

Democratic Services

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Date: 9th March 2012

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To: All Members of the Early Years, Children and Youth Policy Development and Scrutiny Panel

Councillors: Sally Davis, Dine Romero, Liz Hardman, Mathew Blankley, David Veale and Ian Gilchrist

Co-opted Voting Members: David Williams, Mrs T Daly and Sanjeev Chaddha

Co-opted Non-Voting Members: Chris Batten, Peter Mountstephen and Dawn Harris

Cabinet Member for Early Years, Children, and Youth: Councillor Nathan Hartley

Chief Executive and other appropriate officers
Press and Public

Dear Member

Early Years, Children and Youth Policy Development and Scrutiny Panel: Monday, 19th March, 2012

You are invited to attend a meeting of the **Early Years, Children and Youth Policy Development and Scrutiny Panel**, to be held on **Monday, 19th March, 2012 at 4.30 pm** in the **Council Chamber - Guildhall, Bath.**

The agenda is set out overleaf.

Yours sincerely

Mark Durnford
for Chief Executive

If you need to access this agenda or any of the supporting reports in an alternative accessible format please contact Democratic Services or the relevant report author whose details are listed at the end of each report.

This Agenda and all accompanying reports are printed on recycled paper

NOTES:

- 1. Inspection of Papers:** Any person wishing to inspect minutes, reports, or a list of the background papers relating to any item on this Agenda should contact Mark Durnford who is available by telephoning Bath 01225 394458 or by calling at The Guildhall, Bath (during normal office hours).
- 2. Public Speaking at Meetings:** The Council has a scheme to encourage the public to make their views known at meetings. They may make a statement relevant to what the meeting has power to do. They may also present a petition or a deputation on behalf of a group. Advance notice is required not less than two full working days before the meeting (this means that for meetings held on Wednesdays notice must be received in Democratic Services by 4.30pm the previous Friday)

The public may also ask a question to which a written answer will be given. Questions must be submitted in writing to Democratic Services at least two full working days in advance of the meeting (this means that for meetings held on Wednesdays, notice must be received in Democratic Services by 4.30pm the previous Friday). If an answer cannot be prepared in time for the meeting it will be sent out within five days afterwards. Further details of the scheme can be obtained by contacting Mark Durnford as above.

- 3. Details of Decisions taken at this meeting** can be found in the minutes which will be published as soon as possible after the meeting, and also circulated with the agenda for the next meeting. In the meantime details can be obtained by contacting Mark Durnford as above.

Appendices to reports are available for inspection as follows:-

Public Access points - Riverside - Keynsham, Guildhall - Bath, Hollies - Midsomer Norton, and Bath Central, Keynsham and Midsomer Norton public libraries.

For Councillors and Officers papers may be inspected via Political Group Research Assistants and Group Rooms/Members' Rooms.

- 4. Attendance Register:** Members should sign the Register which will be circulated at the meeting.
- 5. THE APPENDED SUPPORTING DOCUMENTS ARE IDENTIFIED BY AGENDA ITEM NUMBER.**
- 6. Emergency Evacuation Procedure**

When the continuous alarm sounds, you must evacuate the building by one of the designated exits and proceed to the named assembly point. The designated exits are sign-posted.

Arrangements are in place for the safe evacuation of disabled people.

**Early Years, Children and Youth Policy Development and Scrutiny Panel - Monday, 19th
March, 2012**

at 4.30 pm in the Council Chamber - Guildhall, Bath

A G E N D A

1. WELCOME AND INTRODUCTIONS

2. EMERGENCY EVACUATION PROCEDURE

The Chair will draw attention to the emergency evacuation procedure as set out under Note 6.

3. APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

4. DECLARATIONS OF INTEREST UNDER THE LOCAL GOVERNMENT ACT 1972

Members who have an interest to declare are asked to:

- a) State the Item Number in which they have the interest
- b) The nature of the interest
- c) Whether the interest is personal, or personal and prejudicial

Any Member who is unsure about the above should seek advice from the Monitoring Officer prior to the meeting in order to expedite matters at the meeting itself.

5. TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

6. ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

Councillor Colin Barrett wishes to address the Panel in relation to agenda item 10 'Primary and Secondary School Organisation Plan 2011 - 2015'.

7. MINUTES - MONDAY 23RD JANUARY 2012 (Pages 7 - 14)

8. YOUTH DEMOCRACY & PARTICIPATION OVERVIEW

The Panel will receive a presentation on this item from the Strategic Planning Officer, Children's Health & Commissioning Service.

9. PREVENTING DRUG AND ALCOHOL MISUSE BY YOUNG PEOPLE (Pages 15 - 20)

10. PRIMARY AND SECONDARY SCHOOL ORGANISATION PLAN 2011-2015 (Pages 21 - 68)

The Council has a statutory duty to provide sufficient school places for every child resident in the Local Authority who requires a place. The Primary and Secondary School Organisation Plan 2011 – 2015 at Appendix 1 outlines the current level of primary and secondary provision in the Authority, detailed projected pupil numbers over the next four years up to admissions in September 2015 based on births and resident population data and outline pupil numbers up to 2026 as a consequence of the future planned housing development in the Authority. Estimates for the number of school places likely to be required as a result and how and where these might be provided are also included.

11. CHILD PROTECTION ACTIVITY AND PERFORMANCE (Pages 69 - 76)

Further to the Panel's discussion of the Local Safeguarding Children Board Annual Report 2010/11 and Work Programme for 2012/13, this report details progress in respect of the key indicators of child protection activity as reported in that Annual Report. The report details the position at the end of the third quarter of 2011/12.

12. OFSTED INSPECTION OF SAFEGUARDING AND LOOKED AFTER CHILDREN SERVICES (Pages 77 - 126)

This report details the process, contents, judgements and main findings from the Ofsted/Care Quality Commission's Inspection of Safeguarding and Looked After Children Services undertaken between 9th – 20th January 2012, and outlines how the Council's Children's Service and its partners will be responding to the inspection report's recommendations for areas for improvement.

13. SCHOOL PARTNERSHIPS (Pages 127 - 132)

This report provides an update on the dialogue between the Department and local schools, regarding future collaborative arrangements and the delivery of services.

14. CABINET MEMBER UPDATE

This item gives the Panel an opportunity to ask questions to the Cabinet Member and for him to update them on any current issues.

15. PEOPLE & COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The Panel will receive a verbal update on this item from the People and Communities Strategic Director.

16. PANEL WORKPLAN (Pages 133 - 140)

This report presents the latest Policy Development & Scrutiny Workplan for the Panel.

The Committee Administrator for this meeting is Mark Durnford who can be contacted on 01225 394458.

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BATH AND NORTH EAST SOMERSET COUNCIL

EARLY YEARS, CHILDREN AND YOUTH POLICY DEVELOPMENT AND SCRUTINY PANEL

Monday, 23rd January, 2012

Present:- Councillors: Sally Davis (Chair), Dine Romero (Vice-Chair), Liz Hardman, Mathew Blankley, David Veale, Ian Gilchrist and Douglas Nicol (In place of Sarah Bevan)

Cabinet Member for Early Years, Children & Youth: Councillor Nathan Hartley

Co-opted Voting Members:- David Williams, Mrs T Daly and Sanjeev Chaddha

Co-opted Non-voting Members:- Chris Batten and Peter Mountstephen

Also in attendance: Ashley Ayre (Strategic Director for People and Communities), Tony Parker (Divisional Director for Learning and Inclusion Service), Liz Price (Divisional Director for Children's Health Commissioning & Strategic Planning), Kevin Amos (Parent Support Services Manager), Mike Bowden (Acting Director for Service Development), Helen Hoynes (School Organisation Manager) and Mark Durnford (Democratic Services Officer)

50 WELCOME AND INTRODUCTIONS

The Chairman welcomed everyone to the meeting.

51 EMERGENCY EVACUATION PROCEDURE

The Chairman drew attention to the emergency evacuation procedure.

52 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

Councillor Sarah Bevan and Dawn Harris, Secondary School Representative had sent their apologies to the Panel. Councillor Douglas Nicol was in attendance as a substitute for Councillor Bevan.

53 DECLARATIONS OF INTEREST UNDER THE LOCAL GOVERNMENT ACT 1972

There were none.

