINTS AND COMPLIMENTS REPORT 2017-2018 FOR ADULT SOCIAL CARE **BOROUGH WIDE** **65 - 76**

A report providing the Committee with an overview of complaints and compliments activity and performance for Adult Social Care for the period from 1 April 2017 to 31 March 2018.

11. ETHICAL CARE CHARTER UPDATE NOVEMBER 2018 **BOROUGH WIDE** **77 - 82**

A report providing the Committee with an update on the National Ethical Care Charter in Reading.

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ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE 4 OCTOBER 2018

Present: Councillor David Absolom (Chair)
Councillors Grashoff, Hoskin, Kaur, Khan, McEwan, McKenna, O'Connell, Pearce, R Singh, Terry, Vickers and White.

Apologies: Councillors Jones and Robinson.

12. MINUTES

The Minutes of the meeting held on 25 July 2018 were confirmed as a correct record and signed by the Chair subject to the inclusion of Councillor Vickers apologies.

13. QUESTIONS FROM COUNCILLORS

Questions on the following matters were submitted by Councillors:

Questioner	Subject	Reply
Councillor White	Fair Workload Charter for Teachers	Councillor Pearce
Councillor White	Children Centre Cuts	Councillor Terry

(The full text of the questions and replies was made available on the Reading Borough Council website).

14. AN OVERVIEW OF NHS ENGLAND'S CONSULTATION ON "INTEGRATED CARE PROVIDER CONTRACTS"

The Director of Adult Care and Health Services gave a presentation providing the Committee with an overview of the Integrated Care Provider (ICP) Contract consultation that was being run by NHS England. The presentation outlined the opportunities for feeding into the consultation, the process for doing so and that the consultation was about and answered a number of questions including how health and care was bought, how an ICP would work, what was in the ICP contract, who could be an ICP, how ICPs could work with GPs and whether or not there would be lots of ICPs. The consultation would be open from 3 August to 26 October 2018.

The Committee discussed the presentation and Councillor Hoskin proposed that the Council's response to the consultation should be based on his motion to Council on 27 March 2018 (Minute 43 refers) and should express the concern that moving to market procurement could lead to the provision of services by private providers. The Committee agreed that the Director of Adult Care and Health Services should be given delegated authority to put together the Council's response to the consultation in consultation with the Lead Councillor.

Resolved -

- (1) That the presentation be noted;
- (2) That Director of Adult Care and Health Services, in consultation with the Lead Councillor for Health, Wellbeing & Sport, be

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delegated authority to put together the Council's response to the consultation based on the motion to Council on 27 March 2018.

15. CEDAR COURT AND THE MAPLES DAY CENTRE CATERING

The Director of Adult Care and Health Services submitted a report providing the Committee with an update on the progress made to provide catering to Cedar Court and the Maples.

The report stated that after the previous catering contract, that had been fulfilled by White Oaks (part of the Compass Group) had come to an end on 30 April 2018, the Council had entered into a contract with a micro-business, Constant Catering Services (CCS), to provide catering to Cedar Court Extra Care scheme and The Maples Day Service. This company was owned and run by the previous head chef at Cedar Court. The service provided was largely unchanged from that that had been provided by the previous contractor and therefore, as far as possible, fulfilled the wishes of the residents for there to be no change to the service that was provided. The contract with CCS represented excellent value for money compared to other options that had been explored, or to provide support in the absence of any service. An agreed sum of £10,000 had been paid to CCS for the contract, that was due to expire on 30 April 2019, to assist with start-up costs. At the expiry of the contract the service was expected to be self-sufficient requiring no further funding or input from the Council.

Catering services at Oak Tree House Extra Care scheme were now provided by another micro-business (owned by the previous head chef at this scheme) that had been arranged by Catalyst Housing as the landlord at this scheme. The Council's only involvement had been to ensure that this service would provide residents with access to food seven days a week. There was no ongoing involvement from the Council.

The report explained that the services had commenced on 1 May 2018 so that residents at Cedar Court and service users at The Maples did not receive any break in service. Residents and visitors to Cedar Court had continued to receive the option of a two course hot meal seven days a week and people living at The Maples had continued to receive a hot meal, hot boxed to the service, on each operating day (Monday to Friday). CCS provided an additional service of transporting the meals that had been cooked at Cedar Court to The Maples, a service which had been previously provided by a taxi company for an additional cost. People who accessed the service had been informed of minor changes to the service, including changes to the tariff, and no objections had been raised in respect of the changes. During the first week of the new service Commissioners had contacted colleagues from Cedar Court and The Maples for feedback on the transition and there had been no problems at either location. Commissioners had also visited Cedar Court on 3 August 2018 and had met with the Sheltered Housing Officer and Director of CCS and it had been clear that CCS were continually striving to improve the service to ensure it remained sustainable. CCS had implemented a system whereby those who ate at the restaurant regularly paid monthly upfront and by doing this they were entitled to two free Sunday meals each month. The Director of CCS had reported that everything was going smoothly, including invoicing The Maples and those who

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were supported by the Deputies Office. The Director had also discussed plans to expand the business and was in the process of considering tenders for other catering services.

Resolved - That the report be noted.

16. PROGRESS ON THE DELIVERY OF THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) STRATEGY 2017 - 2022

Further to minute 45 of the meeting held on 31 January 2018 the Director of Children, Education and Early Help Services submitted a report providing the Committee with an update on the progress being made to deliver the SEND Strategy for 2017 - 2022 and on the Short Breaks Review work, the Information, Advice and Support Service and the SEND Service performance. A proposal in relation to children with autistic spectrum condition (ASC) and social communication needs which had been developed to meet local need was attached to the report at Appendix 1.

The report set out the progress being made to deliver the Strategy as follows:

Strand 1 - Analysis of data and information to inform future provision and joint commissioning - This strand had continued to analyse the data report and use it to inform actions for the strand group and others.

Strand 2 - Early identification of needs and early intervention - In order to understand whether children and young people's needs were being correctly identified and provided with appropriate early interventions, an analysis of Early Years Education, Health and Care Plan Needs Assessments had been carried out.

Strand 3 - Using specialist services and identified best practice to increase local capacity - This strand had focused on the two areas of greatest need that had been identified through the data report and from feedback from parents/carers and schools: children with ASC and children with social, emotional and mental health (SEMH) difficulties. A proposal had been developed to meet local need and the report recommended the initiation of a process for commissioning additional specialist provision for primary aged pupils with ASC and social and communication needs, including the statutory consultation process. The proposal had identified the need for a further two smaller primary specialist provision bases across the Borough to enable children's needs to be met more locally and that all three primary specialist provisions would provide capacity for at least ten places and would provide specialist outreach to schools within their area as well as being a hub for families to seek guidance and support. It had also been proposed that the secondary specialist provision at Blessed Hugh Faringdon, which was due to expand, would be commissioned to provide outreach support for schools across the Borough. Overall, the aim was to increase provision in the Borough therefore reducing the cost of out of Borough placements.

Strand 4 - Transition to adulthood - Since the strand 4 action plan had been developed in April 2018, the strand had focused on actions to deliver outcome 1, which not only provided a basis for the other four outcomes but also underpinned

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the operational work to transfer cases from the Children and Young people with Disabilities Team to Adult Social Care.

The report also detailed the outcomes as follows:

Outcome 1 - Current processes supporting young people with SEND into adulthood were being reviewed in order to identify good practice and areas for development, an Approaching Adulthood Policy had been developed and was being consulted on and the strand 4 group had identified the need for improved and earlier joint working between Children's and Adults' Services.

Outcome 2 - Reading Voluntary Action was taking the lead on work to identify and promote areas of best practice, the views of young people and their families about barriers to achieving independence and what needed to improve were being sought. The Annual Review process would be updated to ensure that it was informed by the experiences of young people and their families and the voice of the young person was heard in transition planning.

Outcome 3 - The strand 4 group was currently seeking the views of young people and their families to help improve information about transitions to adulthood. Information requirements would be embedded into the new transitions pathway so that practitioners knew what information young people and their families required and when, and an information booklet to support transitions had been developed and was being consulted on.

Outcome 4 - The action for this outcome would be informed by the actions that were currently being carried out.

Outcome 5 - This work was being aligned with the SIB developments to ensure that there was a joined-up approach across services to support vulnerable young people into adulthood.

The report stated that since 1 March 2018 all new referrals for adults over the age of 18 had been directed to the Adult Social Care Locality Teams. There were approximately 90 young people aged 18 to 25 years old whose cases were to be transferred from the Children and Young People's Disabilities Team (CYPDT) to Adult Social Care by September 2018 and resources had been identified and put in place to support the transfer of cases. A sample of cases had been reviewed to determine the quality of cases, CYPDT social workers were preparing the cases for transfer and select cases had been identified for a phased transfer so that they could receive immediate support from Adult Social Care.

The report explained that the Schools Forum had continued to receive regular reports on High Needs Block spend and the deficit had been reduced by taking the actions that had been agreed through the SEND Strategy Board. The SEND Team had been successful in meeting the March 2018 deadline for the conversion of statements of Education, Health and Care Plans (EHCPs) and the service had maintained good performance against the measure of completing EHCPs within 20 weeks. The DfE SEND Adviser had also continued to be positive on progress.

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A group had been set up consisting of representatives from Reading Families Forum, the Voluntary Sector and officers, led by the SEND Improvement Adviser, to carry out the review work and develop proposals that would build capacity to meet families' needs within universal services as well as ensure the short breaks offer met the needs and interests of young people. This work included mapping what was in place and benchmarking costs of different opportunities, getting feedback from families/young people, exploring models of good practice elsewhere and working with colleagues in other agencies to ensure opportunities were identified and co-developed to meet young people's interests locally.

Reading Families Forum had worked with the Information Advice and Support Services (IASS) Manager and the SEND Improvement Adviser to review service delivery. The IASS Service Manager was now reporting to the SEND Improvement Adviser until transition to the new Children's Company. The helpline was working effectively and there had been further developments on the recruitment of volunteers. On 29 May 2018 information was received on the new contract that had been commissioned to ensure that in every local authority area children and young people with SEND and their families had access to impartial information, advice and support covering SEND issues, including through a dedicated national free phone service. Local authorities had also been required to express an interest in applying for a grant of up to £32k per authority by 5 June 2018, and then submit a full application by 15 June 2018. The grant was for the period up to the end of March 2019 and the Council had been successful in being awarded the maximum amount of grant available of £32k. The report set out the criteria that had to be met in order to receive the grant.

Resolved -

- (1) That the progress made on delivering the SEND Strategy be noted;**
- (2) That the initiation of the process for commissioning additional specialist provision for primary aged pupils with Autistic Spectrum Condition and Social and Communication needs be approved;**
- (3) That the work being carried out to review Short Breaks be noted;**
- (4) That the developments within the IASS Service be noted.**

17. OFSTED MONITORING VISIT AND DEEP DIVE OF CHILDREN'S SERVICES

The Director of Children, Education and Early Help Services submitted a report providing the Committee with an update on the monitoring visit that Ofsted had carried out on 31 July and 1 August 2018 on Looked After Children (LAC) over 16 years old and Care Leavers, and the Deep Dive exercise the Commissioner had carried out on 5 and 6 September 2018 which had looked at the overall Children's Social Care system with a focus on children in need who had recently been referred to the Department.

The report stated that the main finding from the monitoring visit had been that young people leaving care were in receipt of better services than they had been at the last inspection visit two years previously. Ofsted had observed that there was

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Careful preparation of young people to leave care, there were sustained efforts to help all young people in this cohort, there was determined and dedicated work and there was a strong intent to improve the lives of care leavers which had permeated the work of practitioners. Inspectors had stated that senior managers had worked methodically to improve the range and suitability and availability of accommodation for young people. The Housing Department and Children's Social Care had been found to be working in partnership and were offering 12 social housing flats for care leavers each year. The Housing Department also supported and advised young people on how to obtain suitable and decent standard accommodation in the private rented sector and importantly no young people had been placed in bed and breakfast or unsuitable houses of multiple occupation.

Young people who had arrived in the Borough as unaccompanied asylum seekers had been judged to be carefully supported and found accommodation suitable to their needs. Progress had also been made in engaging more young people leaving care in meaningful education, employment and training opportunities. Key areas for further development had been identified as follows:

- Improving participation and involvement of young people in developing and influencing provision;
- Ensuring a clear pathway for emotional health and wellbeing service with health partners;
- Continuing to improve supervision practice to eradicate variability.

The report explained that the Council was still awaiting formal written feedback from the Deep Dive visit that had taken place in September 2018 and a full report was expected in the near future. At the verbal feedback session from the Commissioner to senior managers and the Lead Councillor for Children on 7 September 2018, the key areas that were going well had been defined as follows:

- Better match between senior managers and front line narrative regarding identified need improvements being made;
- Improved partnership working and relationships;
- Greater stability with senior managers and good political drive for improvement;
- Good support for newly qualified social workers;
- Good specialist skills and response from the front door;
- Stability and good local knowledge in Early Help Services;
- Some growing evidence of 'children's voice' evidenced in work observed.

Areas that still needed more work included the following:

- Recording needed to be embedded, the electronic recording database, Mosaic, needed to be simplified and greater 'floor walking' support was required from the Mosaic Team;
- Chronologies needed to start earlier and be of good quality to help casework through the system;
- Transition points and internal thresholds for children's cases needed improving to reduce duplication of effort;

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- Numbers of social workers and managers in the safeguarding service needed to increase to further reduce caseloads and enable front line staff to manage complex work;
- Communication with staff;
- Embedding of a new supervision policy and approach.

The verbal findings of the Deep Dive event had been accepted as helpful and key improvements would be built into the refreshed Children's Services Improvement Board plan which would be presented to the Board in November 2018.

The report stated that improvement work was happening every day across key areas in Children's Services and particular focus was on reducing demand, ensuring manageable caseloads for social workers, recruitment and supporting delivery of best practice. Examples of work carried out within this included the following:

- A focus on Court work practice with expert resource brought in to mentor workers on care planning and carrying out parenting assessments;
- Practice week that had been held during the week commencing 17 September 2018 with a series of observations of practice to assess quality and identify good work and share this across the service;
- Launch of a new supervision methodology;
- Getting to good events that were delivered via the Council's improvement partner Achieving for Children;
- Continued drive to improve recruitment;
- A service transformation delivery plan focusing on improvement to appropriately reduce demand, improve practice and deliver associated savings targets.

A full self-evaluation of Children's Social Care was being carried out to evaluate progress of improvements and look at next steps and an external 'critical friend' process was being booked for mid October 2018. A refreshed Improvement Plan, based on the self-assessment, would be presented to the Children's Services Improvement Board at the end of November 2018. This would set the course and areas of focus for the next phase of the improvement journey and would feed into the Annual Conversation with Ofsted in February 2019.

Finally, the report stated that the Council could expect a further visit before a full re-inspection, as within the current inspection framework inspection dates were unannounced.