54 TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

The Chairman announced that she had received a letter from Councillor Nathan Hartley, Cabinet Member for Early Years, Children & Youth in which he was asking the Panel to consider undertaking a review of Home to School Transport in order to

attempt to make some financial reductions as part of the 2013/14 budget setting process.

Councillor Dine Romero commented that the matter had last been properly addressed in 2006 prior to the implementation of some decisions in September 2007. She suggested that some analysis of those decisions was required initially.

The Chairman asked for opinions from the Panel on how they would like to proceed with this matter and suggested that a Task & Finish group could be set up.

Councillors Ian Gilchrist, Liz Hardman, David Veale and the Panel's Roman Catholic Diocese Co-opted Member, Mrs Tess Daly indicated that they would like to take part in such a group.

The Democratic Services Officer added that he would need to discuss the matter with his colleagues in the Policy Development & Scrutiny Projects Team as to how much capacity there would be to support such a task.

55 ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

There were none.

56 MINUTES - MONDAY 28TH NOVEMBER 2011

The Panel confirmed the minutes of the previous meeting as a true record and they were duly signed by the Chairman.

57 PEOPLE & COMMUNITIES, CHILDREN'S SERVICES - SERVICE ACTION PLAN

The People and Communities Strategic Director introduced this item to the Panel. He informed them of the six priorities within the Service Action Plan.

- Multi-agency delivery of the Children & Young People's Plan 2011-14
- People and Communities Department Restructure to integrate adult social care and community health service commissioning, housing, public health, children's services, employability and skills.
- To develop an integrated approach to the provision and commissioning of preventative services for those young people aged 11-19 who are most at risk.
- Improve provision for disaffected young people in schools and through our Specialist Behaviour Support Service.
- Further improve service for Young People in danger of becoming NEET (Not in Education, Employment or Training).
- Develop a supported programme of work placements, volunteering and work experience opportunities for Out of Work Benefit claimants.

Councillor Dine Romero asked if in future years an achievements section could be added to the plan.

The People and Communities Strategic Director replied yes.

Councillor Dine Romero asked how he saw the figures associated with NEETs as changing and would the Council be able to analyse the disappointment of young people given that the job market is getting smaller.

The People and Communities Strategic Director described this area of work as a real challenge. He hoped that they could build resilience within young people so that they would be able to take a knock and bounce back.

The Divisional Director for Learning and Inclusion added that the age for young people that must participate in education, employment or training was rising to 17 in 2013 and 18 in 2015.

Councillor Dine Romero asked how the Council will assess if all schools act the same way with regard to exclusions given the number of Secondary Schools that have become Academies.

The Divisional Director for Learning and Inclusion replied that exclusions are being monitored and that that work is on-going to put some preventative measures in place.

Councillor Ian Gilchrist asked for an explanation over the budget gap mentioned in section 3.5 of the report.

The People and Communities Strategic Director replied that a substantial amount of on-going revenue headroom had been identified to fund the gap that exists. He added that this would obviously form part of the decision making process at the Council's Budget meeting in February.

Councillor Dine Romero commented that she had concerns over the potential number of 19 year olds that could become NEETS and asked would the systems being put in place work.

The Divisional Director for Learning and Inclusion replied there was no guarantee we would be able to reduce NEETs to zero. He added that the challenge was to find the appropriate provision for them.

The People and Communities Strategic Director added that however difficult, the intervention must take place as soon as possible for the benefit of all parties.

Sanjeev Chaddha asked if there was historic data available to compare the numbers of NEET young people aged 16 -18 with the new figures that will be recorded as young people aged 16 -19.

The Divisional Director for Learning and Inclusion replied that good data was available and that this could be broken down into gender specific if required.

The Chairman summed up by explaining that the Resources Panel would now have an additional meeting in February prior to the meetings of Cabinet and Council when the budget will formally be agreed.

The Panel **RESOLVED** to approve the People & Communities, Children's Services - Service Action Plan as printed.

58 INTERIM ADMISSIONS REPORT

The School Organisation Manager introduced this item to the Panel. She explained that a higher transfer rate had been witnessed in 2011 and that resident population data was now being used as part of the process because it was more accurate than postcode data.

She informed the Panel that 15 additional places for Peasedown St John Primary School and 8 additional places at Bathampton Primary School had been agreed as part of general expansion plans of the two schools. She added that 30 additional places were being added to both Weston All Saints and Oldfield Park Infants solely for the admissions of September 2012.

She stated that lower levels of admissions were expected for 2013 but that they were likely to rise again in 2014/15. A detailed report is due to be submitted to the Panel in March 2012.

The Parent Support Services Manager reminded the Panel of some of the key dates involved in the admissions process.

15th January 2012 – Applications closed.

10th February 2012 – Schools receive details of all initial applications made for their school.

20th April 2012 – Parents receive application decision.

Peter Mountstephen asked what the potential scale of the 2014/15 bubble would be.

The School Organisation Manager replied that numbers would rise slightly in 2014 and that 2015 figures would be similar to 2011.

The Chairman thanked the officers for their attendance and welcomed the report the Panel were due to receive in March.

59 'SHAPE OF THINGS TO COME' UPDATE

The Acting Director for Service Development introduced this item to the Panel. He informed them that a series of conversations had taken place with schools and service managers on the future provision of services to schools and how they might be delivered. He added that some governor briefings on the matter took place in November and that a survey of schools had been carried out. A good response rate had been received and he was pleased with the quality of the responses. He wished

to highlight that it was not merely a tick box survey and that extended input was most welcome. He was also keen to state that the Council is not walking away from any provision. A proposal was now in place and had been submitted to the Headteacher's Conference last week and would be submitted to the Governor's meeting later this week.

This proposes that the Council commits to providing the broad range of current services for a minimum of two years and in those two years further analysis would take place on individual services. Some reciprocal commitment would be required from schools.

The Chairman on behalf of the Panel thanked him for the update.

60 FEEDBACK FROM HEADTEACHERS / CHAIR OF GOVERNOR CONFERENCE

Peter Mountstephen, the Panel's Primary School Representative introduced this item. He said that the conference had recognised that the Council had positioned itself in a very mature manner and that there was a strong sense of a partnership. He added that existing collaborative arrangements between schools were looked at and that it was noted that there was still a desire to work alongside each other and keep hold of the expertise available through the Council.

The Chairman on behalf of the Panel thanked him for the update and said she was looking forward to attending the Governor's meeting later in the week.

61 CABINET MEMBER UPDATE

Councillor Nathan Hartley, Cabinet Member for Early Years, Children & Youth addressed the Panel. He informed them that he was making good progress on the challenge he had been set to visit all schools within the Council by May 2012 and was finding the visits very informative. He added that it was also his intention to visit the Youth Hubs and Children's Centres.

Ofsted inspection: He met with the inspectors alongside Cllrs Hardman, Gerrish and Clarke to discuss corporate parenting.

NEET: He announced that a Quarterly Review Group had now been set up.

He informed the Panel that he had met with Alex Lupo, Bath Festivals and was pleased to hear that they were planning to expand and hold some events in Radstock.

Higher Education: He stated that a replacement for the role of Student Liaison Officer was being sought and that the position may become a Council employee with the hours being spread over five days.

Sexual Relationship education: He had written to the Secretary of State for Education to ask him to clarify the position on this matter in relation to the curriculum of Academies.

Headteacher's / Governor's Conference: He wished to thank all the officers concerned for their work and support to these two meetings.

School Meals: He had written to all schools to ask them to consider introducing a cashless payment system.

Youth Parliament: He informed the Panel that the elections for the Youth Parliament would take place on Thursday 2nd February 2012.

The Chairman thanked him for his update on behalf of the Panel.

62 PEOPLE & COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The People & Communities Strategic Director introduced this item to the Panel. He handed out a briefing sheet, a copy of which can be found on the Panel's Minute Book.

Departmental Re-design:

He informed them that work was continuing with the Institute for Public Care (IPC) and a series of staff briefing and engagement events were held in late November and early December. Further discussions are underway about the future structures required to deliver the broad range of functions now included within the People and Communities Department. A formal report will be brought to the March Panel meeting.

Social Care Lean Review and Re-design:

He stated that the pilot re-designed way of working had been expanded in order to fully test this with the full range of types of work which are referred into the Children's Social Care Service. There remains a considerable amount of work to do and the Safeguarding and Looked After Children (SLAC) inspection by Ofsted has been helpful in 'crystallising' some of the issues that we have to address.

The pilot will be extended until the end of summer 2012 to enable further testing and review prior to a decision to rollout the new system across the whole service.

Ofsted inspection of Safeguarding and Looked After Children's Services:

He informed the Panel that until the findings / judgements were verified formal feedback is embargoed.

He did however feel it appropriate to state that the process had been extremely challenging and rigorous. He added that it continued to be the case that there was a focus on procedural compliance and an unhelpful mixing of population 'outcome'

measures with service – ‘effectiveness’ measures. He envisaged that he would bring a full report to the March Panel.

Early Years and Extended Services:

The first 2 Ofsted Inspections of our Children’s Centres have taken place and both have been graded ‘good’ with outstanding features: St Martin’s Garden Children’s Centre and First Steps, Twerton.

Sanjeev Chaddha asked what the reason for the pilot extension was in relation to the Social Care Lean Review.

The People & Communities Strategic Director replied that it was to give further thought to the training, development and skill sets that will be required.

The Chairman on behalf of the Panel thanked him for the briefing.

63 PANEL WORKPLAN

The Chairman introduced this item to the Panel.

Councillor Dine Romero suggested that some feedback on the proposed Home to School Transport Review be pencilled in for the March meeting of the Panel.

The Panel agreed with this proposal.

The meeting ended at 6.20 pm

Chair(person)

Date Confirmed and Signed

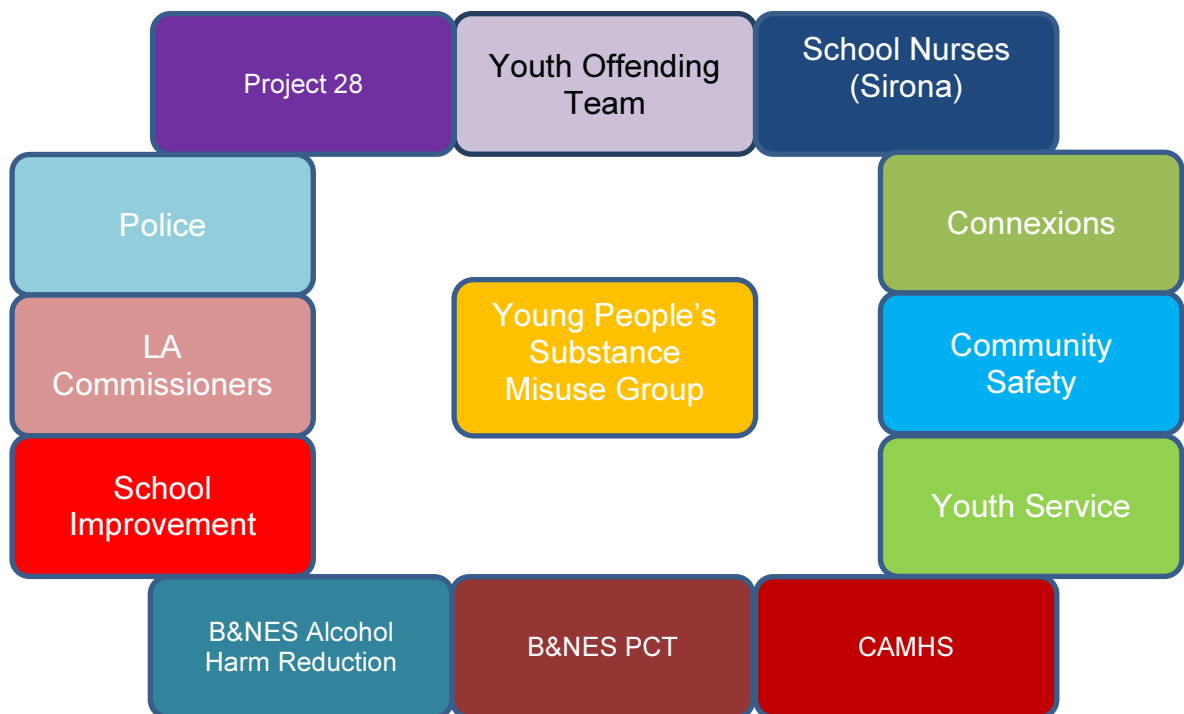
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Preventing Drug and Alcohol Misuse by Young People

**Kate Murphy PSHE & Drug Education Consultant
Liz Ball, Manager Project 28 (Young People’s Drug & Alcohol
Service)**

The Young People’s Substance Misuse Group



Aims of the Young People's Substance Misuse Group

- ❖ Raise the profile of substance misuse services for young people in B&NES
- ❖ Ensure that substance misuse issues and services are addressed / delivered / monitored in the Children and Young People's Plan
- ❖ Bring our influence to bear on local, regional, national and international debates, approaches and strategies around substance use & misuse
- ❖ Discuss local issues and priorities to inform our Needs Assessment, Service Delivery and Commissioning
- ❖ Influence the prevention agenda, ensuring that an effective early intervention strategy is in place
- ❖ Share information and good practice with other statutory and voluntary agencies
- ❖ Focus on education, harm reduction and treatment
- ❖ Keep informed on local and national strategies and initiatives and of new drugs on the scene
- ❖ Develop an understanding of the funding mechanisms for substance misuse work
- ❖ Encourage local partnerships, ensuring that both statutory and voluntary agencies have positive & effective working relationships, especially with Project 28
- ❖ Develop user-friendly methods of screening and referral
- ❖ Raise problematic issues and seek support from other agencies
- ❖ Promote positive media messages and news stories

What do we know about drug and alcohol use amongst young people in B&NES & the UK?

From the SHEU (School Health Education Unit) survey - 3500 Year 8s and 10s from 11 B&NES secondary schools (July 2011 - national statistics in brackets)

- **6%** (9%) of pupils smoked at least one cigarette in last 7 days
- **30%** (36%) had an alcoholic drink in the last week
- **4%** had taken some form of illegal drug in the last month (mainly cannabis)

From the British Crime Survey 2010/11 – National figures

- **17%** of 16 to 24 year olds used cannabis in the last year (*down from 27% in 2000*)
- **0.4%** of 16 to 24 year olds used heroin in the last year
- **2.1%** of 16 to 24 year olds used ketamine in the last year

Drug Education in the Curriculum

1. SCIENCE National Curriculum (Statutory)

Pupils should be taught:

Key Stage 1:

About the role of drugs as medicines

Key Stage 2:

About the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health

Key Stage 3:

That the abuse of alcohol, solvents, and other drugs affects health

Key Stage 4:

The effects of solvents, alcohol, tobacco and other drugs on body functions

2. PSHE Non Statutory Guidelines

Pupils should be taught:

Key Stage 1:

How to make simple choices that improve their health and wellbeing

That all household products, including medicines, can be harmful if not used properly

Key Stage 2:

Which commonly available substances and drugs are legal and illegal, their effects and risks

To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting

pressure to do wrong

School rules about health and safety, basic emergency aid procedures and where to get help.

Key Stage 3:

Basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs

To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel

To recognise when pressure from others threatens their personal safety and wellbeing, and to develop effective ways of resisting pressures, including knowing when and where to get help

Basic emergency aid procedures and where to get help and support

Key Stage 4:

To think about the alternatives and long and short term consequences when making decisions about personal health

To use assertiveness skills to resist unhelpful pressure

About the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make

To seek professional advice confidently and find information about health

What is Drug Education?

The development of knowledge, understanding and skills and exploration of attitudes and values which enable young people to be able to make informed decisions about their own and other people's use of drugs and to lead healthy lifestyles

Research (Coggans, Cohen and others)

- Drug Education is unlikely to **prevent** young people from experimenting with drugs (e.g alcohol)but good quality drug education can contribute to **decreasedharm / increased safety** for young people, their families and communities
- Shock / scare tactics are likely to be ineffective and may be counter-productive

Educational Approach

Pupils should :-

- develop a range of personal and social skills (e.g. self-esteem, managing risk, finding help and advice, focussing on other positive aspects of their lives)
- be able to make an informed decision about their own / other people's drug use.
- be encouraged to explore a range of attitudes, views, values
- be encouraged to challenge stereotypes
- be given accurate (normative) information to challenge myths (e.g about numbers of young people using drugs)

These aims are best delivered through a well-planned programme of Personal Social and Health Education (PSHE) and Healthy Schools Programme which link with the Every Child Matters outcomes of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

What support have we given schools / other settings?