Stephen Kitchman, Director of Children, Education and Early Help Services, reported at the meeting that the written feedback had been received in respect of the Deep Dive visit on 3 October 2018 and had been in line with the verbal feedback from the Commissioner. He also informed the Committee that the average case load for social works was 18 cases and that a lot of work had been carried out in respect of social worker recruitment, including the setting up of a dedicated recruitment team and work being carried out on a comprehensive recruitment strategy. Stephen also acknowledged the need to focus on retention and recruitment.

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Resolved - That the report and outcomes from the Ofsted monitoring visit and associated Deep Dive be noted.

(The meeting commenced at 6.30 pm and closed at 8.45 pm).

Present:

Councillor Hoskin (Chair)	Lead Councillor for Health, Wellbeing & Sport, Reading Borough Council (RBC)
Seona Douglas	Director of Adult Care & Health Services, RBC
Councillor Jones	Lead Councillor for Adult Social Care, RBC
Councillor McEwan	RBC (substituting for Councillor Lovelock)
Sarah Morland	Partnership Manager, Reading Voluntary Action
Kajal Patel	South Reading Locality Clinical Lead, Berkshire West Clinical Commissioning Group (CCG) (substituting for Andy Ciecierski)
David Shepherd	Chair, Healthwatch Reading
Cathy Winfield	Chief Officer, Berkshire West CCG

Also in attendance:

Michael Beakhouse	Integration Programme Manager, RBC & Berkshire West CCG
Gwen Bonner	Clinical Director, Berkshire Healthcare NHS Foundation Trust (BHFT)
Alice Carter	Reading Families Forum
Pauline Hamilton	Reading Families Forum
Verena Hutcheson	Homeless & Housing Pathways Manager, RBC
Jo Jefferies	Consultant in Public Health, Bracknell Forest Council
Kim McCall	Health Intelligence, Wellbeing Team, RBC
Clare Muir	Policy & Voluntary Sector Manager, RBC
Janette Searle	Preventative Services Manager, RBC
Nicky Simpson	Committee Services, RBC
Mandeep Sira	Chief Executive, Healthwatch Reading
Paul Wagstaff	Head of Education, RBC

Apologies:

Andy Ciecierski	North & West Reading Locality Clinical Lead, Berkshire West CCG
Marion Gibbon	Consultant in Public Health, RBC
Stan Gilmour	LPA Commander for Reading, Thames Valley Police
Tessa Lindfield	Strategic Director of Public Health for Berkshire
Councillor Lovelock	Leader of the Council, RBC
Bev Searle	Director of Transformation, BHFT
Councillor Terry	Lead Councillor for Children, RBC

1. MINUTES

The Minutes of the meeting held on 16 March 2018 were confirmed as a correct record and signed by the Chair.

2. PROGRESS REPORT ON THE DELIVERY OF THE SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) STRATEGY

Paul Wagstaff submitted a report providing a summary of progress made in delivering the SEND Strategy and the steps that had been taken to improve the transition between children's and adults' services.

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The report stated that the Special Educational Needs & Disability (SEND) Strategy, which had been approved by ACE Committee in July 2017, had been discussed at the Health and Wellbeing Board on 19 January 2018 and the Board had agreed to support its delivery. The Board had requested an update on progress within six months, and that the update report include an update on progress on the issues around transition from children's to adults' services.

The report stated that the SEND Strategy provided a framework for SEND improvement, and the delivery of the provision and support required across key agencies to deliver the SEND Code of Practice (2015) in a coordinated way, ensuring that children and young people's needs were met at the right time, making best use of the resources available.

The SEND Strategy consisted of the following four strands, and the report gave details of progress to date in each strand of work:

- Analysis of data and information to inform future provision and joint commissioning;
- Early identification of needs and early intervention;
- Using specialist services and identified best practice to increase local capacity;
- Transition to adulthood.

The report stated that it was anticipated that Strand 1 would be closed in September 2018, as a comprehensive data report had been produced, which would be updated annually, once national and statistical neighbour comparisons were published, and would be used by the SEND Strategy Board and the Board Leads to inform actions for the next academic year.

The report explained that joint working with partner agencies, the voluntary sector and families was integral to the delivery of the Strand 4 action plan, and the views of young people and their families were being sought on a range of their experiences, including the transition process, information, the annual review process, and where the gaps and barriers existed to achieving independence. The report proposed that the learning from this work in Strand 4 should be brought back to a future meeting of the Board and the Board agreed that this should be in six months' time.

The report also gave details of progress made on the issues around transition from children's to adults' social services, as requested at the 19 January 2018 Board meeting.

Pauline Hamilton and Alice Carter, from Reading Families Forum, addressed the Board, noting that it had taken some time for the SEND Strategy work to get going and that it would be important for the funding obtained to be used wisely, in order to make the best use of resources available. It was suggested, for example, that it could be used to increase awareness of the help that was already available but where young people were not aware of it. Alice Carter said that there was still a lot of work to do to implement the strategy and in some areas urgent action was needed to improve children's outcomes, as she thought that some legal requirements might not be being met. Councillor Jones agreed that further progress was required and noted that, prior to the development of the strategy, the funding available had not always all been spent, but he encouraged people to give officers details of any areas of specific concern so that they could be investigated further.

Resolved -

- (1) That the progress made on delivery of the SEND Strategy 2017-2022 be noted;
- (2) That the progress made on improving the transition between children's and adult's social care be noted;
- (3) That a further report back on progress on delivery of the SEND Strategy be submitted to the Board in six months' time, and this report include the learning from the work in Strand 4 of the Strategy on transition to adulthood.

3. BERKSHIRE WEST INTEGRATED CARE SYSTEM (ICS) OPERATING PLAN 2018/19

Cathy Winfield submitted a copy of the Berkshire West Integrated Care System (ICS) Operating Plan for 2018/19. The ICS was a partnership between Berkshire West CCG (BWCCG), Berkshire Healthcare NHS Foundation Trust (BHFT) and Royal Berkshire NHS Foundation Trust (RBFT) and GP Alliances.

This was the first joint single operating plan for the new ICS, which was a collaboration between health organisations to improve services for the local Berkshire West population, delivering consistent high quality and safe care, ensuring the best possible outcome and experience for patients, whilst delivering financial stability across the health system. The ICS comprised RBFT, BHFT and BWCCG, as well as the Primary Care Provider Alliances covering four distinct localities - the Newbury, North & West Reading, South Reading and Wokingham GP Alliances. The ICS worked closely in partnership with local authorities in what had been the 'Berkshire West 10', and was now the 'Berkshire West 7' following merger of the CCGs, and the ICS was also a member of the Berkshire West, Oxfordshire and Buckinghamshire ('BOB') Sustainability and Transformation Partnership (STP).

The Operating Plan outlined the key goals, requirements and deliverables for the ICS in 2018/19 and detailed progress made in 2017/18. It gave details of the following five domains against which the ICS would deliver:

- Domain 1 - Deliver the 5 Year Forward View (along with national priorities of cancer, mental health, urgent care, primary care, maternity and learning disabilities)
- Domain 2 - Deliver local transformation priorities
- Domain 3 - Deliver financial sustainability
- Domain 4 - Embed a population health approach
- Domain 5 - ICS Governance and Leadership

It stated that the following six key clinical areas of transformation had been developed for implementation in 2018-20:

- Outpatient transformation
- Development of an integrated Respiratory Service
- High Intensity Users programme
- Design and development of an integrated MSK (Musculoskeletal) service.
- Maternity transformation
- Diabetes transformation

These, along with other programmes of work, would be supported by key enablers, including a review of back office function and estates, understanding and modelling the collective bed base, exploring opportunities for a streamlined approach to medicines management, digital transformation and workforce development.

Resolved - That the Berkshire West ICS Operating Plan 2018/19 be noted.

4. BERKSHIRE HEALTHCARE NHS FOUNDATION TRUST - MENTAL HEALTH STRATEGY 2016-21 - PROGRESS UPDATE

Further to Minute 5 of the meeting held on 6 October 2017, Gwen Bonner submitted a report giving an update on progress on the Berkshire Healthcare NHS Foundation Trust's (BHFT's) Mental Health Strategy 2016-21.

The report gave an overview of changes since November 2017, including:

- Developments in national policy and the local operating context:
 - Mental Health Strategy
 - System working, including both Berkshire-wide initiatives and work in Berkshire East and Berkshire West
- What had been done in terms of:
 - Ensuring effective governance
 - Taking forward key initiatives and strategic intentions
 - Progress against national targets

It also set out the next steps planned in terms of activities to deliver the strategy.

Resolved - That the report be noted.

5. OUR TOP THREE PRIORITIES - BY PEOPLE FROM GROUPS AND COMMUNITIES THAT ARE SELDOM HEARD, AND THE CHARITIES THAT SUPPORT THEM - HEALTHWATCH READING REPORT

Mandeep Sira submitted a report giving a voice to 'seldom heard' people on their top three priorities, which had appended reports by charities who supported those people: Reading Mencap, Talkback, Reading Community Learning Centre, Reading Refugee Support Group and Launchpad, as well as a guide to involving local people in planning and designing NHS services.

The Healthwatch Reading Team had spoken to people in Reading whose experiences, feedback and suggestions might be overlooked or not sought by local services because of various barriers. These might include having a disability, not being able to speak English, or not understanding their right to have their say to help influence the quality of local health and social care services. The team had worked in partnership with charities who supported these people to arrange listening sessions where people could share their 'top three priorities'.

The report explained that Healthwatch had previously published five reports on the work with Reading Mencap, Talkback, Reading Community Learning Centre, Reading Refugee Support Group and Launchpad on their clients' priorities. The current summary report brought those priorities together to share with organisations

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responsible for providing, funding or planning health or social care for those groups of people.

The report drew out the themes from the individual reports and concluded what mattered to people was:

- Rights - knowing your individual rights in health and social care, and having your rights respected
- Information - having enough information, at the right time, in a form that was right for the individual
- Enough good quality and culturally sensitive care to meet the needs of the individual

The themes that the report concluded that the conversations with the charities had added to what had been heard from the clients were:

- Inclusivity matters - people themselves had valuable information about their needs that could inform how services were designed and provided. Charities that worked directly with particular groups could provide valuable additional insights
- Mental health services needed to be sensitive to cultural issues and individual needs (in services day-to-day & when involving people in service improvement work)
- Unpaid carers had a vital role, and their needs must be addressed when planning services and thinking about when, where and how service users would have their needs assessed and met

The report stated that, having reflected on the project, Healthwatch had produced a short guide to involving local people in planning and designing NHS services, which was attached to the report.

The Board discussed the reports, noting that, whilst there was a lot of useful information within them, which helped in understanding people's individual needs and circumstances, they were also snapshots reflecting the current situations of those individuals involved. It was noted that the project could be developed into bigger pieces of work as needed and Sarah Morland said that RVA was planning to work with Healthwatch Reading to gather wider data across different groups on a number of issues.

Resolved -

- (1) That the report be noted;
- (2) That health and social care officers review the information within the report and bring a response back to a future meeting of the Board.

6. WORKING WITH SERVICE USERS WITH MENTAL HEALTH NEEDS - HEALTHWATCH READING & READING ADVICE NETWORK REPORT - A REPORT OF THE 2ND READING ADVICE NETWORK FORUM ON 30 MAY 2017

Mandeep Sira submitted a report which was the outcome of a Reading Advice Network (RAN) forum held on 30 May 2017 which had brought together 14 different information, advice or support organisations to share experiences of working with local people with mental health needs.

The report gave details of the event, noting that the contribution of an invited service user, about their lived experience of mental health needs, had been valued, and the Forum had also heard findings of a local survey of service users about their perceptions of the availability and quality of support. Professionals from the local NHS community mental health trust had also attended the forum and taken an active role in discussions.

The report set out the findings of the forum and a summary table set out five main themes which the forum had identified as affecting the voluntary sector's ability to support clients with mental health needs, along with a series of proposed solutions.

It was noted that the number of service users with mental health needs was increasing, which had an impact on the individuals and on the network of support services.

The five themes were:

- Poor interaction between the statutory and 3rd sectors
- Inadequate 3rd sector funding
- Perception that some frontline statutory staff did not provide adequate or appropriate support at the client's first point of contact
- Clients did not know where to go for help, particularly at times of crisis
- Little resource for professional development within the 3rd sector

The report urged local decision-makers - Reading's NHS Clinical Commissioning Groups, and Reading Borough Council officers responsible for commissioning services from the voluntary sector via the 'Narrowing the Gap' framework - to respond to the proposals and state how they would use the report to inform the way they planned, designed and funded local services to best meet the needs of people with mental health needs.

Resolved -

- (1) That the report be noted;
- (2) That RBC & CCG officers responsible for commissioning services from the voluntary sector bring a report to a future meeting of the Board responding to the proposals in the report and stating how they would use the report to inform the way they planned, designed & funded local services to meet the needs of people with mental health needs.

7. HEALTHWATCH READING ANNUAL REPORT 2017/18

Mandeep Sira submitted the 2017/18 Annual Report for Healthwatch Reading, which gave details of the work carried out by Healthwatch Reading in 2017/18.

The report set out highlights from the year, explained who Healthwatch Reading were, and detailed how Healthwatch had:

- listened to people's views on health and care
- helped people to find answers
- made a difference together with other organisations, the public, delivering advocacy and involving local people in its work, including work around the Council's consultation on the closure of Focus House, a care home for people with mental health needs

The report listed Healthwatch's plans for the next year, gave details of its finances, and set out its priorities for 2018/19 as follows:

- Visiting care homes to find out about the daily lives of residents
- Understanding the experience of drug and alcohol users
- Checking the quality of primary care at various GP services
- Delivering a top-class advocacy service
- Collecting experiences of university and college students

Resolved -

- (1) That the report be noted;
- (2) That the Health and Wellbeing Board's thanks to the Healthwatch Reading team for their hard work be recorded and passed to the team.

8. READING HEALTH AND WELLBEING ACTION PLAN 2017-20 AND HEALTH AND WELLBEING DASHBOARD - JULY 2018 UPDATE

Kim McCall and Janette Searle submitted a report giving an update on delivery against the Health and Wellbeing Action Plan (attached at Appendix A) and the Health and Wellbeing Dashboard (attached at Appendix B), populated with the latest published data in relation to the Board's agreed strategic priorities. Taken together, these documents provided an overview of performance and progress towards achieving local goals as set out in the 2017-20 Health and Wellbeing Strategy for Reading.

The report summarised the position with regard to progress on each of the eight priorities in the Health and Wellbeing Strategy and paragraphs 2.2 to 2.4 set out details of updates to the data and performance indicators, which had now been included in the Health and Wellbeing dashboard, and listed where updated data was expected to be available for the next update to the Board in October 2018.

Resolved -

- (1) That the progress to date against the 2017-20 Reading Health and Wellbeing Strategy Action Plan, as set out in Appendix A, be noted;

- (2) That the updates and the expected updates to the Health and Wellbeing Dashboard at Appendix B and in paragraphs 2.2 to 2.4 be noted.

9. CHILDREN'S ORAL HEALTH IN READING

Marion Gibbon submitted a report presenting an analysis of the 2015 children's dental health survey data for Reading (published in 2017) and making the case for the development of an oral health strategy for Reading to complement the Healthy Weight Strategy and provide a framework for raising the profile of oral health across other relevant policies and service specifications.

The report explained that oral health was important for general health and wellbeing and that the level of dental decay in five-year-old children was a useful indicator of the success of programmes and services that aimed to improve the general health and wellbeing of young children. It also stated that there was a strong relationship between deprivation and both obesity and dental caries in children.

A ten-yearly dental health survey had been carried out in 2015 into the dental health of 5, 8, 12 and 15 year old children and had been published in March 2017. There had been a trend showing a reduction in dental caries in the South East and Reading had shown the greatest reduction in the proportion of five-year-old children with decayed, missing or filled teeth, but Reading remained third highest in the South East.

The report gave further details of data on children's oral health indicators and stated that the National Institute for Clinical Excellence (NICE) had published a series of recommendations for local authorities on undertaking oral health needs assessments, developing a local strategy on oral health and delivering community-based interventions and activities. The report gave details of Reading's progress against these and noted that Reading already had a good foundation for the development of an oral health strategy, with its existing Health and Wellbeing and Healthy Weight Strategies.

It recommended that the logical next step would be for Reading Borough Council to take the lead on developing a partnership strategy for oral health to address:

- incorporating the importance of oral health into all relevant policies and service specifications
- developing training for frontline staff that emphasised the importance of oral health and enabled them to give appropriate advice
- promoting good oral health in the workplace
- deciding on priorities for schools and how services might be most effectively targeted to those that needed them the most

Resolved - That the proposal for the Council to take the lead on developing an oral health strategy for Reading be supported, and Marion Gibbon report back on progress to a future meeting of the Board.

10. RBC & CCG RESPONSE TO HEALTHWATCH REPORT ON ANALYSIS OF TUBERCULOSIS (TB) CAMPAIGN & TB ACTION PLAN

Janette Searle submitted a report giving an update on activities to understand and improve upon the knowledge and understanding of the local community in regard to active and latent tuberculosis (TB) and of local services that were available to identify and treat latent TB. It also presented a TB action plan. The report had appended:

Appendix 1- Healthwatch Reading TB Survey Report

Appendix 2- Berkshire TB Action Plan May 2018

The report explained that South Reading Clinical Commissioning Group (CCG) (now Berkshire West CCG) had worked with the Council, local GP practices and the New Entrant Screening Service at Royal Berkshire Hospital (RBH) to successfully implement and embed a referral pathway for new registrants who had entered the UK in the previous five years from countries with a high incidence of TB. The success of this pathway was dependent on patients taking up the offer of latent TB screening. TB was considered to be stigmatising in some communities and a lack of knowledge about latent TB and the availability of free screening and treatment for latent and active TB, regardless of immigration status, could prevent people from accessing services.

In order to better understand knowledge, attitudes and behaviours of local people in regard to TB and TB services and to inform future engagement work, Healthwatch Reading had been commissioned to undertake a survey, delivered to over 300 people living in Reading and particularly reaching out to people and communities at increased risk of latent TB.

The Healthwatch TB survey result, which had been reported to the 16 March 2018 Health and Wellbeing Board, had provided a better understanding of how local people thought about TB during the first phase of a communication and engagement campaign focussing on latent TB. It had identified that, while referrals were starting to be made effectively, a substantial proportion of people invited chose not to attend their screening appointment, so there was still work to do to tailor the TB campaign so that people were better informed about the reason they were being asked to attend the appointment. The survey had also identified that stigma around TB was still an issue for some communities and those in the system recognised that further work with affected communities was needed.

The report stated that recent data from Public Health England showed that, in 2016, 27 cases of TB had been reported in Reading, with an incidence rate of 17 per 100,000 people. The TB rate in Reading had sharply decreased since 2014 but remained above South East and England rates. The age group with the highest number of cases was 40-49 years old, followed by 60-69, and the most common countries of birth for those notified in 2016 were India and Pakistan.

The results of the Healthwatch Reading survey had been discussed at a Berkshire-wide TB workshop on 5 December 2017, with the aim of reflecting on progress so far and setting priorities and activities for 2018/19. The outputs from the workshop had informed the production of an action plan which was being managed and implemented by Berkshire TB Operational Group, a Berkshire-wide group that ensured the delivery of Latent TB Infection (LTBI) objectives through collaborative working across providers, CCG, primary care & local authority public health partners.

Resolved -

- (1) That the report be noted;
- (2) That the plans for further community engagement activities aimed to identify, develop and support local community TB champions set out in the Berkshire TB Action Plan be supported.

11. A HEALTHY WEIGHT STATEMENT FOR READING - IMPLEMENTATION PLAN UPDATE

Further to Minute 8 of the meeting on 14 July 2017, Janette Searle submitted a report giving an annual update on the implementation plan for the Healthy Weight Strategy for Reading. A Healthy Weight Strategy Implementation Plan update was attached at Appendix A.

The report stated that Reading's Healthy Weight Strategy had now been used as a model by the local authorities in West Berkshire and Wokingham. With rising need and the recognition of a need to focus on tackling obesity, a Berkshire-wide obesity leads network had been established which would help to facilitate a more consistent approach across the county.

The report explained that setting Reading Borough Council's budget for 2018-19 had been exceptionally challenging in light of other pressures. Unfortunately, this had included a 100% reduction in the budget allocated to deliver the Healthy Weight Strategy, and all public health commissioned Tier 2 weight management programmes for adults and children would cease in September 2018. Work had progressed on the implementation of the Reading Healthy Weight Strategy since the last update to the Board in July 2017, but it had only been possible to take forward many of the planned actions on a skeleton basis. The report summarised work which had been progressed and listed the additional plans which had been put on hold.

Resolved -

- (1) That the report be noted;
- (2) That the impact of budget reductions on the delivery of the Reading Healthy Weight Strategy be recognised, and the essential re-evaluation of how the Council could support residents to achieve a healthy weight in light of reduced resources and service decommissioning be acknowledged.

12. CREATING THE RIGHT ENVIRONMENTS FOR HEALTH - DIRECTOR OF PUBLIC HEALTH ANNUAL REPORT 2018

Jo Jefferies submitted a report presenting the Berkshire Director of Public Health's (DPH) Annual Report 2018, on "Creating the Right Environments for Health", which was attached as an Appendix to the report.

The report explained that "Creating the Right Environments for Health" aimed to reconnect professions, communities and landowners and highlight opportunities for them to work together to support the public's health through creating and maintaining accessible high quality green spaces and natural environments. The

report provided information and evidence that could support place-based strategies to realise the potential of green and natural spaces for the health and wellbeing of local residents and communities and showcased examples of how local communities were already using the natural environment to stay healthy or improve their health and wellbeing.

The DPH report recommended that:

1. Local authorities and other agencies should continue to encourage community initiatives that made the most of natural space available, with the aim of improving mental health, increasing physical activity and strengthening communities;
2. Existing green space should be improved and any new developments should include high quality green spaces. The use of professional design and arrangements to ensure the ongoing management of natural environments should be considered if spaces were to be sustainable;
3. Opportunities to increase active transport should be considered when designing new green spaces and in the improvement of existing space;
4. Planning guidance for new developments should specifically consider the use of green and blue space to improve the health and wellbeing of residents and others using the space;
5. Local Authorities and their public health teams should foster new relationships with organisations aiming to improve the natural environment and its use.

The report stated that, bearing in mind the DPH report's recommendations, the Council aimed to implement the following more specific recommendations:

- Reading Borough Council would use the massive opportunity it had with regard to its new leisure developments to drive engagement and promote community resilience and cohesiveness into its future plans;
- Reading Borough Council would continue to improve its green spaces and ensure that they were safe for everyone;
- Reading Borough Council would ensure all new developments incorporated consideration of how they would improve the health and wellbeing of residents and others, including provision of and links to green spaces where opportunities allowed.

It also gave examples of ongoing work that was being undertaken by the Council and partners which supported the recommendations made in the DPH Report and encouraged members of the Board to share the report widely within their respective organisations and local communities.

The Board discussed the DPH report and welcomed the opportunity to use it for more conversations about the use of the natural environment. For example, discussions could be held about how much should be spent on improvements to parks for 'beautification', in balance with increasing multi-functionality, managing the facilities and encouraging more people to be active in these spaces.

Resolved -

- (1) That the report, its conclusions and the work being undertaken and planned, be noted;
- (2) That members of the Board share the report widely within their respective organisations and local communities, and a copy of the DPH Report be sent to all Councillors.

13. READING HOMELESS HEALTH NEEDS AUDIT

Verena Hutcheson submitted a report presenting the findings of a Homelessness Forum partnership project into the physical, mental and sexual health needs of Reading's single homeless population. The results of the Homeless Health Needs Audit were appended to the report.

The report explained that, in January and February 2017, over a five week period, partners from Reading's Homelessness Forum had commissioned and undertaken a Homeless Health Needs Audit in Reading. The Audit had included completion of questionnaires with 150 individuals who were single or part of a couple without dependent children and who were homeless - for example those who were rough sleeping, sofa surfing, living within supported accommodation, refuges or in Bed and Breakfast. The aims of the Audit had been to listen to and take account of single homeless people's views on their health; provide an evidence base and fill in any information/evidence gaps; contribute to Reading's Joint Strategic Needs Assessment (JSNA); consider what was currently working well within services, with a view that this could inform improvements; and develop a case for change for homeless people in Reading.

The findings of the Homeless Health Needs Audit were intended to be a research piece that could inform improvement and service development across sectors where key issues from respondents had been highlighted, and management within sector services were invited to set out their responses to these findings and develop subsequent action plans.

Verena reported at the meeting that housing services had used the audit to inform the remodelling and recommissioning of its rough sleeper outreach, floating support and supported accommodation services, and that funding from a Rough Sleeper Initiative had recently been obtained for 2018/19.

Resolved -

- (1) That the Reading Homeless Health Needs Audit report be noted and partners use the research to inform improvement and service development within their area and across housing, health and social care sectors;
- (2) That management and commissioners within and across health and social care sector services develop responses to the Audit's findings and report back to the Board plans to address highlighted issues and barriers for those who were single, or part of a couple without dependent children experiencing homelessness.

14. READING'S ARMED FORCES COVENANT AND ACTION PLAN - MONITORING REPORT

Clare Muir submitted a report presenting an annual update on progress against the actions outlined in the Reading Armed Forces Covenant action plan, in particular the health-related actions, and on the general development of the covenant. The Action plan was appended to the report.

Resolved - That the progress against the actions set out in the Armed Forces Covenant action plan be noted.

15. INTEGRATION PROGRAMME UPDATE

Michael Beakhouse submitted a report giving an update on the Integration Programme and on progress made against the delivery of the national Better Care Fund (BCF) targets.

The report stated that, of the four national BCF targets, performance against two (limiting the number of new residential placements & increasing the effectiveness of reablement services) was strong, with key targets met.

It stated that partners were not currently reducing the number of delayed transfers of care (DTOCs) in line with targets, but DTOC rates since October 2017 had shown a strong downwards trajectory, which represented very positive progress.

Partners had not met the target for reducing the number of non-elective admissions (NELs) but work against this goal remained a focus for the Berkshire West-wide BCF schemes.

The report gave further details of BCF performance and additional local performance, as well as of items progressed since March 2018 and the next steps planned for the summer. It also explained the current situation regarding likely future BCF targets for 2018/19, noting that the Operating Guidance was due to be published in July 2018.

Resolved - That the report and progress be noted.

16. DATE OF NEXT MEETING

Resolved - That the next meeting be held at 2.00pm on Friday 12 October 2018.

(The meeting started at 2.00pm and closed at 4.32pm)

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READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	11 DECEMBER 2018	AGENDA ITEM:	7
TITLE:	EDUCATIONAL STANDARDS AND QUALITY 2017-18		
LEAD COUNCILLOR:	PEARCE	PORTFOLIO:	EDUCATION
SERVICE:	EDUCATION	WARD:	BOROUGHWIDE
LEAD OFFICER:	PAUL WAGSTAFF	TEL:	0118 9374717
JOB TITLE:	HEAD OF EDUCATION	E-MAIL:	paul.wagstaff@reading.gov.uk

1. PURPOSE OF THE REPORT AND EXECUTIVE SUMMARY

This report provides the Committee with an overview of education performance in Reading during the academic year 2017-18. This covers overall performance of Reading schools in the 2018 national assessments and examinations, performance in Ofsted inspections over the year, and performance against other local authority targets including exclusions. The report, wherever possible, also provides an overview of the performance of Reading pupils, recognising that some of our pupils are educated out of borough and not all Reading schools educate only pupils living in Reading itself. The report outlines the authority's interventions to support improvement.

The general direction of standards and student performance indicates that outcomes at the end of key stage 2 are not as strong as they need to be and, although making progress, the progress is not fast enough to keep up with that being made nationally. This is particularly the case in writing and also with respect to progress made by disadvantaged pupils. Although progress data overall is positive through the secondary years and indeed with some exceptional outcomes by the end of key stage 5, more needs to be done with respect to disadvantaged pupils and those at risk of not being in education, employment or training by the age of 18.

There are several additional factors that are relevant and affect the overall outcome comparisons with national averages which need to be recognised. Whilst almost all Reading pupils attend Reading primary schools with only a small proportion leaving the borough or attending independent schools for their primary education, the overall average performance of primary academies at the end of key stage 2 is lower than the overall average for maintained primary schools. As the local authority has no finance or powers to intervene in academies, tackling this lower performance is a challenge. Within secondary schools, performance and progress data is positive but, to some extent, this is skewed by the selective schools that currently draw the majority of their enrolment from out of borough. It is also skewed by the higher proportion of secondary age pupils who leave Reading for their secondary education. Data on the success of pupils educated out of

borough is not accessible and therefore, whilst the performance data at secondary school age provides an accurate view of the performance of our schools, it does not provide an accurate summary for all Reading resident pupils. A significant number of Reading schools were inspected by Ofsted during 2017-18. Overall, the outcomes of the inspections were positive and this reflects well on the school improvement strategy which has been carefully structured to intervene early where there are concerns. However, the Ofsted outcomes would show that most primary schools in Reading are now good or outstanding. This judgement does not lay comfortably with standards and progress through primary as seen by performance data, and also the high percentage of exclusions seen across the borough.

The education performance data has informed the education strategic plan to help bring about improvement in quality and outcomes for young people.

<p>2. RECOMMENDED ACTION</p> <p>2.1 That the outcomes and performance be noted;</p> <p>2.2 That the plans, set out in paragraph 5.9, and actions being implemented to address areas of weakness be noted.</p>
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3. BACKGROUND

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’, though this does not apply to academies or free schools where the responsibility lies with the Regional Schools Commissioner. This duty was further defined in the DfE Schools Causing Concern Guidance 2018, published in February earlier this year.