- Training (150 teachers , pupils and other professionals been involved in our PSHE accredited training)
- Project 28 training and tailored training for schools
- Training in techniques to support on a one-to-one basis
- Resources , including Drugs and Stuff , Primary resources,
- Year10 Q& A sessions delivered by PSHE / Drug Education Consultant and police
- Year 9 Under the Influence sessions delivered by police
- Targeted Year 6 sessions according to need (from SHEU survey) delivered by PSHE / Drug Education Consultant
- Assist Programme (Smoking)

Project 28

- Brief up-date on the service
- What Project 28 does
- Where referrals come from
- Effective partnership working
- A couple of case studies

Agenda Item 10

Bath & North East Somerset Council

MEETING:	Early Years, Children and Youth Policy Development and Scrutiny Panel
MEETING DATE:	19th March 2012
TITLE:	Primary and Secondary School Organisation Plan 2011-2015
WARD:	ALL

AN OPEN PUBLIC ITEM

List of attachments to this report:

Appendix 1 Primary and Secondary School Organisation Plan 2011 – 2015 Including Longer Term Place Planning up to 2026

Appendix 2 Equalities Impact Assessment

THE ISSUE

1.1 The Council has a statutory duty to provide sufficient school places for every child resident in the Local Authority who requires a place. The Primary and Secondary School Organisation Plan 2011 – 2015 at Appendix 1 outlines the current level of primary and secondary provision in the Authority, detailed projected pupil numbers over the next four years up to admissions in September 2015 based on births and resident population data and outline pupil numbers up to 2026 as a consequence of the future planned housing development in the Authority. Estimates for the number of school places likely to be required as a result and how and where these might be provided are also included.

RECOMMENDATION

The Early Years, Children and Youth Policy, Development and Scrutiny Panel is asked to agree:

2.1 The proposed strategy for the provision of school places within the 2011 – 2015 plan period.

2.2 To note the proposed strategy for the provision of school places over the longer term up to 2026.

FINANCIAL IMPLICATIONS

3.1 Revenue funding for pupil places will be provided by the Department for Education (DfE) through the Dedicated Schools Grant (DSG) on a per pupil basis.

3.2 Where pupils generated from new housing developments cannot be accommodated within existing provision, contributions in the form of capital and where appropriate land, will be sought from developers in order to provide the necessary school places. The Council is expecting to receive significant

Developer Contributions in order to expand Castle Primary school as a result of the planned 'K2' housing development in South West Keynsham and also to expand Paulton Infant and Paulton Junior schools as a result of the planned housing development on the former Polestar Purnell site. Also in the form of a new primary school provided by the developer on the Crest Bath Western Riverside development site. This is in addition to smaller Developer Contributions for numerous smaller scale developments across the Authority where additional places are required.

- 3.3 The pupils generated as a result of the Crest Bath Western Riverside development will need to be accommodated between now and when the new on site primary school is provided in approximately 2022/2023. The potential capital implications for the Council are being considered.
- 3.4 The DfE currently allocate Basic Need capital funding to local authorities in order to provide additional school places where pupils are projected to exceed the number of places available and where the increase is occurring as a result of population growth other than from housing developments supported by Developer Contributions. The level of Basic Need Funding provided is calculated on the basis of the Local Authority pupil forecast data submitted to the DfE, which outlines the number of existing places in the Authority, the current number of pupils on roll and a projection of future pupil numbers expected, excluding any pupils supported by Developer Contributions.
- 3.5 Total funding of £2.9m has been received for Basic Need for years 2011-12 and 2012-13 for the provision of additional school places. This sum is expected to be fully committed against the Basic Need schemes that we are currently developing to ensure that the places projected to be required over this two year period can be provided. The DfE has not announced funding levels beyond this date.

THE REPORT

- 4.1 Appendix 1 to this report contains all the information that The Panel should require in order to be able to assess the proposed strategy. A summary of the key issues impacting on pupil place planning is set out below.
- 4.2 Despite significant recent changes to the provision of school places with some schools becoming Academies and the Local Authority moving to becoming a commissioner of school places rather than a direct provider via maintained Community schools, the Local Authority still retains the legal responsibility for pupil place planning in its area.
- 4.3 In general, existing secondary school provision is expected to be sufficient for future pupil numbers arising from underlying population growth and future house building. Secondary pupil numbers are expected to be lower over the next few years as the smaller numbers of pupils in the older year groups of primary school reach secondary school age and then to pick up again with admissions into Year 7 in 2018 onwards when the current younger primary age pupils who entered Reception in 2011 reach secondary school age.
- 4.4 However, should a future proposed new housing development in a particular area be projected to result in a shortfall of secondary school places, the Authority will seek contributions from developers to provide additional places. This is highly

likely to be delivered via the expansion of existing schools rather than by building new schools.

- 4.5 The future need for primary school places is expected to be affected by levels of underlying population growth coupled with pupils generated from new housing developments. The impact of this will vary from area to area across the Authority depending on where the population growth is taking place.
- 4.6 In some areas the impact is likely to be less severe and be felt more gradually as the number of places required will be fewer in number and will build up gradually and there will be more options available for delivery of any additional places that might be required, possibly via the expansion of existing local schools.
- 4.7 In other areas where growth is expected to be greater and faster and options for delivery of additional places is limited as existing local schools cannot be expanded because the sites they occupy are not large enough, the impact is likely to be much more pronounced and immediate, requiring additional places to be created early on and most likely via the provision of whole new schools which will require land to be provided.
- 4.8 The Authority will need to consider the timing of the delivery of any additional places that might be required, particularly where the need for places is created by more than a single development and where Developer Contributions might need to be pooled or where a Developer Contribution from a single development is received in several staged payments
- 4.9 It is likely that Developer Contributions could be received over an extended period of time which makes planning building work very challenging. Where additional places are required as a result of underlying population growth as well as new housing development, Basic Need funding could be combined with Developer Contributions where possible to achieve the most cost effective solution. However it will be a challenge to achieve this level of co-ordination whilst at the same time ensuring that the additional places are made available when required.
- 4.10 We cannot say what will happen to the population beyond the latest 2010-2011 births data – numbers could level off, fall dramatically or gradually or continue to rise steeply or gradually and therefore it is difficult to forecast how many places will be required beyond admissions into Reception in 2015 and into Year 7 in 2023. This is particularly challenging for primary school place planning, as one can only plan four years ahead with any degree of certainty.

RISK MANAGEMENT

- 5.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance. Significant risks identified are:
- 5.2 The Council has a statutory duty to provide sufficient school places and failure to ensure this will result in the Council being at risk of breaching its responsibility. This Plan sets out a strategy for delivery of sufficient school places in the right areas across the Authority.
- 5.3 The actual eventual need for places is less or greater than projected. Use of Primary and Secondary Planning Areas allows a good understanding of where

places are likely to be required as a result of population growth. An independent assessment of the place planning process has been undertaken to ensure forecasting is as accurate as possible. Where there are opportunities and within the limitations of the space and funding available, some additional extra places may be provided to give flexibility.

- 5.4 The pupils generated by the Crest housing development as part of Bath Western Riverside will require school places prior to the new primary school on the Crest site being delivered by the developer in approximately 2022/2023. An assessment of options for provision of additional places at suitable existing school(s) between now and when the new school is delivered and how this is to be funded is being undertaken.
- 5.5 Insufficient land available in the right area on which to build new school accommodation where existing school sites cannot sustain any further expansion and where new sites will need to be provided. Work to identify where sites will be required for new school provision and feed these requirements into Council's major infrastructure delivery plans to secure Developer Contributions.
- 5.6 New house building spread over a long period of time and therefore Developer Contributions received over an extended period will make the timing of the delivery of new school places challenging, particularly where land is also required. Need to plan the delivery of new school accommodation via stages and through phasing and via the pooling of Developer Contributions. Explore the possibility of combining Basic Need Funding with Developer Contributions where possible.
- 5.7 Available capital either through Basic Need funding or Developer Contributions not sufficient to cover cost of building work to provide additional accommodation. Planned building work delivered as cost effectively as possible through effective project planning including utilising existing accommodation where possible to make best use of available resources.