3.2 Intervention is only within the power of the local authority in maintained schools and nurseries, with the exception of safeguarding, where the local authority has the power to intervene in academies, free schools, independent and language schools. The powers of intervention open to the local authority with respect to maintained and church foundation schools and nurseries causing concern includes issuing warning notices, appoint additional governors, withdraw a governing body’s financial and HR powers, and dismissing a governing body, and applying to replace it with an interim executive board (IEB).

4. PUPIL DEMOGRAPHICS AND OVERVIEW OF SCHOOLS

4.1 Reading Borough is served by a range of schools from both the maintained, academy and free school, and independent sectors. The number of schools in Reading include:

- 5 maintained nursery schools

- 29 maintained primary schools
- 10 primary academies and free schools
- 7 independent primary schools

- 1 maintained secondary school
- 9 academy secondary schools
- 7 independent secondary schools

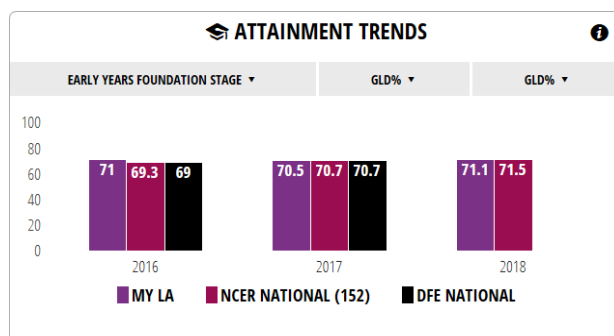
- 3 maintained special schools (including a PRU unit)
- 2 academy/free school specialist schools

4.2 Historically there has been significant cross boundary movement with students in Reading not necessarily attending schools in Reading. This has been, in part, due to the lack of suitable provision of quality. However, the number of pupils leaving the local authority to attend schools elsewhere is beginning to fall due to an increase in the provision of places within Reading at both primary and secondary phases. The percentage of pupils leaving Reading to attend schools out of borough has fallen in 2018 to 8.3% in primary; 28% in secondary; and 47.3% for special education. Therefore, in submitting a report on the performance of Reading pupils, as 28% of Reading pupils of secondary age are educated out of borough, the data on Reading's school performance does not necessarily give an accurate picture of the performance of Reading children overall at Key Stage 4. Similarly, three of Reading's secondary schools are selective in character and draw from a wider geographical area than Reading, with only about 24% of students at the schools currently being from Reading postcode addresses.

4.3 The proportion of pupils in primary eligible for a free school meal is broadly average at 14% (13.7% nationally); it is below average in secondary schools at 8.8% (12.4% nationally). The proportion of pupils in primary and secondary schools learning English as an additional language is higher than the national average at 35.9% primary and 31.2% secondary (compared to national averages of 21.2% and 16.6%). On a rank of average deprivation, Reading is ranked 93 out of 152 (1 being the most deprived and 152 being the least deprived). The general overview therefore is that deprivation among the pupil population is not significantly different to the average of all local authorities. However, this does mask a number of localised communities which are recognised as having significantly greater challenges.

5 PUPIL ATTAINMENT AND PROGRESS

5.1 Early Years Foundation Stage



The proportion of children achieving a good level of development (GLD) at the end of the EYFS

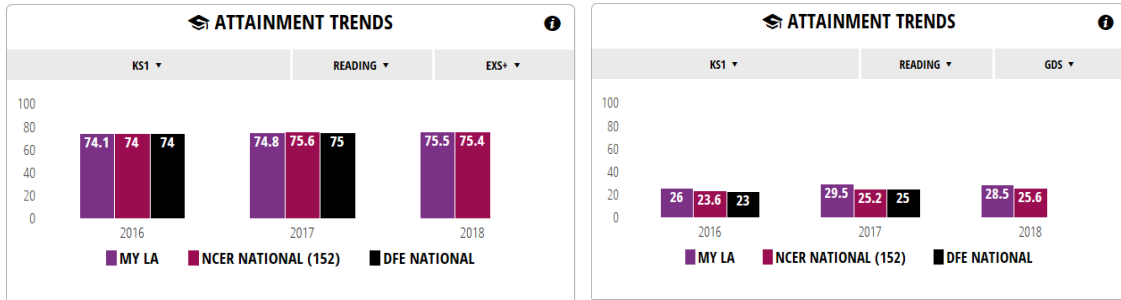
The proportion of children in Reading schools gaining a good level of development by the end of the Foundation Stage has steadied in recent years. Currently the proportion is in line with the national average and Reading Early Years outcomes are banded in the C quartile (A-D) nationally. On the achievement of a good level of development (GLD) for children, Reading is ranked 83 out of 152 local authorities. However, progress in improving outcomes has not kept pace with other local authorities. It is broadly average in progress made towards achieving a GLD but, based on an average point score for all children covering all Early Learning Goals (ELG) and also on closing the inequality gap, Reading Borough's progress is graded D and ranked 125 against progress made in improving the average point score. It is ranked 133 out of 152 in closing the inequality gap, 1 being the highest and 152 being the lowest.

5.2 Key Stage 1

Key Stage 1 outcomes are measured in reading, writing and in mathematics against national expectations for the end of Year 2. Schools also administer a phonics check with pupils at the end of Year 1 and at the end of Year 2.

The outcomes of phonic screening assessments undertaken at the end of Year 1 have also steadied in 2018 but, over time, there has been a significant improvement. In 2018 83% of pupils achieved the expectation in phonic knowledge and skills, compared to 82% nationally. Reading was ranked 62 and banded in the B quartile nationally. However, over time, Reading schools have improved their outcomes in phonic screening from 69% to 83% over 4 years. This progress is recognised and Reading is ranked 7 overall for progress made over the period and within a progress quartile banding of A.

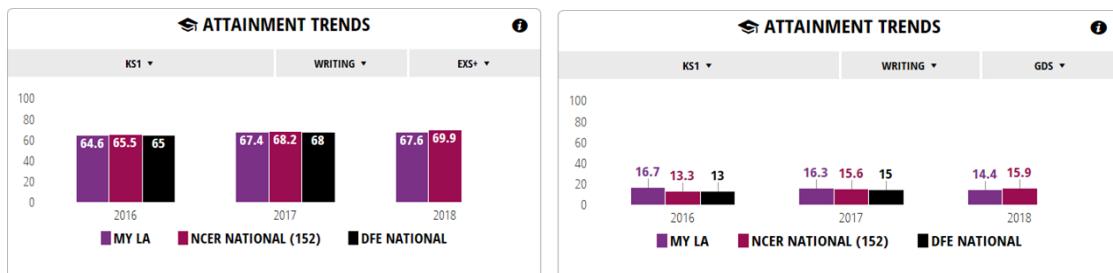
Attainment in reading at the end of key stage 1 has risen slightly across Reading schools in 2018 and has closed the gap that existed with schools nationally for pupils meeting the end of Year 2 expectations. However, the proportion of pupils exceeding these expectations continues to be greater than that seen nationally. 28.5% of pupils achieved greater depth in their reading compared with a national average of 25.6%.



Reading standards for end of Key Stage 1: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.

Performance in reading is ranked 58 nationally and banded C compared to all 152 local authorities at the end of key stage 1 in the proportion of pupils reaching expectations, and ranked 32 out of 152 and banded B with respect of the proportion of high attaining readers by the end of the key stage.

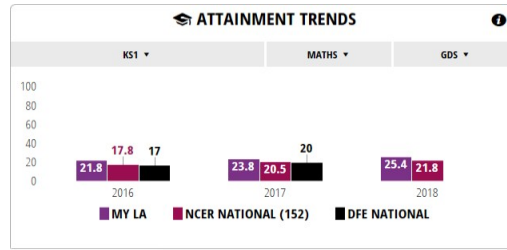
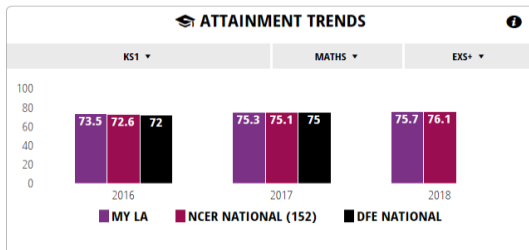
Where reading outcomes are generally secure, standards attained in writing by the end of key stage 1 continue to be a cause of concern. Reading schools have not yet closed the gap that exists with the national average in writing, both in the proportion of pupils meeting the expectations, and also in exceeding the national expectations in writing. Although progress is happening in Reading schools, the rate of progress nationally has been greater.



Writing standards for end of Key Stage 1: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.

In 2018, 67.6% of pupils met the end of key stage expectations in writing with 14.4% writing with greater depth and exceeding these expectations. However, Reading writing attainment was ranked 98 overall for the proportion of pupils meeting the expectations, and 101 for the proportion exceeding these. In both cases, the local authority was banded in the D quartile.

Reading schools perform generally well in the end of key stage 1 mathematics assessments. In 2018 the proportion of pupils meeting the national expectations was in line with the average of all local authorities whilst the proportion of high attaining pupils exceeding these standards was above average. This has led to a ranking of 74 out of 152 local authorities for the proportion of pupils meeting expectation and a ranking of 29 for the proportion exceeding the standard. Whilst the quartile banding for the proportion of pupils meeting the expectation is C, Reading schools are in the B quartile band for their high attainers.

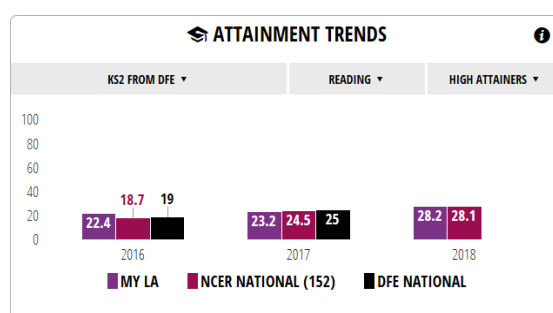
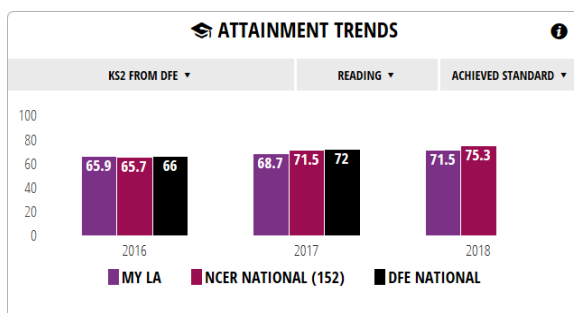


Mathematics standards for end of Key Stage 1: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.

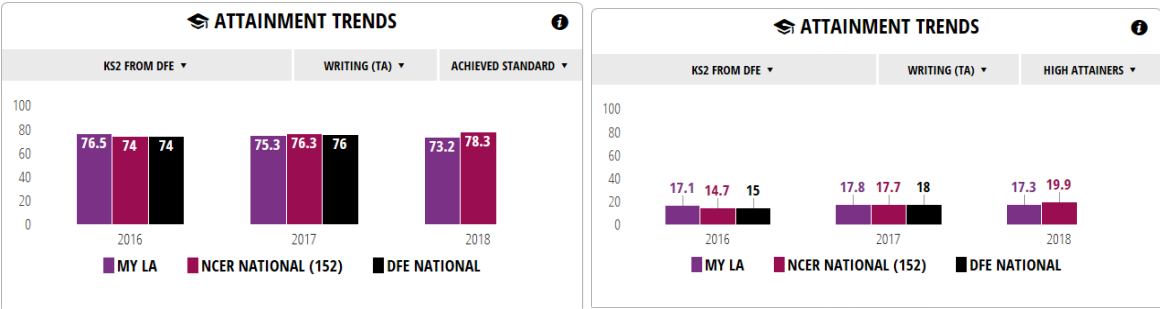
Progress in mathematics is due in part to the positive way schools have engaged with the principle of ‘Maths mastery’, a relatively new approach to mathematics based on successful Singaporean methods.

5.3 Key Stage 2

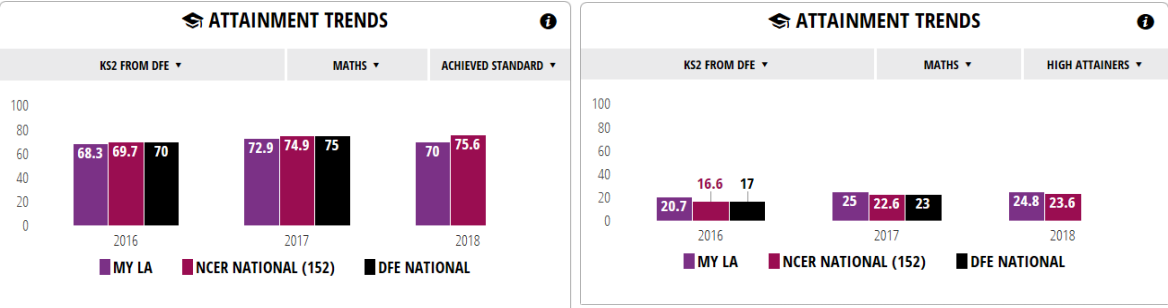
The overall performance of schools in Reading in 2018 is a cause of concern when compared to national averages. Against an average of 64% of pupils reaching the expected standard at the end of key stage 2 nationally in reading, writing and mathematics, the average across Reading schools collectively was 59% leading to a national ranking of 141 out of 152 local authorities. However, within this overall comparison, there are some particular points of note. The proportion of pupils in Reading schools exceeding the national expectations across reading, writing and mathematics, are in line with the national average and ranked 57 overall. When considering performance individually in reading, writing and in mathematics, although there have been some improvements in recent years, the improvement has been faster nationally. In 2018, 71%, 75% and 70% attained the national expectations for Year 6 compared with national averages of 75%, 78% and 76% in reading, writing and mathematics. In all areas this led to the banding of Reading in quartile D when compared to national averages. However, a general pattern of above average performance of pupils in Reading schools for those *exceeding* the national expectations is seen across reading, writing and mathematics. Although the performance of individual schools is varied, schools generally achieve well for the high attaining and able pupils. However, in too many schools, progress made by disadvantaged pupils in closing the gap between theirs and other pupils’ performance is not as good as it needs to be. Too many disadvantaged pupils are not making the progress they need to make.



Reading standards for end of Key Stage 2: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.



Writing standards for end of Key Stage 2: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.



Mathematics standards for end of Key Stage 2: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.

Although the maths mastery has seen increases in outcomes at the end of Key Stage 1, many schools have phased their implementation of the programme by introducing it through Key Stage 1 and lower Key Stage 2 initially. The impact of this has therefore not yet reached the end of Key Stage 2. It is clear that more work is needed to improve attainment in writing. Internal analysis, discussions with headteachers, and a review of assessment moderation would indicate that pupils are using the skills they need to write when they are supported and scaffolded, but are not consistently applying their skills and knowledge when writing independently.

The overall Key Stage 2 outcomes reflect all Reading maintained schools, academies and free schools. The end of Key Stage 2 outcomes do illustrate a difference in outcomes between maintained schools and the average for all academies. The local authority has a responsibility for supporting and challenging maintained schools to raise standards. However, the local authority has no legal authority to step in and intervene in academies and free schools and is reliant upon challenge being provided via the Regional Schools Commissioner and the schools' Trusts.

Overall in 2018, when averaged together across the schools, performance of Reading's maintained schools in the national assessments for Year 6 pupils, was at a higher level than the academy and free schools within the local authority.

Estab. No.	School	Cohort	RWM*		READING			WRITING TA			MATHS			GPS				
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High	
-	LA	1,668	58.8%	9.5%	104.5	28.7%	70.8%	28.0%	72.9%	17.2%	103.9	29.9%	69.8%	24.8%	106.2	24.2%	75.5%	36.9%
-	School Group	1,304	61.7%	10.4%	105.2	25.5%	74.0%	29.8%	75.4%	18.3%	104.2	26.7%	72.9%	25.8%	106.7	20.4%	79.2%	38.8%

Overall attainment showing % below national expectation; at or above national expectation; and above national expectation. The local authority overall figures are then compared with the School Group' i.e. Reading's maintained schools only.

5.4 Key Stage 4 and GCSE

In reporting on the outcomes at the end of Year 11 across Reading secondary schools, it is important to note that 28% of Reading secondary school students travel either out of borough to attend secondary education, or attend independent schools. Of the two selective 11-18 schools in Reading, only a minority of pupils are from Reading with the majority of students attending from outside the local authority. There are therefore two ways of analysing the data including the overall performance of the schools themselves, and the analysis of the performance of Reading pupils only within the Reading secondary schools. It is not possible to get individual pupil data from schools outside of Reading or in the independent sector in order to be able analyse the performance of Reading students educated out of borough.

The overall performance across Reading's secondary schools in 2018 shows a positive picture at the end of Key Stage 4 with the average 'Attainment 8' data, one of the core performance measures on the attainment of students, banded within the B quartile and with Reading ranked 71 out of 152 local authorities. However, for 'Progress 8', which measures the progress made from the end of key stage 2, Reading is ranked 34 and banded within the A quartile. On other performance measures, including the average point score in the E Baccalaureate, Reading secondary schools perform well with a national ranking in 2018 of 32 out of 152 local authorities. The proportion of students gaining 9-4 pass in English and mathematics is 60.7% compared with a national average of 59.1%, ranking Reading schools at 106 nationally and banding within the C quartile.

	2016		2017		2018		
	%	rank	%	rank	%	rank	Quartile
Attainment 8	51.4	38	49.6	22	38.9	34	A
Progress 8	-0.11	100	0.02	54	0.04	70	B
% 9-4 pass in En/Ma	*		65.3	59	60.7	106	C
% 9-5 pass in En/Ma	*		49.8	24	46.4	43	B
E Bacc APS	*		*		4.33	32	A

* not used as a comparative measure in these years

Whilst this provides an overview of the performance of Reading secondary schools, analysis of the performance of Reading pupils within the Reading secondary school sector shows a difference in performance at Key Stage 4. In summary, taking Reading residents only, the average point score in the Attainment 8 measure is not as high as it is when also incorporating out of borough students into the data.

Reading Residence	Average of Attainment 8 score	Reading Residence	Average of Attainment 8 score
Yes	45.29	Yes	43.90
No	61.57	No	65.66
Average of Pupil progress 8 score		Average of Pupil progress 8 score	
Yes	-0.07	Yes	-0.15
No	0.38	No	0.37
2017		2018	

Outcomes identifying the difference between students attending Reading secondary schools but resident from within the borough, and from outside.

What is evident from the above is that the attainment of those secondary school students who are resident outside of the local authority overall is stronger than that of residents. Whilst this is not a surprise considering that the vast majority are attending Reading selective schools and therefore high attainers at the end of Key Stage 2, the progress made through secondary schools is also stronger among non-residents.

5.5 Key Stage 5 and A levels

Not all Reading's secondary schools have 6 form provision and some students opt to attend FE colleges either within Reading or further afield. Therefore the data on Key Stage 5 performance needs to be considered in light of this. Reading schools with 6 form provision include:

- Highdown School
- The Blessed Hugh Farringdon RC Secondary School
- Prospect School
- John Madejski Academy
- Reading School
- Kendrick School
- The UTC

On all measures around A level performance, Reading's 6 form provision provides for outstanding performance when compared to other local authorities. Reading is ranked 1 out of 152 local authorities with performance well above the national average. However, it is important to note that on the measure of difference between disadvantaged and other students achieving L2 and L3 qualifications at the age of 19, Reading is very poorly ranked nationally

at 146 out of 152 local authorities and in the bottom D quartile. This reflects a pattern of lower progress and achievement among disadvantaged pupils which begins in primary schools and continues through secondary education. It is reflected in the percentage of 16-17 year olds who are not in education, employment or training. Although the number of students not in education, employment or training has been decreasing steadily over the last few years, at 9.7% it is still above the national average of 8.6%.

	2016		2017		2018		Quartile
	%	rank	%	rank	%	rank	
3+ A grades at A level	43.5	1	31.0	1	38.2	1	A
% AAB or better	49.8	1	41.7	1	48.4	1	A
L2 qualifications by 19	84.1	114	84.0	100	80	120	D
L3 qualifications by 19	57.3	73	59.2	56	58.1	65	B
L3 gap % diff between FSM and non FSM	31.5	112	36.4	146	37.6	145	D
L2 gap % diff between FSM and non FSM	19.5	86	22.3	110	30.1	146	D

5.6 Exclusions

Too many days are lost through by pupils excluded from schools. In 2017-18, almost 3000 days were lost by pupils not attending school due being excluded. This was an increase on the previous year. Although the number of incidents in secondary schools fell, the number of days given for exclusion increased. Worryingly, of the 3000 days lost through fixed term exclusions, 1149 of these days were with pupils and students with special educational needs. This saw a dramatic rise in the number of days lost on the previous year. During 2017-18 the number of incidents involving pupils with EHCPs excluded from schools rose by 116% and the number of days lost rose by 122%. 38 Reading pupils were permanently excluded from schools during 2017-18. Five of these were pupils on EHCPs and nine were disadvantaged pupils. Thirteen pupils permanently excluded were attending schools out of the borough.

5.7 Ofsted Inspection Outcomes

Ofsted inspected 20 Reading schools during the academic year 2017-18 and made two monitoring visits to schools requiring improvement. One school was judged inadequate, two judged as requiring improvement (one of these had previously been inadequate), sixteen were judged to be good, and one was outstanding. One of the two monitoring visits judged the school to be making inadequate progress.

Schools inspected

Alfred Sutton Primary School (maintained)	Good
Battle Primary Academy (academy)	Monitoring visit
Blessed Hugh Farringdon RC (maintained)	Good
Caversham Park Primary (maintained)	Good
Cranbury College (maintained)	Good

EP Collier Primary (maintained)	Good
Geoffrey Field Junior (maintained)	Good
John Madejski Academy (academy)	Requires Improvement
Katesgrove Primary (maintained)	Good
Maiden Erlegh Reading (academy)	Good
Manor Primary (maintained)	Good
Meadow Park Primary (academy)	Good
New Bridge Nursery (maintained)	Outstanding
Park Lane Primary (maintained)	Good
Prospect School (academy)	Monitoring visit
Redlands Primary (maintained)	Good
Southcote Primary (maintained)	Good
St Mary's All Saints (maintained)	Inadequate
St Michaels Primary (maintained)	Good
The Hill Primary (maintained)	Good
The Wren (free school)	Good
Whitley Park Primary (maintained)	Requires Improvement

5.8 Intervention

In line with the local authority's policy on schools causing concern, the LA maintains its powers of intervention where maintained schools are a cause of concern. These concerns may cover a range of issues from standards and performance, instability due to significant changes at the school, to concerns of a safeguarding nature, leadership and governance, through to concerns about the school's financial position. In 2017-18 the following interventions were initiated by the local authority.

- 2 formal warnings issued to schools
- 3 schools had their budget and HR delegation removed
- An application was made to the DfE to temporarily replace the governing body of one school with an Interim Executive Board (IEB) which was agreed in September 2018.
- 3 formal safeguarding reviews were undertaken in schools where safeguarding issues had been raised. One of these was in an academy.

The local authority's School Improvement and Schools Causing Concern Policy was reviewed towards the end of the academic year to maintain a focus on ensuring that schools in need are provided with the appropriate support and that intervention is timely where there are concerns. The new policy strengthens 'school to school' networking and peer support to help develop schools' own capacity to improve.

5.9 Identification of future priorities

The analysis of data and performance has identified key initiatives and actions as part of the local authority's strategy for educational improvement. It is recognised that performance at the end of the Early Years Foundation Stage is

broadly average and in line with the national average. Over the course of the primary years, overall performance does not always keep pace with the national trend of improvement. In writing and, to some extent, in mathematics at the end of key stage 2, there is work to be done. The local authority is part funding two initiatives aimed at improving writing skills among primary age pupils. These initiatives are open to maintained schools and, through a buy back, to academies as well. The initiatives include Talk 21, a project to improve speaking and oracy and its transfer into writing. A particular writing project is also being implemented with places funded for those schools where current writing attainment is a concern.

The progress made by disadvantaged pupils is a concern across the borough both in primary, and in secondary where the proportion of students aged 16-17 who are not in education, employment and training, being too high. Work has started on the procurement process around the contract for providing information, guidance and support for pupils at risk of falling out of the education system and not accessing education, employment or training. It is anticipated that a new contract focusing on intervention and support will be in place from the beginning of next academic year.

Close work with the Regional Schools Commissioner has been established to help tackle poor performance in academies and the local authority is reaching out to try and engage closer joint working between schools including maintained schools and academies, to help strengthen the school to school support and challenge, and to help disseminate best practice. One Academy Trust has bought their school improvement support fully back from the local authority from September 2018 and several other academies are being drawn towards some key improvement initiatives led by the local authority and provided to academies on a commissioned basis.

Work on reducing exclusions, particularly for pupils with SEND, is a key priority for the local authority and a major new initiative focused on behaviour management in schools is being launched in early December. This is a therapeutic and trauma informed approach to managing behaviour and in better understanding the needs of individuals and initiating personalised approaches to manage the situation rather than exclude. Additional funding is also being released around action plans for individual pupils with significantly challenging behaviour to help manage the behaviour alongside learning.

6. CONTRIBUTION TO STRATEGIC AIMS

6.1 The purpose of this section is to ensure that proposals contained in reports are in line with the overall direction of the Council by meeting at least one of the Corporate Plan priorities:

1. Securing the economic success of Reading and provision of job opportunities
2. Ensuring access to decent housing to meet local needs
3. To protect and enhance the lives of vulnerable adults and children
4. Keeping Reading's environment clean, green and safe
5. Ensuring that there are good education, leisure and cultural opportunities for people in Reading
6. Ensuring the Council is fit for the future

6.2 The decision to note and accept the follow up actions meets strategic aim 3, i.e. to protect and enhance the lives of vulnerable adults and children, and 5 i.e. 'ensuring that there are good education, leisure and cultural opportunities for people 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 local authority works with schools and our education partners to support and intervene where school quality is not strong enough. With academies, the local authority works with Trustees and MATs to ensure standards and quality are as they ought to be.

8. EQUALITY IMPACT ASSESSMENT

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

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

8.2 In working with schools and with data, each school is assessed according to the achievement and progress of particular groups and on the exclusion of groups. This is then analysed to identify any patterns and to also engage with schools to eliminate discrimination and unequal treatment of minority groups.

9. LEGAL IMPLICATIONS

9.1 We are not seeking any approvals that have legal implications.

10. FINANCIAL IMPLICATIONS

10.1 We are not seeking any decisions that have financial implications

11. BACKGROUND PAPERS

11.1 Ofsted reports
DfE School data on pupil performance

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READING BOROUGH COUNCIL

REPORT BY THE DIRECTOR OF EDUCATION, SOCIAL SERVICES AND HOUSING

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES & EDUCATION COMMITTEE		
DATE:	11 DECEMBER 2018	AGENDA ITEM:	8
TITLE:	FAIR WORKLOAD CHARTER		
LEAD COUNCILLOR:	CLLR PEARCE	PORTFOLIO:	LEAD MEMBER EDUCATION
SERVICE:	EDUCATION	WARDS:	BOROUGHWIDE
LEAD OFFICER:	PAUL WAGSTAFF	TEL:	0118 9374717
JOB TITLE:	HEAD OF EDUCATION	E-MAIL:	Paul.Wagstaff@reading.gov.uk

1. PURPOSE AND SUMMARY OF REPORT

- 1.1 This report provides the Committee with a summary of discussion and the resulting agreed Reading Pledge for a fair workload agreement for school based staff. The resulting Pledge provides a set of guiding principles that underpin a fair workload for staff but that also allows for flexibility in the ways school implement strategies to achieve a fair workload, based upon the diversity of school operational practice and the individual working patterns of staff.

2. RECOMMENDED ACTION

- 2.1 That the Reading Pledge be supported as a basis for promoting a fair workload for teachers and school based staff in Reading's schools.

3. POLICY CONTEXT

- 3.1 There has been increasing concern with respect of the workload facing teachers and school-based staff. Several government agencies have recognised the need to reduce workloads in an attempt to maintain and increase the number of teachers entering and remaining in the profession.
- 3.2 Ofsted have published clear statements to counter the perception that inspectors are looking for particular forms of paperwork and planning, perceptions that have been seen to have fuelled increased bureaucracy and paperwork for teachers. The DfE have similarly provided guidance on ways of reducing teacher workload, most recently in their Policy Paper 'Reducing Teacher Workload' (Nov 18). In June 2018, the DfE published a Workload Reduction Toolkit, and in November, a Reducing

Workload video was created along with the setting up of a Teacher Workload Working Group with recommendations for reducing workload associated with data management.

- 3.3 Some local authorities, notably Nottingham City, have created fair workload charters to guide a commitment across their schools to manage teacher workloads and to reduce unnecessary working practices. Following a review of such charters, Reading have consulted with schools and with teacher unions and professional associations to determine a Pledge that the local authority and schools can support and work together to implement, as a means of ensuring a work-life balance for teachers, and therefore contributing towards the broader teacher recruitment and retention strategy across our schools.

4. CONTRIBUTION TO STRATEGIC AIMS

- 4.1 Teacher recruitment and retention is a growing challenge nationally. However, with the cost of living in Reading along with the higher teacher salaries available on the London fringe, recruiting and retaining teachers in Reading will continue to be a challenge. Good and outstanding teaching is a significant contributory factor in ensuring that pupil achievement is strong. Whilst the most able pupils generally do well across Reading's schools, the more vulnerable, the disadvantaged, and those with special educational needs, often do not make the progress they need to be able to enter employment education or training post 16.
- 4.2 Making teaching attractive has to be a key priority for Reading if our ambitions for high achievement and progress for all pupils is to materialise. Part of this is to ensure that schools enable teachers to maintain a fair work-life balance and their health and professional well-being is supported. A significant contribution to this is the agreement of fair workload practices.