6 EQUALITIES

- 6.1 An Equalities Impact Assessment has been completed using corporate guidelines. No adverse or other significant issues were found. The report is attached at Appendix 2 to this report.

7 CONSULTATION

- 7.1 Ward Councillor; Cabinet Member; Policy, Development and Scrutiny Panel; Other B&NES Services; Stakeholders/Partners; Other Public Sector Bodies; Section 151 Finance Officer; Chief Executive; Monitoring Officer
- 7.2 A copy of the Appendix 1 report was sent to colleagues in School Improvement and School Advisers, Admissions and Transport, Education Finance and Asset Management, to the Catholic Diocese and the Church of England Diocese, all Local Councillors, the Cabinet Member for Early Years, Children and Youth, the Chair and Vice Chair of the Early Years, Children and Youth Policy, Development and Scrutiny Panel, the Section 151 Finance Officer, the Monitoring Officer and the Chief Executive for information and for comment.

8 ISSUES TO CONSIDER IN REACHING THE DECISION

8.1 Social Inclusion; Customer Focus; Property; Young People; Corporate; Impact on Staff; Other Legal Considerations

9 ADVICE SOUGHT

9.1 The Council's Monitoring Officer (Divisional Director – Legal and Democratic Services) and Section 151 Officer (Divisional Director - Finance) have had the opportunity to input to this report and have cleared it for publication.

Contact person	Helen Hoynes 01225 395169
Background papers	Bath and North East Somerset Draft Core Strategy
Please contact the report author if you need to access this report in an alternative format	

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Appendix 1

Bath and North East Somerset Council

Primary and Secondary School Organisation Plan 2011 – 2015

Including Longer Term Place Planning up to 2026

Contents	Page
Introduction	3
Summary Profile of Schools Within Bath and North East Somerset	3
Primary Pupil Projections by Planning Area for Admissions in 2012 - 2015	4
Primary Planning Areas Map	7
Bath North East and Bath North West Planning Areas	10
Bath South East and Bath South West Planning Areas	11
Central North, Central South and Timsbury Planning Areas	11
Chew Valley North and Whitchurch Planning Areas	12
Chew Valley South Planning Area	12
Keynsham Planning Area	13
Saltford Planning Area	13
Paulton Planning Area	13
Midsomer Norton Planning Area	14
Radstock Planning Area	14
Peasedown and Peasedown St. John Planning Areas	15
Update on Camerton C of E Primary	15
Secondary Pupil Projections by Catchment Area for Admissions in 2012 - 2015	16
Secondary Catchment Areas Map	18
Greater Bath Consortium Catchment Area	20
Broadlands Catchment Area	20
Wellsway Catchment Area	20
Chew Valley Catchment Area	21
Norton Hill Catchment Area	21
Somervale Catchment Area	21
Writhlington Catchment Area	22
Longer Term Place Planning up to 2026	22
Future Housing as Outlined in the Draft Core Strategy	22
School Place Requirements by Draft Core Strategy Area	23
Impact on Primary	23
Somer Valley Area – Midsomer Norton, Radstock, Paulton, and Peasedown St. John	23
Bath Area	24
Keynsham Area	25
Rural Area – the Remainder of the Authority	25
Impact on Secondary	25
Somer Valley Area – Midsomer Norton, Radstock, Paulton, and Peasedown St. John	25
Bath Area	26
Keynsham Area	26
Rural Area – the Remainder of the Authority	26
Conclusion	26
Glossary	28

Introduction

The provision of school places is going through a period of dramatic change. In line with current government strategy, rather than being direct providers of school places via Community schools, Local Authorities are moving to becoming commissioners of school places via a range of providers that include Academies, Free Schools, Studio Schools, Foundation schools, Trust schools, Voluntary Aided schools, Voluntary Controlled schools and Community schools.

Despite these changes, the Local Authority still retains the legal responsibility for pupil place planning within its area and has a statutory duty to provide sufficient school places for every child resident in the Local Authority who requires a place. In order to achieve this it can propose expansions to all categories of schools and commission the provision of new schools that will be run by the most appropriate body.

This plan outlines the current level of primary and secondary provision in the Authority, the projected pupil numbers based on births and resident population data over the next four years up to admissions in September 2015 in detail and in outline up to 2026 arising as a consequence of the future planned housing development expected to be delivered within this period in the Authority. The plan also gives estimates for the number of school places likely to be required in the various planning areas across the Authority as a result of projected pupil numbers. In some cases it also proposes specific solutions as to how and where these additional places might be provided.

Summary Profile of Schools Within Bath and North East Somerset

In Bath and North East Somerset there are a total of 62 primary infant and junior schools as follows:

- 28 Community schools
- 24 Voluntary Controlled Church of England schools
- 7 Voluntary Aided Church of England schools
- 2 Voluntary Aided Catholic schools
- 1 Church of England Academy
- (Including 4 Federations, each of 2 schools)

In Bath and North East Somerset there are a total of 13 secondary schools as follows:

- 7 Academies
- 2 Community schools (Both expected to become Academies in the near future)
- 2 Foundation schools
- 1 Voluntary Aided Catholic school
- 1 Voluntary Aided Church of England school
- (Including 1 Federation of 2 schools)
- 10 schools have sixth forms (The two Voluntary Aided schools plan to open a joint sixth for admissions into Year 12 in 2013)

9 schools are co-educational

2 schools are single sex boys (One of which will become co-educational in September 2012).
 2 schools are single sex girls (One of which will become co-educational in September 2012).

Primary Pupil Projections by Planning Area for Admissions in 2012 - 2015

The future need for primary school places is expected to be affected by underlying population growth coupled with pupils generated from new housing developments. The impact of this will vary from area to area across the Authority depending on where the population growth is taking place.

Some Basic Need funding is currently allocated by the Department for Education (DfE) to provide additional school places where there is growth in pupil numbers as a result of general underlying population growth that is not specifically linked to a particular housing development. The level of Basic Need funding provided will be on the basis of the data contained within the annual School Capacity Return submitted to the DfE, which outlines the number of existing places in the Authority, the current number of pupils on roll and a projection of future pupil numbers expected, excluding any pupils supported by Developer Contributions.

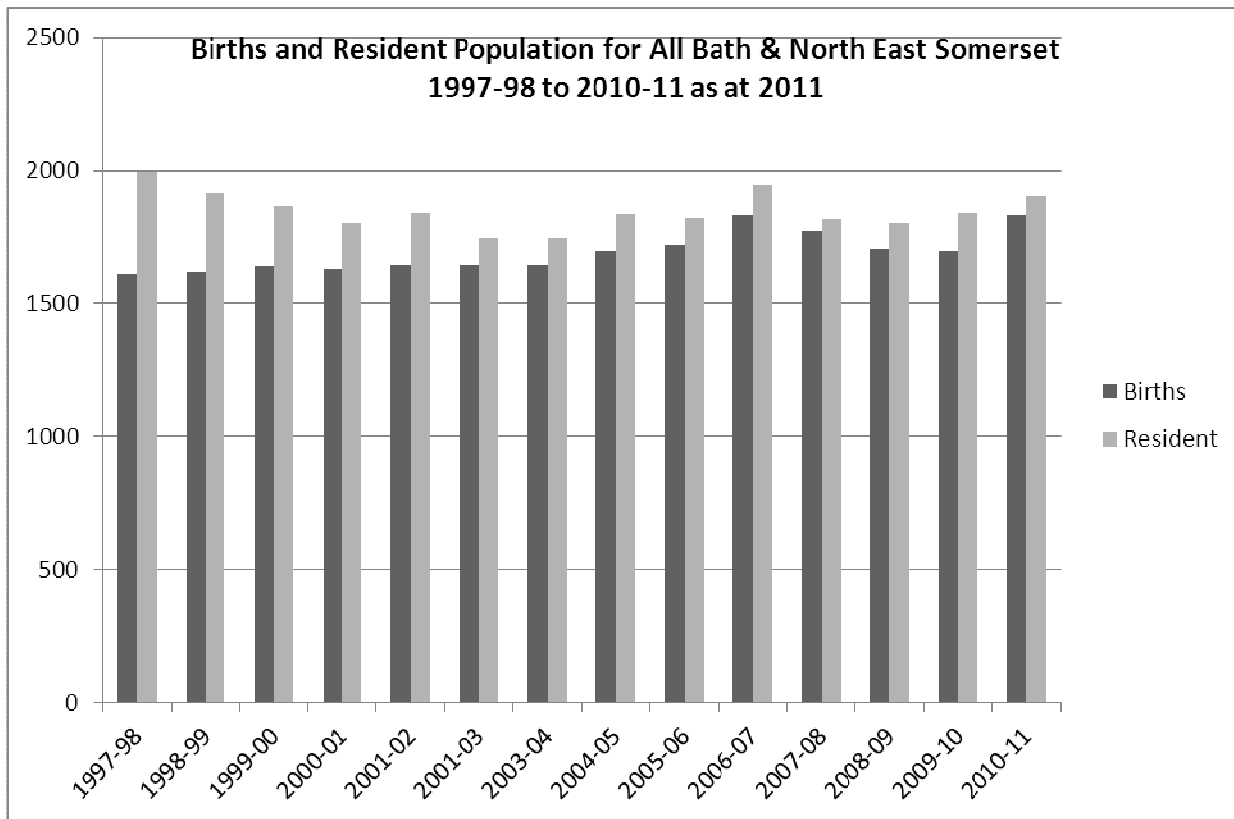
Developer Contributions are designed to mitigate any negative impacts of a new development in an area, where the additional housing might put pressure on local services. Where children generated by new housing developments cannot be accommodated in existing school provision, Developer Contributions will be sought from developers in order to allow the Authority to provide the additional school places necessary. This could be in the form of additional accommodation added to existing schools where this is possible or via the provision of whole new schools to serve the development. Developer Contributions could be in the form of capital to build the new accommodation and where necessary, land to build on.