5. LEGAL IMPLICATIONS

- 5.1 There is no legal underpinning that determines the way teachers work, and how they should manage and prioritise their workload. Teachers' conditions of service outline their roles and responsibilities, but some key areas that have been perceived to be adding to teachers' own administrative work pressures have developed unchecked. Despite national discussion and guidance to the contrary, there is a perception that teachers' own administrative workload is increasing. Schools and school leaders are in a position to manage a fair workload among their staff. However, schools organise and operate in different ways. Individual teachers have preferred ways of working which are sometimes determined by external factors beyond the school including family and commitments. Therefore, to meet the diverse range of teachers' needs, any fair workload pledge needs to provide sufficient flexibility to meet the diverse range of needs.

6. CONTRIBUTION TO STRATEGIC AIMS

- 6.1 The purpose of this section is to ensure that proposals contained in reports are in line with the overall direction of the Council by meeting at least one of the Corporate Plan priorities:

1. Securing the economic success of Reading and provision of job opportunities

2. Ensuring access to decent housing to meet local needs
3. To protect and enhance the lives of vulnerable adults and children
4. Keeping Reading's environment clean, green and safe
5. Ensuring that there are good education, leisure and cultural opportunities for people in Reading
6. Ensuring the Council is fit for the future

6.2 The decision to note and accept the follow up actions meets strategic aim 1, i.e. securing the economic success of Reading and provision of job opportunities.

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 local authority has worked with schools and unions to agree the draft Fair Workload Agreement.

8. EQUALITY IMPACT ASSESSMENT

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

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

8.2 This is not relevant.

9. LEGAL IMPLICATIONS

9.1 There are no legal implications.

10. FINANCIAL IMPLICATIONS

10.1 There are no financial implications.

11. Annex 1

11.1 The attached Annex is the result of negotiations and consultations across schools, the local authority and professional associations and unions. The Annex outlines the suggested Reading Pledge on fair workload for teachers and school based staff. It provides a set of guiding principles and some suggested 'good practice' examples in

place in some schools which can be used and added to by schools over time to continue to provide an appropriate work-life balance for staff.

11. BACKGROUND PAPERS

11.1 None



Fair Workload Commitment for Schools

Introduction

Reading Borough is committed to promoting the health and wellbeing of staff within our schools. As part of this, we have been working with schools and professional associations to establish a framework of guidance, and a core set of principles governing a fair workload charter for staff working in schools. This guidance reflects a commitment to ensuring that workloads are reasonable but that the way this manifests itself is flexible to meet the diverse needs and working patterns of schools and teachers.

The Reading Pledge

The work-life balance of staff in schools is a high priority for school managers, staff, the local authority and also Trades Unions. It is an area that needs to be monitored and managed, with individual schools feeling supported in finding strategies that work for them.

This pledge has been consulted on with headteachers, the local authority and Trades Unions to demonstrate a commitment to finding and maintaining a fairer work and life balance for all staff. It provides flexibility for schools to find what works best for their staff and their school ethos.

The aim of our pledge is to achieve a consensus of staff who feel valued and supported, and who feel they have control over managing their workload. This will help support the well-being of staff, and will contribute to the recruitment and retention of staff.

The pledge provides a set of core principles that all parties have committed to, and these are:

- Senior leaders of schools will monitor and review workload, and help staff identify ways to reduce or eliminate unnecessary tasks, including work specifically for senior leaders themselves
- Any new strategy, for example a change in the schools' marking policy and approach, will be assessed in the context of the overall workload demand on staff, and any adverse impact will be reduced or removed
- Staff will be encouraged to manage their own working time, for example by agreeing a reasonable time to go home, and being mindful of individual commitments such as journey times and family

- Schools have the flexibility to use strategies that fit the staff and the culture of the school
- Schools are committed to using the guidance from the DfE around marking, planning, and pupil performance data, and to working collaboratively with staff to develop, embed and support these strategies
- Any member of staff who may be struggling with their workload feels able to discuss this openly with managers. Equally a manager who may have concerns about a member of staff feels able to discuss this constructively
- Workload will be kept under regular review at individual, team and school level so that any emerging issues that have an impact on workload and working patterns can be handled early

Good Practice Examples

The following initiatives provide a few examples of current practice that are in place and that have been gathered from headteachers in the Borough, across both primary and secondary schools. Such strategies are offered as examples that may be adopted and adapted to fit the ethos of individual schools, to support a fair workload culture for staff and to promote a positive work-life balance. This is not intended to be an exhaustive list, and schools will continue to adapt and are free to identify approaches that work for them. These examples include:

- Provision of guideline limits on teacher working time outside of directed time with a focus on quality rather than quantity;
- Encouraging and promoting team planning and the sharing of resources, with clear identified and sign-posted resources available to support teachers with planning and teaching;
- Organising PPA time in useful blocks of time, and allowing PPA time to be used at home where both possible and practical;
- Scheduled time for shared planning, with lesson planning not being monitored unless there are concerns to be managed;
- Allowing the format of planning to be left to individual teachers and year groups rather than a standard format being dictated by the school;
- Additional non-contact time being provided for activities such as assessment and report writing;
- Limiting staff meetings within a set duration and to one per week, ensuring that meetings are carefully planned and managed to ensure that there is no duplication of discussion elsewhere and that they do not over-run;
- Agreeing guideline times within which e-mails should be sent and responded to;
- Operating a centralised detention system thereby reducing time given by individual teachers to monitoring pupils independently in their own classrooms;

- Building in a system whereby extra days given to work, e.g. covering a class or extra-curricular activity on a Saturday, are off-set by a planned in day off in lieu;
- Looking at marking selected pieces of work rather than everything, or marking in depth a sample of books per lesson and pacing the marking of a cohort's books over a period of time, with the use of symbols or colours used to quick mark;
- Homework being provided which is based on students learning knowledge and not automatically marked by teachers but exploring other ways of valuing and checking, for example, peer reviews; and
- Avoiding the collection or expectation that teachers produce individual lesson plans or teacher planners being completed each day;

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READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES & EDUCATION COMMITTEE		
DATE:	11 DECEMBER 2018	AGENDA ITEM:	9
TITLE:	ANNUAL COMPLAINTS REPORT 2017 - 2018 FOR CHILDREN'S SOCIAL CARE		
LEAD COUNCILLOR:	COUNCILLOR TERRY	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 1st of April 2017 to the 31st of March 2018.
- 1.3 During this period the service received 136 statutory complaints, which is an increase of 4 (3.03%) over 2016/17. Of the 136 received:
 - 34 were resolved through Alternative Dispute Resolution (ADR) by the Social Care Teams
 - 98 progressed to a formal investigation
 - 4 were withdrawn
- 1.4 During the same period, 6 complaints progressed to a Stage 2 investigation, and 2 progressed to a Stage 3 investigation.

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 June 2016, the Council and

Children's Services have worked closely to drive improvement in the services for children. The DfE recommended that Children's Services be transferred to a children's company, wholly-owned by the Council to deliver children's social care, early help, education and health services, it is proposed that the new company, 'Brighter Futures for Children' will go live on 3rd December 2018.

- 1.5 The 'Children's Social Care Complaints 2017/18 - 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 12th of December 2018.

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 2018/19 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 Act 2004, Department of Health and Department for Education 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. The Customer Relations Team and the Customer Relations Manager will continue to provide this service to the children's company, Brighter Futures for Children under a service level agreement.

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.

Year	Approximate No. of Leaflets Distributed	Increase/Decrease over Previous Year
2013/14	880	
2014/15	700	-180 (-20.45%)
2015/16	1175	+475 (+67.86%)
2016/17	920	-255 (-21.7%)
2017/18	1260	+340 (+36.9%)

- 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 (2004), The Human Rights Act (1998), The

Adoption and Children Act (2002) and The Children 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 2017/18 SUMMARY REPORT

Introduction

This is a summary report of the data for Statutory complaints received by Children's Social Care for the financial year 2017/18 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 12th of December 2018.

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 Safeguarding).

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 slight increase in the number of complaints received compared to the previous year.

The top three themes for complaints continue to be Service Provision, Staff Conduct and Communication.

Examples of complaints recorded as Service Provision are where there has been a lack of, or slow, progress on cases or where extended family members have not been included in the care planning process.

Staff conduct complaints are recorded as such when complaints are received around specific individual members of social work staff.

Communication complaints are mainly about the customer/young person not being notified in advance of contact arrangements, 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. This monitoring system will remain once the children's company goes live.

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. Take up of this on-line training has been very low. Following discussions with the Director of Childrens,

Education & Early Help Services, face to face training will be scheduled after the 1st of December 2018.

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 Children's 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), and the Director of Children's Services on Social Care complaints received.

All of the above arrangements will remain once the children's company go live.

Support Network

The Customer Relations Manager participates in the Southern Region Complaints Managers' Group and is the current Vice Chair of the group and as such also attends the 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 & Social Care Ombudsman's advice line.

Learning from Complaints

In 2017/18 these were the learning areas and below each one the progress made on these actions is noted:

- Implementing the revised workforce strategy to stabilise the workforce and reduce the reliance on agency workers. *Work on this continues. There is a specialist recruitment consultant working closely with relevant managers to secure access to high quality candidates looking for permanent positions. Other improvement work, such as reducing caseloads also continues to increase staff retention.*
In addition, work is being undertaken aimed at developing and improving the learning and development offer to new and existing staff. This is a staff progression scheme, aimed at enabling career progression for existing staff.
- 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.
Auditing and quality assurance activity is now more visible and evident across the service. It is particularly well embedded in Early Help who have been keen

to embrace the Beyond Auditing approach to quality assurance, and who now hold quarterly 'quality assurance days as business as usual'.

Quality assurance activity has been fed back into practice through individual coaching and mentoring sessions for practitioners, workshops and bespoke training courses. A number of policies and procedures have been, or are being, refreshed.

A 'business as usual' case audit cycle has been rolled out since October 2018. This will require all Team and Service Managers to audit pre-selected cases on a regular basis to identify areas of good practice and areas for development. This will provide additional assurance of the quality of practice across the service.

- Recruiting more foster carers and specialist carers to increase capacity to avoid far distanced and residential placements for more complex children and young people.

Recruitment activity and WEB presence has increased enquiries from prospective foster carers; 76 fostering enquiries were received in 2017/18. 7 of these went through the assessment process and were approved.

The DfE 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
This forms the basis of good practice. Practitioners and their managers continue to do this through discussions at first point of contact.

- Ensure formal complaints are responded to in a timely manner

'Live' complaints are now discussed at the Children's Service Management Team (CSMT) Meeting which is held weekly. This is to support the drive to respond to complaints in a timelier manner; however in 2017/18 60% of complaints went over timescales.

- 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

All staff across the service completed GDPR training in light of the new legislation.

The Customer Relations Manager attends CSMT every quarter and is working her way through attending Team Meetings to discuss the complaints procedure with Team Managers and front line staff.

Complaints and concerns provide essential and valuable feedback from our 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.

The recruitment of foster carers and specialist carers is an ongoing action for the Service to continue to increase capacity to avoid far distanced and residential placements for more complex children and young people.

The Fostering Team are progressing focused recruitment of carers for children placed out of area whose care plan is a step down to foster care or where plans for foster care in the local area is in line with care planning.

Prospective foster carers are involved in the fostering preparation group prior to completion of assessments to support them through the assessment process.

The Family and Friends Service is working to increase the number of Special Guardianship Order assessments, to encourage more long term care for children and young people in care and provide them with more permanency & support.

A number of complaints were received from fathers who felt they had been left out of the care planning process for their child/children.

Children's Services to give due consideration to both parents' views and wishes and include both parents in meetings pertaining to their children's case. That all staff are reminded of the need to include a father's views in any meetings and include fathers in their children's care planning where appropriate.

Other key areas of learning have been around provision of the service in general terms as such managing customer expectations which is key. Staff have been advised to explain processes and procedures to young people and carers. Also any changes to processes or care plans should be documented and provided to young people and carers in a timely manner.

A high volume of complaints have been received around staff conduct and we acknowledge that front line staff are faced with challenges due to the nature of their work. Staff have however been advised to be polite and professional at all times and to work to the Council's customer care standards.

Communication - staff have been reminded of the importance of returning telephone calls and replying to email/correspondence in a timely manner within the Council's customer care standards.

Children's Services recognise the need to improve the timescales for responding to complaints. Two-weekly reports will be provided to the Head of Safeguarding and his/her management team. These reports will detail the response date and the name of the officer investigating, who will be held accountable for any that go over timescales. Face to face training on the complaints procedure will also be rolled out to all Team Managers and Assistant Team Managers from December 2018.

Complaints Activity Statistics

In the year 2017/18, Children's Social Care received 136 statutory complaints, which is an increase of 4 (3.3%) compared to the 132 received in 2016/17.

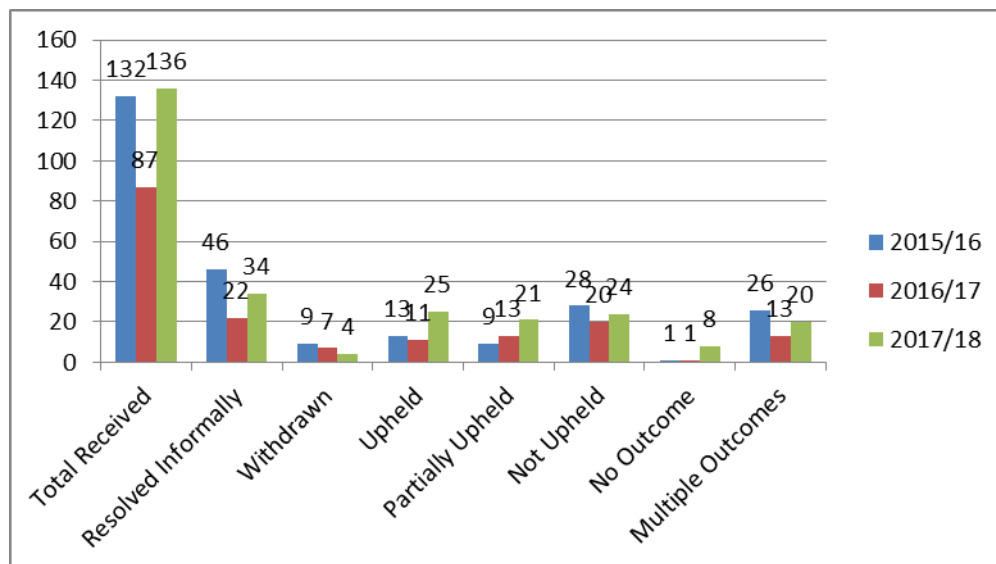
To give this some context, in 2017/2018, 2,717 children in total were referred to Children's Social Care. The number of statutory complaints represents 5.01% of the total number of referrals for the service last year.

Of the 136 complaints received, 34 (25%) were resolved as representations informally through Alternative Dispute Resolution (ADR) by the Social Care Teams.

4 (4%) of the remaining 102 complaints were withdrawn by the complainant following a resolution with the service after the investigation had commenced, leaving 98 of which 97 were investigated at Stage 1 and 1 complaint was investigated at Stage 2 without going through Stage 1.

Of the 98, 39 (39.8%) were responded to within timescale, and 59 (60.2%) complaints were responded to over timescale. The decline in the timeliness of complaints responses is attributable to the department being in a state of adjustment following structural and management changes. This had a knock on impact to responsiveness to complaints. Going forward with more senior management oversight and training for new Team Managers we hope to improve on the response times.

Of the 98 complaints investigated to an outcome (136 in total, 4 withdrawn, and 34 resolved informally), 25 (25.51%) were recorded as Fully Upheld, 21 (21.43%) as Partially Upheld, 24 (24.49%) as Not Upheld, and 8 (8.16%) as having no recordable outcome. The remaining 20 (20.41%) 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

Year	Number of complaints received	% Increase against previous year	Number of cases referred to Children's Services	% of complaints against referrals
2013/14	81	6.5	1,698	4.77
2014/15	86	6.17	1,489	5.78
2015/16	87	1.2	3,078	2.83
2016/17	132	51.7	3,169	4.16
2017/18	136	3.03	2,717	5.01

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

Outcome	Number	% of Total
Upheld	25	25.51
Partially Upheld	21	21.43
Not Upheld	24	24.49
No Outcome	8	8.16
Multiple Outcomes	20	20.41
Total	98	100

Timescales

Total Investigated to an Outcome	In Timescale	% of Total	Over Timescale	% of Total
98	39	39.80%	59	60.20%

Total Resolved Informally	In Timescale	% of Total	Over Timescale	% of Total
34	22	64.71%	12	35.29%

The average response time for the 39 complaints responded to in timescale was 10.5 working days. The 1 complaint considered directly at Stage 2 was completed and responded to on the 32nd working day. Statutory guidance states that a Stage 2 investigation can take between 25 and 65 working days to complete.

Of the 59 complaints responded to over timescale, 29 (49.15%) were responded to in 20 working days or fewer. These are still deemed to be over timescale, as the agreed timescale for these was 10 working days. The average response time for the 59 complaints over timescale was 24 working days.

Main Theme of ALL complaints received during 2017/18

(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
Child Protection Issue	7	5.15%
Communication	16	11.76%
Data Protection Breach	1	0.73%
Failure to Act	3	2.21%
Financial Issue	5	3.68%
Safeguarding	1	0.73%
Service Provision	77	56.62%
Staff Conduct	26	19.12%
Total	136	100%

Who the complaint was received from

Who Made the Complaint	Number	% of Total
Adoptive Parent	0	0%
Advocate	6	4.41%
Child / Young Person	4	2.94%
Extended Family (Grandparents/Aunts & Uncles)	3	2.21%
Foster Carer / Care	3	2.21%

Provider		
Other	4	2.94%
Parent	116	85.29%
Total	136	100

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

Complaints received by Team

Access & Assessment Team	18
Children & Young Persons' Disability Team (CYPDT)	11
Court Team	8
Edge of Care Team	2
Fostering & Adoption/Family Placements Team	5
IRO/QA Team	16
Leaving Care Team	9
Looked After Childrens Team 1	14
Looked After Childrens Team 2	7
Multi-Agency Safeguarding Hub (MASH)	2
Safeguarding Team 1	11
Safeguarding Team 2	8
Safeguarding Team 3	13
Safeguarding Team 4	8
SEND Team	4
Total	136

The Safeguarding service with a total of 40 (29%) complaints, followed by the Looked After Children's services with 21 (15%) and Access & Assessment with 18 (13%), received the highest number of complaints within Children's Services. Mainly this can be attributed to the challenging circumstances in which these particular services work in and the volume of their direct contact with the customers.

Methods used to make a complaint

Method	Number	% of Total
E-mail	53	38.97%
Feedback Form	7	5.15%
In Person	5	3.67%
Letter	13	9.56%
Telephone	43	31.62%
Webform	15	11.03%
Total	136	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
African	1	0.7%
Black or Black British	3	2.2%
Chinese	1	0.7%
Mixed Black / White	5	3.7%
Mixed White	1	0.7%
White British	8	5.9%
Not Stated	117	86.1%
Total	136	100%

For Equality Monitoring purposes in 2017/18 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. We have found that people who complain do not always wish to state their ethnicity.

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 2017 and the 31st of March 2018, 10 complaints were received from Young People and 6 of these were received via the advocacy provider. In 2016/17 a total of 11 complaints were received from Young People with 4 referred by the advocacy provider. 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 analyse 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.

Local Government Ombudsman

Between the 1st of April 2017 and the 31st of March 2018 the Local Government Ombudsman (LGO) received 3 representations from dissatisfied service users for

issues relating to Children’s Services. This is a decrease of 5 compared to the 8 cases which were received in 2016/17. Of these 3 cases, the Ombudsman discontinued 2 investigations as 1 case was going through a court process and with the other case the Ombudsman was satisfied with the Council’s response and found they could not add to it. The Ombudsman found fault with 1 case, however found no fault in how the complaint was handled and did not investigate further or identify any critical learning.

Benchmarking

Attempts to collate information from our statistical neighbouring authorities have proven to be difficult over the years. However through the Southern Regional Complaints Managers group which the Customer Relations Manager is a member of, she has obtained the following information. This should not be used as a direct comparison as the size of the authority and the number of referrals to Children’s Services would differ to that of Reading. Also it is worth noting that each authority record their data and report in different formats.

Complaints investigated & outcomes for other local authorities:

Local Authority	Number of complaints investigated	Number of Complaints upheld or partially upheld	Number of Complaints not upheld	Withdrawn/rejected or ongoing/other
Reading Borough Council	98	46	24	28
West Berkshire	160	20	Not available	Not available
Bracknell	77	32	25	20
Royal Borough of Windsor & Maidenhead	37	20	Not available	Not available
Bournemouth	43	13	28	2
Southampton City Council	52	21	25	6

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.

17 compliments were recorded within the Directorate between the 1st of April 2017 and the 31st of March 2018; this a decrease of 3 from the 20 received in 2016/17. These were received by the following Teams:

Children’s Action Teams (CAT)	-	1
Children & Young Persons’ Disability Team (CYPDT)	-	5
Fostering/Family Placements	-	6
Leaving Care Teams	-	1

Multi-Agency Safeguarding Hub (MASH)	-	2
Safeguarding Teams	-	1
Child In Need Team	-	1

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

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 ADULT SOCIAL CARE & HEALTH SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES & EDUCATION COMMITTEE		
DATE:	11 DECEMBER 2018	AGENDA ITEM:	10
TITLE:	ANNUAL COMPLAINTS AND COMPLIMENTS REPORT 2017 - 2018 FOR ADULT SOCIAL CARE		
LEAD COUNCILLOR:	COUNCILLOR EDEN	PORTFOLIO:	ADULT SERVICES
SERVICE:	ADULT SOCIAL CARE & HEALTH	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 Adult Social Care recognises that there will be occasions when things do go wrong and complaints are made. This short report tells you how many complaints were received in 2017/18 and were dealt with using either the Council's Corporate Complaints Procedure or the Statutory Complaints Procedure for Adult Social Care. It also summarises the main types of complaints we have received and gives some examples where we have improved as a result of learning from these complaints.

1.1 The purpose of this report is to provide an overview of complaints and compliments activity and performance for Adult Social Care for the period from 01 April 2017 to 31 March 2018.

1.2 A summary of Adult Social Care Complaints and Compliments 2017/18 - is at Appendix A. This will also be made publicly available through the Council's website from 12th December 2018.

2. RECOMMENDED ACTION

2.1 That the Committee notes the contents of the report.

3. POLICY CONTEXT

3.1 Local Authority Social Services and National Health Service Complaints (England) Regulations 2009. Require that Local Authorities operate the procedure. In September 2009, the Department of Health introduced a new complaint procedure to cover both adult social care and health services. This meant a 3 stage complaints procedure became a 1 stage complaints procedure. Following investigation of the complaint by the Council, if the complainant is not satisfied with the outcome the complainant is advised to contact the Customer Relations Manager, to share their concerns

with a view to possibly reviewing them with a senior manager or proceed to the Local Government Ombudsman.

3.2 Complaints relating to Adult Social Care that fall outside of the scope of the statutory process are investigated in accordance with the Council's Corporate Complaints Procedure.

3.2. Compliments can be an indicator of when the Council has performed well and can highlight the positive outcomes of the public who are in contact with us or that we provide a service to.

4. ACTIVITY

4.1 The Council operates a 1 stage complaints procedure in respect of statutory complaints about Adult Social Care made by 'qualifying individuals', as specified in the legislation. Qualifying individuals are defined in national guidance as the Service User or their appointed representative which can be a family member, friend or Advocate. The timescale for responding to complaints is between 15 working days and 3 months, depending on the seriousness and complexity of the complaint. The guidance provides a risk matrix to assist the Customer Relations Manager, who is the designated Complaints Manager for the Council, to assess the complaint.

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 Adult 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 service users who may be dissatisfied with the Adult Social Care service and those needing protection through Adult Safeguarding. It does this by providing impartial and supportive service to service users and their 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 or compliments process is provided verbally to service users via the Social Care Teams as well as the Customer Relations Team. Leaflets on the procedures are also widely distributed by the Social Care Teams and available in a variety of formats and languages on request.

6.2 Service Users are reminded of their right to complain or make a compliment and a leaflet is given out when the social worker first meets with them. Service users and/or their representative can also register a complaint via the web, e-mail direct to the Customer Relations Team, in person, by phone, in writing or via an advocate.

6.3 Translation services are provided for complainants whose first language is not English and advocacy support is available for those people who wish to make a complaint.

7. EQUALITY IMPACT ASSESSMENT

- 7.1 The Customer Relations Manager will ensure that the statutory complaints/compliments 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 the service user or their representative is addressed in a timely and impartial manner.

8. LEGAL IMPLICATIONS

- 8.1 The Statutory foundations for the Adult Social Care Services Complaints Procedures are The Local Authority Social Services Act (1970), The Human Rights Act (1998), Statutory Instruments 2009 No.309 National Health Service, England Social Care, England. The Local Authority Social Services and National Health Service Complaints (England) Regulations 2009.

9. FINANCIAL IMPLICATIONS

- 9.1 There are no Capital or Revenue implications arising from this report.

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.

There are no specific financial risks arising from this report.

10. BACKGROUND PAPERS

- 10.1 Department of Health, Advice Sheet for Investigating Complaints - Listening, Responding, Learning.

ADULT’S SOCIAL CARE COMPLAINTS & COMPLIMENTS 2017/18 SUMMARY REPORT

Introduction

This is a summary report of the data for complaints/compliments received by Adult Social Care for the financial year 2017/18.

The Council welcomes feedback through the complaints/compliments 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 in it can continue to learn and improve practice and service delivery.

Statutory Complaints Procedure

General complains about Adult Social Care received from Service Users or their approved representatives (Family Member, Advocate or Power of Attorney) are dealt with through the statutory procedure. This will be one investigation by a senior officer in the relevant service area (Team Manager) and then signed off by either a Service Manager or Head of Service.

At the Complainant’s or their representative’s request, an external, independent investigator can be appointed to investigate if the Customer Relations Manager deems the complaints to be at medium or high risk. The following Risk Matrix is used to assess the complaint.

Risk Matrix

This matrix will be used by the Customer Relations Manager in confirming the level of risk once an expression of concern is being considered within the formal complaints procedure.

		LIKELIHOOD OF RECURRENCE				
		RISK	Rare	Unlikely	Possible	Likely
SERIOUSNESS	Low	Low	Low	Low	Moderate	Moderate
		Low	Moderate	Moderate	High	High
	Moderate	Low	Moderate	High	High	Extreme
		Moderate	Moderate	High	High	Extreme
	High	Moderate	High	High	Extreme	Extreme
		Moderate	High	Extreme	Extreme	Extreme

Time Limits

Level of Risk	Maximum Time Limit for Completion
Immediate resolution	1 working day - confirm outcome
All accepted as formal complaints	Acknowledge within 3 working days
Low	15 working days
Moderate	25 working days
High	65 working days
Extreme	Up to 6 months

If the complainant feels that the issues they have raised remain unresolved, they have the right to request a meeting with the Service Manager/Head of Service and the Customer Relations Manager or refer their complaint to the Local Government Ombudsman.

The Statutory Complaints process encourages the complainant and the Local Authority to consider resolving a complaint or concern informally through a face to face meeting or telephone discussion. It is the complainant's right to request the presence of the Customer Relations Manager at any face-to-face meeting.

Some complaints may require immediate action including whether the matter should be considered as a **Safeguarding** issue. If it is a safeguarding issue, the relevant procedures would take precedence over the complaints procedure.

Corporate Complaints Procedure

The Corporate Complaints Procedure deals with complaints which do not meet the criteria for investigation through the Statutory Procedure (for example the complaint is made by a Provider or a family member who do not have consent from the Service User to make the complaint) and is a two stage process. The first stage provides an opportunity for a local resolution of any problems which may arise and it is expected that the majority of complaints will be resolved at this level, usually within 20 working days or less. Where the problems cannot be resolved to the complainant's satisfaction at a local level, Stage 2 of the process involves the investigation of the complaint by a more senior member of staff, usually within 30 working days or less and with a formal sign off by the Head of Service.

Where the complainant feels that the issues they have raised remain unresolved, they have the right to refer their complaint to the Local Government Ombudsman.

Summary of Compliments and Complaints Activity, Quality Assurance & Learning

This report details information for the past year together with 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.

Corporate Complaints

Total Number of Corporate Complaints Received 2013 - 2018

	Total No. Received	Stage 0	Stage 1	Stage 2
2013/14	2	2	0	0
2014/15	12	3	9	0
2015/16	29	8	20	1
2016/17	5	3	2	0
2017-18	7	3	4	0

Outcomes for complaints investigated formally in 2017/18

Upheld	Part Upheld	Not Upheld	No Outcome	Multiple Outcomes	Withdrawn
0	2	2	0	0	0

Timescales for those investigated in 2017/18

In Timescale	Over Timescale
2	2

Spread of Complaints across Teams in 2017/18

Team	Number	% of Total
Income & Recovery Team	1	14.3%
Long-Term Support	4	57.1%
Preventative Services	1	14.3%
Safeguarding	1	14.3%

Themes

Theme	Number	% of Total
Communication	1	14.3%
Policy Issue	2	28.6%
Service Provision	2	28.6%
Staff Conduct	2	28.6%

Category of Complainant

Category	Number	% of Total
Carer	1	14.3%
Older (Over 65)	2	28.6%
Physical/Sensory Disability	4	57.1%

How Was Complaint Received

Method	Number	% of Total
E-mail	1	14.3%
Letter	2	28.6%
Telephone	2	28.6%
Webform	2	28.6%

Statutory Complaints

Total Number of Statutory Complaints Received in 2013 - 2018

	Total No. Received	Stage 0	Stage 1
2013/14	80	37	43
2014/15	45	14	31
2015/16	86	33	53
2016/17	62	20	42
2017/18	77	22	57

Outcomes of complaints investigated formally in 2017/18

Upheld	Part Upheld	Not Upheld	No Outcome	Multiple Outcome	Withdrawn
15	6	12	5	12	7

Timescales in 2017/18

In Timescale	Over Timescale
19	31

Note: The statutory complaints above, we worked to an initial 15 working day response date extending to no more than 20 working days.