The Local Authority liaises with the Health Authority to obtain accurate figures for births within the Authority for each academic year and also to obtain figures for the resident population of children. Resident population data is updated quarterly to reflect on going changes and movements in the population.

The table and chart below show the births and resident population data for 0 - 13 year olds by academic year as at September 2011 for all Bath and North East Somerset.

Resident Population and Births for 0 -13 Year Olds all Bath and North East Somerset as at September 2011

Age in 2011	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Year of Birth	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Year Enter YR	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Year Enter Y7	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total Resident	1997	1914	1863	1802	1842	1745	1744	1837	1820	1948	1815	1803	1841	1905
Total Births	1610	1620	1641	1628	1646	1644	1643	1696	1720	1832	1774	1704	1698	1830



The Authority also uses the figures contained in the Bath and North East Somerset Planning Obligations Supplementary Planning Document in order to calculate the number of children of each age group likely to be generated from new housing developments. The number of children generated from new housing developments will then be added to the number of children arising from births and underlying population growth.

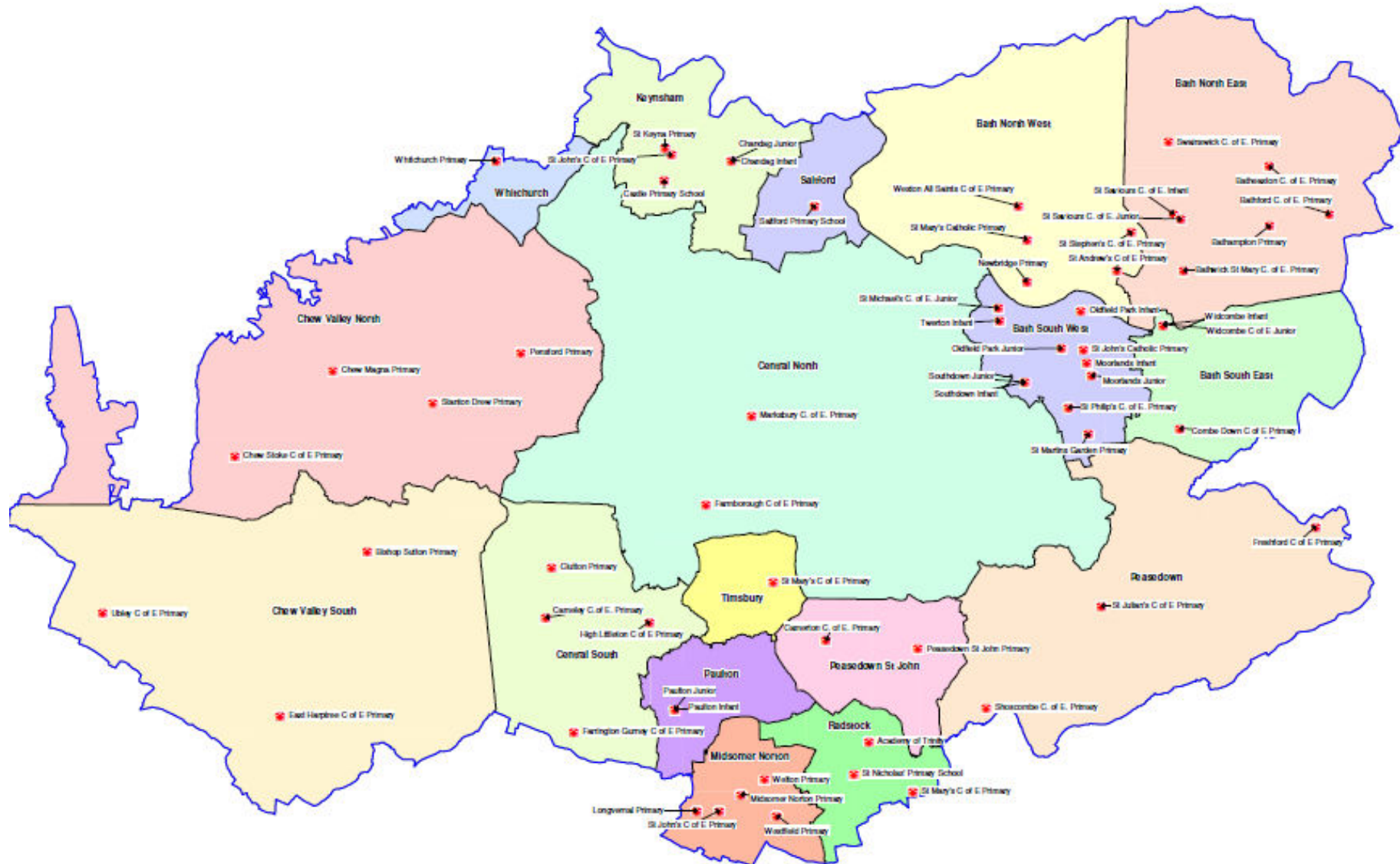
The Authority also makes an estimate of the percentage of 4 year olds that will take up a Reception (YR) place each year – the transfer rate - and how many Year 6 (Y6) children will enter secondary school in Year 7 (Y7) the following year.

As far as possible, school places should be distributed to meet current and projected needs and to ensure that sufficient school places are available reasonably close to the communities they serve. The Authority will seek to meet parental preferences as far as possible and to take this into account when planning school places. The limitations associated with some school sites means that it is not always possible to put additional school places precisely where they are required, however the best possible achievable option will always be pursued.

The Expected YR figure for 2011 is the number of Reception pupils anticipated by the Admissions and Transport team based on the offers that were made to parents. For the purposes of ensuring provision of sufficient places, where this figure is higher than the Actual YR figure (the number on roll as at the October School Census date), the Expected YR figure is a more appropriate figure to use for projections as this reflects the number of places that need to be available to allow the Authority to meet its statutory duty to provide a school place for every child that requests one, rather than the number that were actually taken up.

Where the Actual YR figure is higher than the Expected YR figure, the Actual YR figure has been used to calculate future projections.

Primary Planning Areas Map



For the purposes of primary school place planning, the Authority has been divided into seventeen areas. Each area has been designed to group the child population living within that area with the school places that could reasonably be said to serve that Planning area. Adjustments are then made to allow for some movements between Planning Areas where this is thought to be reasonable i.e. within a reasonable distance, reflecting current patterns of movements of pupils that live in one Planning Area and attend school in another etc. and in this report some of the individual Planning Areas have been grouped.

The challenges around primary school place planning are firstly to accurately estimate what the resident population of 4 year olds is likely to be in the future based on the births and current resident population data for each age group. Resident population figures change from year to year and generally increase compared to the births figure for that age group, although they can be lower. Increases can be irregular from year to year and vary for different year groups.