Spread of Complaints across Teams

Team	Number Received	% of Total
Adult Disability	8	14%
Commissioning	2	3.5%
Community Mental Health	1	1.75%
Financial Assessments & Benefits	3	5.3%
Intermediate Care	20	35.1%
Long-Term Support	18	31.6%
Personal Budget Support	4	7%
The Willows	1	1.75%

Themes

Theme	Number	% of Total
Carer	1	1.75%
Communication	11	19.29%
Financial Issue	15	26.3%
Lack of Response	1	1.75%
Lack of Support	2	3.5%
Level of Care	5	8.8%
Policy Issue	1	1.75%
Service Provision	18	31.6%
Staff Conduct	3	5.26%

Category of complainant

Category	Number	% of Total
Carer	16	28.1%
Learning Disabled	7	12.3%
Mental Health	2	3.5%
Older (Over 65)	19	33.3%
Physical/Sensory Disability	13	22.8%

How Was Complaint Received

Method	Number	% of Total
E-mail	21	36.8%
Feedback/Complaint Form	1	1.75%
Letter	15	26.3%
Telephone	17	29.8%
Webform	3	5.3%

Learning & Service Improvements following Complaints received

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. Learning from complaints should be reviewed by Social Care teams regularly at their team meetings. Below are some examples of learning from complaints in the past year along with key service improvements as a result of complaints received.

Complaint: An application to renew a Blue Badge on grounds of social rather than physical disability was declined.

Learning:

The Council's policy on eligibility for Blue Badges was found to be unclear in such cases.
A review of the Blue Badge policy was carried out and the policy amended.

Complaint:

The process of receiving confirmation that an individual had received funding for a package of support, to enable them to attend University, specific to the Eligibility Risk and Review Group.

Learning:

Lack of staff knowledge and application of legislation - training from legal services arranged for staff via briefings sessions, completed around statutory

guidance and application. Improved recording of outcomes and feedback from the Eligibility, Risk and Review Group to staff.

Complaint:

Lack of communication and support from Adult Social Care with identifying and commissioning alternative accommodation for an individual with identified care and support needs.

Learning:

Individuals and their families require regular contact and feedback about progress made by social care practitioners regarding their involvement. This differs with each individual, preferred route for communication to be established at the start of the relationship.

Service improvements:

Locality Team - the Adult Disability Team and the Long Term Team amalgamated to form one team which supports individuals with a variety of different needs, which include older adults, adults with a learning disability and or with a physical disability. This has enabled the workers to develop a variety of skills and identify areas of expertise and provide an improved service for our customers.

The teams are all now based in the Avenue Centre along with the Short Term Team. This has improved internal communication which has supported the transfer of work across the teams.

Focus House - The outcome of the consultation was for the service to remain and transfer from Residential and Supported Living to Supported Living.

A user group was set up which included Service Users as members which ensured that the transfer was progressed and communicated with minimal disruption. This has been a positive step within the service and ensures that the service is outcome based, continuing to support individuals to independence.

Delayed Transfer of Care - After the implementation of the changes to the hospital discharge pathway there have been significant improvements in the delayed transfers of care which has resulted in an improved customer journey through timely hospital discharges. This has ensured that individuals are in the right place at the right time and receiving the right support.

Benchmarking

Attempts to collate information from our neighbouring authorities have proven to be difficult over the years. This has been attempted through the Southern Regional Complaints Managers group which the Customer Relations Manager is a member of, as such this information cannot be provided within this report.

Quality Assurance

The Customer Relations Team carries 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 complainant has a disability.

We have on occasion asked the investigating officer to translate reports and responses into Easyread.

Statistics indicate 100% of responses were checked by the Customer Relations Team before being sent out. The Customer Relations Manager and the 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 will deliver training on investigating and responding to complaints on request. The Corporate Complaints Procedure is available on-line. The Adult Social Care statutory procedure is available on-line also. The Customer Relations Manager also attends Team Meetings to provide training and advice to Team and Service Managers. 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.

Support Network

The Customer Relations Manager is the Vice Chair and participates in the Southern Region Complaints Managers' Group, which continues 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.

Local Government Ombudsman

The Local Ombudsman's role is to investigate complaints about maladministration or administrative fault that lead to injustice for the complainant. In some complaints the Local Ombudsman may find evidence of administrative fault but no resultant injustice. The Local Ombudsman should not investigate complaints about policy changes where the decision has been properly made.

Between 1 April 2017 and 31 March 2018 the Local Government Ombudsman (LGO) received 11 representations from dissatisfied service users for issues relating to Adult Care & Health Services, this is 7 more than the previous year. Of these 11 cases, 6 had not been through the Council's Complaints Procedure, so were rejected by the LGO as premature referrals. 2 were investigated and upheld and the other 3 were closed with no further investigation required.

Compliments

The Customer Relations Team owns the logging of compliments for the Council as a whole. Staff are reminded and encouraged to pass on all compliments to the Customer Relations Team's generic mailbox.

In the year 2017/18 compliments were received by the following Teams:

Adult Disability	-	7
Community Reablement Team		16
Intermediate Care	-	20
Maples Centre	-	1
Safeguarding	-	1
Single Point of Access	-	3

The following are some examples of compliments received:

Adult Disability Team

Well Done, This is to make you aware on how impress we are about the changes in TS care

Just wanted to say, thanks for all the care and support you have given

I would also like to complement you on having MF in your team, you really should clone her, she's professional, caring, empathetic, intelligent, has integrity and worth her weight in gold and it has been an absolute pleasure to work with her.

Intermediate Care Team

JS did brilliantly on this one - persevered and kept going.
Used negotiating skills to achieve what we haven't been able to before

The Maples - Day Centre

Thank you to everyone at Maples Daycare for looking after Mum during her weekly visits. You made a difference to her quality of life, and especially huge thanks to R.

Single Point Of Access

RS has excellent decision making and communication skills. He is so good at giving patients and carers confidence and support.

Community Reablement Team

Mrs S wanted to thank everyone and said the carers had been absolutely wonderful especially B.

The daughters of Mrs B would like to thank the Carers for the brilliant care they have given their Mother.

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: Socialcare.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. Your complaint will be recorded and if we cannot 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.

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READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF ADULT CARE AND HEALTH SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	11 DECEMBER 2018	AGENDA ITEM:	11
TITLE:	ETHICAL CARE CHARTER UPDATE NOVEMBER 2018		
LEAD COUNCILLOR:	TONY JONES	PORTFOLIO:	ADULT SOCIAL CARE
SERVICE:	ADULT SOCIAL CARE	WARDS:	BOROUGHWIDE
LEAD OFFICER:	LORRAINE GOUDE	TEL:	0118 937 3204
JOB TITLE:	INTERIM HEAD OF STRATEGIC COMMISSIONING AND WELL-BEING	E-MAIL:	Lorraine.Goude@Reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 This report provides the Committee with an update on the National Ethical Care Charter, in Reading, providing further update, as care providers work towards its implementation.
- 1.2 To note that a Report went to ACE regarding signing the Ethical Care Charter in August 2014.

2. RECOMMENDED ACTION

- 2.1 That the continued progress made by local care providers towards full compliance with the National Ethical Care Charter be noted.
- 2.2 That the National Ethical Care Charter promotes best practice in contracting employment terms for carers and in paying the National Living Wage (prior known as the National Minimum Wage) be noted.

3. POLICY CONTEXT

- 3.1 UNISON conducted an online survey between June and July 2012 of homecare workers entitled "Time to Care" which was designed to help address the imbalance and to illustrate the reality of homecare work. The online survey was open to homecare workers who were either UNISON members or non-members and attracted 431 responses.
- 3.2 The responses stated a committed, but poorly paid and treated workforce which was doing its best to maintain good levels of quality care in a system that was in crisis. The report highlighted how poor terms and conditions for workers can help contribute towards lower standards of care for people in receipt of homecare services.

- 3.3 The over-riding objective behind the National Ethical Charter is to establish a minimum baseline for the safety, quality and dignity of care by ensuring employment conditions which:
- a) do not routinely short change people who access services
 - b) ensure the recruitment and retention of a more stable workforce through more sustainable pay, conditions and training levels.
- 3.4 Reading Borough Council in August of 2014 signed the National Ethical Charter and further agreed in 2015, to be a Living Wage Foundation Employer as a matter of Policy in supporting low paid workforce across Reading.
- 3.5 Ongoing work has continued since the implementation of the National Ethical Care Charter, as detailed in Reading's Care Providers Contract dated 2015, work continues to imbed the standards expected. This is in keeping with the phased approach adopted, which will end January 2019. Reviewing compliance with the charter continues to form part of the on-going quality monitoring undertaking by the Councils commissioning team.
- 3.6 It is important to note that only a handful of Councils with social services responsibilities across the South East have signed the charter. This supports the best practice for the care workforce's terms and conditions of employment, by agreeing a number of key commitments. Reading remains proud in supporting best practice for staff who offer such valuable support to some of the most vulnerable people in our communities across Reading.
- 3.7 These commitments remain solid today and are set out in all Reading care contracts, where providers are paying the National Living Wage, and delivering what is expected in the National Ethical Care Charter. See below

<https://www.unison.org.uk/content/uploads/2013/11/On-line-Catalogue220142.pdf>

4 . PROGRESS REPORTING

- 4.1 Work continues to support domiciliary care providers in Reading to work towards the National Ethical Care Charter standards as part of a phased approach, and stage three regarding the National Living Wage previously known as the "National Minimum Wage".
- 4.2 Monitoring undertaken by Reading Borough Council's Commissioners, including market information that comes from a range of sources; indicates there are no new concerns to report.
- 4.3 To note - 6 out of 7 Homecare providers implemented the National Ethical Care Charter Standards and one provider progressed with an action plan which we continue to monitor, however we are pleased to report that they have now indicated that they are making good progress in this and once a formal review is completed, it is expected that they will be deemed compliant.
- 4.4 **We are confident the providers on the Homecare Framework in Reading will be 100% compliant by January 2019, aligned with the National Ethical Charter, including paying the Foundation Living Wage of £9 per hour. Spot purchase care providers in Reading pay the National Living Wage which is the legal**

minimal requirement within the National Ethical Charter, representing 50% of the market. The new tender that commences March 2019, will draw all Homecare and Supported Living providers under one dynamic framework that will see all staff being paid the Living Wage Foundation rate, in complying with the Councils Policy decision made in August 2015.

- 4.5 The Cost of Care Review for Homecare was undertaken 2017/18 resulting in the new fees being set and through this process; the impact on cost to the Council was low.
- 4.6 The Council made a policy decision March 2015 to sign the Living Wage Foundation (previously known as the London Real Living Wage) Being a Living Wage Foundation employer is not a National Ethical Charter legal requirement explicitly.
- 4.7 Only three Councils with social services functions have signed the Living Wage Foundation across the South East. 50% of providers on the Councils Framework adopt the Living Wage Foundation in Reading and 50% of care provider on spot purchasing arrangements pay the National Living Wage.

4.1.1 Next Steps and Quality Monitoring Assurances

The current Homecare and Supportive Living Frameworks will be end May 2019, however through corporate procedure board waiver rules the contract has been extended by six months, in line with the intended procurement process of 14 months. Therefore work is currently on-going to recommission and market shape Care and Support at Home in Reading. It will be driven towards self- directed support, and working with wider Councils and Berkshire West Clinical Commissioning Group.

4.2. 1 Approach to Co-production and Market Engagement

We continue to work with the care market regarding the monitoring of core standards including the National Ethical Care Charter and engage with Skills for Care in terms of reporting care workforce performance through the National Minimum Data Set. See Information Link below.

<https://www.skillsforcare.org.uk/NMDS-SC-intelligence/Workforce-intelligence/Home.aspx>

Commissioning have undertaken and planned a number of market engagement events with care and support partners, to engage the new way of working, focused on self-directed care.

5. THE PROPOSAL

5.1 Other Options Considered

To note this report is for information only as a means of updating members on the progress made by care providers commissioned under the Councils Framework Agreement which continues to be monitored against the National Ethical Care Charter.

6. CONTRIBUTION TO STRATEGIC AIMS

6.1 In agreeing the National Ethical Charter in Reading under the Homecare Framework, we continue to contribute towards the following corporate priorities:

1. Safeguarding and protecting those that are most vulnerable;
5. Providing infrastructure to support the economy; and
6. Remaining financially sustainable to deliver these service priorities.

6.2 The National Ethical Charter means that care workers across Reading have improved terms and conditions of employment, better support from their employers including ensuring they are paid a fair pay, thus resulting in a more stable market and more satisfied people who access care.

7. COMMUNITY ENGAGEMENT AND INFORMATION

7.1 The Council continue to consult and engage with people who access homecare services, so to ensure they receive the best quality of care.

7.2 The Council published its agreement as a Living Wage Foundation Employer at that time and people and staff, continue to be informed, also forming part of the Council's overall recruitment and selection process.

8. EQUALITY IMPACT ASSESSMENT

8.1 EIA was undertaken 2014 when the Council took the decision to agree the National Ethical Charter and again when the Council decided to become a Living Wage Foundation Employer. Commissioning is in the process of undertaking a refresh.

9. LEGAL IMPLICATIONS

9.1 The National Ethical Charter continues to promote best practice in the industry for care workers, supporting care staff through terms and conditions of employment.

10. FINANCIAL IMPLICATIONS

10.1 The Councils investment in becoming a Living Wage Employer and in signing the National Ethical Charter continues to promote best practice standards for care workers across Reading, as well as supporting a more stable market place. The National Living Wage for 2018/19 is £8.91 and the Living Wage Foundation £9 per hour. The view nationally is that these rates will be more closely aligned by 2020.

10.2 It's important to note that the Living Wage Foundation is set each year by the National Living Foundation Trust. The Council have not been informed of any rate increase for 2019/20, however there may still be an increase. As part of budget setting for 2019/20 - 2021/22, annual staffing cost increases of between 3.31% and 3.5% have been built into the budget for Adults Services.

11. BACKGROUND PAPERS

11.1 *Ethical care charter as at*

<https://www.unison.org.uk/content/uploads/2013/11/On-line-Catalogue220142.pdf>

- 11.2 Skills for care Workforce Intelligence Document
<https://www.skillsforcare.org.uk/NMDS-SC-intelligence/Workforce-intelligence/Home.aspx>.

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