Secondly it is to project the percentage of those 4 year olds that will take up a YR place. The final factor is parental preference as parents do not always choose their nearest school. Estimates are based on the assumption that current patterns of take up of places will continue into the future. As the available population data only goes back as far as actual births, it is only possible to plan four years ahead with any degree of certainty.

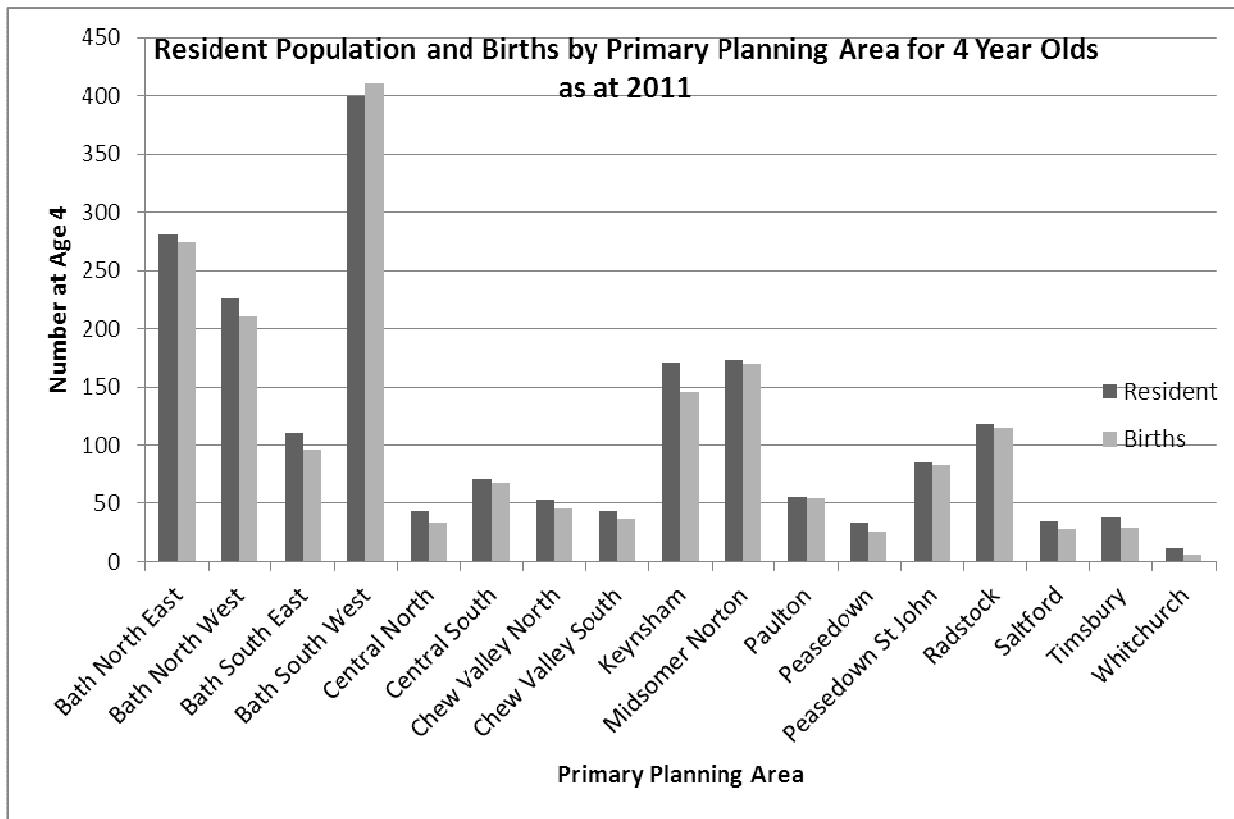
The table below shows births and resident population data as at September 2011 for 0 - 10 year olds by academic year grouped by Primary Planning Area.

Resident Population and Births by Primary Planning Area as at September 2011

	Age in 2011	10	9	8	7	6	5	4	3	2	1	0
	Year of Birth	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
	Year Enter YR	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
	Year Enter Y7	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Bath North East	Resident	228	262	236	246	258	236	281	258	214	268	273
	Births	218	225	238	229	244	252	274	265	231	240	274
Bath North West	Resident	208	201	202	202	208	241	226	245	206	225	216
	Births	203	191	197	215	187	209	210	248	190	209	209
Bath South East	Resident	110	111	91	102	102	96	110	94	83	77	75
	Births	82	81	79	67	87	78	96	80	76	71	76
Bath South West	Resident	349	355	372	358	401	367	400	378	418	406	428
	Births	360	383	370	379	393	371	411	396	423	383	413
Central North	Resident	47	50	52	37	42	46	43	39	38	34	32
	Births	30	46	44	29	38	39	34	35	36	32	29
Central South	Resident	77	59	52	67	78	74	71	77	61	66	58
	Births	67	45	54	54	67	70	68	69	54	63	55
Chew Valley North	Resident	48	45	46	35	41	36	53	34	44	36	51
	Births	29	28	33	22	33	32	46	30	35	32	42
Chew Valley South	Resident	43	44	40	43	38	40	43	36	33	35	29
	Births	31	31	32	32	26	35	37	42	32	34	30

Keynsham	Resident	180	165	158	151	159	162	171	160	171	156	193
	Births	136	122	130	140	149	144	146	138	144	133	181
Midsomer Norton	Resident	179	181	172	150	164	180	173	145	190	162	185
	Births	150	155	150	144	146	170	170	150	170	159	178
Paulton	Resident	61	66	63	70	66	71	55	63	80	68	73
	Births	58	62	68	55	61	56	54	46	70	65	68
Peasedown	Resident	30	38	18	23	24	17	34	16	18	18	18
	Births	18	31	19	22	20	17	26	12	14	9	15
Peasedown St John	Resident	70	92	83	86	89	107	85	98	85	100	89
	Births	93	103	95	95	95	98	83	99	78	96	86
Radstock	Resident	98	92	86	91	86	98	118	102	108	113	119
	Births	104	88	88	111	90	98	115	115	116	104	109
Saltford	Resident	43	41	36	39	42	23	35	32	24	37	26
	Births	24	19	26	18	30	11	28	24	19	33	26
Timsbury	Resident	22	29	21	34	34	18	38	27	17	30	30
	Births	17	24	22	26	27	33	29	25	17	27	26
Whitchurch	Resident	10	12	16	9	5	8	12	10	11	9	11
	Births	8	12	0	5	4	6	6	0	0	9	13

The chart below shows births and resident population data as at September 2011 for children aged 4 in the 2011-2012 academic year grouped by Primary Planning Area.



The following figures show the estimated YR intakes for 2012 – 2015.

Bath North East and Bath North West Planning Areas

432 Reception Places (including 8 more at Bathampton)

Schools:

22 Bathampton Primary, 30 Batheaston C of E Primary, 30 Bathford C of E Primary, 30 Bathwick St. Mary C of E Primary, 60 Newbridge Primary, 30 St. Andrews C of E Primary, 30 St. Mary’s Catholic Primary, 60 St. Saviour’s C of E Infant (and 60 St. Saviour’s C of E Junior), 60 St. Stephen’s C of E Primary, 12 Swainswick Primary, 60 Weston All Saints C of E Primary.

2010 – births 461. Resident population when age 4 = 439. Actual YR = 421.

2011 – births 484. Resident population current age 4 = 507. Expected YR = 479.

Actual YR = 469.

2012 – births 513. Resident population current age 3 = 503. Estimated YR = 478.

Approximately additional 46 places needed – expected unmet demand in Newbridge and Kingsmead wards. 30 additional places added at Weston All Saints and 30 at Oldfield Park Infants for admissions in 2012 only.

2013 – births 421. Resident population current age 2 = 420. Estimated YR = 404.

2014 – births 449. Resident population current age 1 = 493. Estimated YR = 477.

An additional 45 places needed approximately – expected unmet demand in Weston and Kingsmead wards.

2015 – births 483. Resident population current age 0 = 489. Estimated YR = 478.

An additional 46 places needed approximately – expected unmet demand in Lansdown, Kingsmead, Abbey and Walcot wards.

The Local Authority is currently investigating how best to provide the additional places projected to be required in north Bath for admissions into Year R in 2014 and also in 2015. The possibility of adding accommodation to Weston All Saints C of E Primary school to add 30 places for 2014 and also for 2015 has been raised with the school. The agreement of the Governing Body will be required before a final decision can be made and discussions with the school are on-going. Some further places are projected to be required in addition to this - 15 for admissions in 2014 and 16 in 2015 - and the Authority is currently investigating the best way to deliver these places at another school or schools in the area.

Bath South East and Bath South West Planning Areas

471 Reception Places

Schools:

56 Combe Down C of E Primary, 60 Moorlands Infant (and 64 Moorlands Junior), 60 Oldfield Park Infant (and 64 Oldfield Park Junior), 40 St. Philip's C of E Primary, 45 Southdown Infant (and 45 Southdown Junior), 45 St. Martin's Garden Primary, 45 St. John's Catholic Primary, 60 Twerton Infant (and 60 St. Michael's C of E Junior), 60 Widcombe Infant (and 60 Widcombe C of E Junior).

Moorlands Infant and Moorlands Junior are federated

2010 – births 449. Resident population when age 4 = 432.	Actual YR = 417.
2011 – births 507. Resident population current age 4 = 510.	Expected YR = 461.
	Actual YR = 454.
2012 – births 476. Resident population current age 3 = 472	Estimated YR = 430.
2013 – births 499. Resident population current age 2 = 501.	Estimated YR = 460.
2014 – births 454. Resident population current age 1 = 483.	Estimated YR = 448.
2015 – births 489. Resident population current age 0 = 503.	Estimated YR = 471.

There could be a possible localised unmet demand in Twerton, Westmoreland and Southdown wards even though there are projected to be sufficient places in the area as a whole – a shortfall of approximately 17 places.

Plus pupils from the Crest development in Bath Western Riverside. Phase 1 = approximately 7 pupils per year group (pyg) and Phase 2 = 21 pyg once all dwellings are completed and occupied. Building commenced in mid 2011 with the first 322 dwellings which are expected to generate approximately 21 pupils = 3 pyg up to January 2014. A new 210 place on site school is planned for the Crest development site but based on the current build programme this is not expected to be provided by the developer until approximately 2022/2023. School places will be required between now and when the new school is delivered and the Authority is currently investigating how and where these pupils can be accommodated. This will be challenging as a school with a large enough site as close as possible to the development will be required and capital funding will also need to be identified.

Central North, Central South and Timsbury Planning Areas

145 Reception Places

Schools:

20 Cameley C of E Primary, 25 Clutton Primary, 20 Farmborough C of E Primary, 15 Farrington Gurney C of E Primary, 20 High Littleton C of E Primary, 15 Marksbury C of E Primary, 30 St. Mary's C of E Primary (Timsbury).

Farrington Gurney C of E Primary is federated with St. Mary's C of E Primary (Writhlington)

2010 – births 142. Resident population when age 4 = 133.	Actual YR = 120.
2011 – births 131. Resident population current age 4 = 152.	Expected YR = 126.
	Actual YR = 124.
2012 – births 129. Resident population current age 3 = 143.	Estimated YR = 123.
2013 – births 107. Resident population current age 2 = 116.	Estimated YR = 100.
2014 – births 122. Resident population current age 1 = 130.	Estimated YR = 120.
There could be a possible localised unmet demand in High Littleton even though there are projected to be sufficient places in the area as a whole – a shortfall of approximately 5 places.	
2015 – births 110. Resident population current age 0 = 120.	Estimated YR = 116.

A number of smaller developments in Clutton are expected to collectively generate approximately 23 pupils in total = 3 pyg requiring additional places in some year groups. Appropriate contributions are being sought from the developers to ensure there are sufficient places at Clutton Primary.

Chew Valley North and Whitchurch Planning Areas

95 Reception Places

Schools:

15 Chew Magna Primary, 25 Chew Stoke C of E Primary, 15 Pensford Primary, 10 Stanton Drew Primary, 30 Whitchurch Primary.

Stanton Drew Primary is federated with Bishop Sutton Primary

2010 – births 38. Resident population when age 4 = 41.	Actual YR = 81.
2011 – births 52. Resident population current age 4 = 65.	Expected YR = 85.
	Actual YR = 86.
2012 – births 30. Resident population current age 3 = 44.	Estimated YR = 61.
2013 – births 35. Resident population current age 2 = 48.	Estimated YR = 69.
2014 – births 41. Resident population current age 1 = 45.	Estimated YR = 67.
2015 – births 55. Resident population current age 0 = 62.	Estimated YR = 92.

Future demand is expected to be met by current school provision in this area.

Chew Valley South Planning Area

48 Reception Places (including 2 more at East Harptree)

Schools:

21 Bishop Sutton Primary, 15 East Harptree C of E Primary, 12 Ubley C of E Primary, Bishop Sutton Primary is federated with Stanton Drew Primary.

2010 – births 35. Resident population when age 4 = 39.	Actual YR = 36.
2011 – births 37. Resident population current age 4 = 43.	Expected YR = 50.
	Actual YR = 47.
2012 – births 42. Resident population current age 3 = 36.	Estimated YR = 44.
2013 – births 32. Resident population current age 2 = 33.	Estimated YR = 43.
2014 – births 34. Resident population current age 1 = 35.	Estimated YR = 47.
2015 – births 30. Resident population current age 0 = 29.	Estimated YR = 43.

Future demand is expected to be met by current school provision in this area.

Keynsham Planning Area

150 Reception Places

Schools:

30 Castle Primary, 60 Chandag Infant (and 68 Chandag Junior), 30 St. John's C of E Primary (Keynsham), 30 St. Keyna Primary.

2010 – births 144. Resident population when age 4 = 157. Actual YR = 147.

2011 – births 146. Resident population current age 4 = 171. Expected YR = 162.

Actual YR = 158.

2012 – births 138. Resident population current age 3 = 160. Estimated YR = 155.

Additional 5 places approximately needed. St. Keyna Primary school has agreed to breach if necessary and admit more pupils.

2013 – births 144. Resident population current age 2 = 171. Estimated YR = 168.

An additional 18 places approximately needed.

2014 – births 133. Resident population current age 1 = 156. Estimated YR = 157.

Additional 7 places approximately needed. Plus possibly 5 from Saltford.

2015 – births 181. Resident population current age 0 = 193. Estimated YR = 195.

Additional 45 places approximately needed.

Plus pupils from the Taylor Wimpey part of the K2 development = approximately 10 pyg once all dwellings completed and occupied. Building has not yet commenced. A contribution has been sought from the developer to add places. Also approximately the same number of pupils will be generated by the second half of the K2 development and a contribution will be sought from developer to add places. The expansion of Castle Primary school has been raised with the Governing Body. A possible one-off bulge class of children at St. John's C of E Primary school for admissions in 2015 only has been discussed with the school but no final decisions have been taken.

Saltford Planning Area

60 Reception Places

Schools:

60 Saltford C of E Primary.

2010 – births 11. Resident population when age 4 = 24. Actual YR = 50.

2011 – births 28. Resident population current age 4 = 35. Expected YR = 53.

Actual YR = 51.

2012 – births 24. Resident population current age 3 = 32. Estimated YR = 51.

2013 – births 19. Resident population current age 2 = 24. Estimated YR = 42.

2014 – births 33. Resident population current age 1 = 37. Estimated YR = 65.

An additional 5 places approximately may be needed.

2015 – births 26. Resident population current age 0 = 26. Estimated YR = 51.

Paulton Planning Area

60 Reception Places

Schools:

Paulton Infant (and 60 Paulton Junior).

2010 – births 56. Resident population when age 4 = 66.	Actual YR =	59.
2011 – births 54. Resident population current age 4 = 55.	Expected YR =	57.
	Actual YR =	56.
2012 – births 46. Resident population current age 3 = 63.	Estimated YR = 68-8 =	60.
2013 – births 70. Resident population current age 2 = 80. An additional 19 places approximately needed.	Estimated YR = 87-8 =	79.
2014 – births 65. Resident population current age 1 = 68. An additional 9 places approximately needed.	Estimated YR = 77-8 =	69.
2015 – births 68. Resident population current age 0 = 73. An additional 16 places approximately needed.	Estimated YR = 84-8 =	76.

Plus pupils from the Polestar development = approximately 12/13 pyg once all dwellings completed and occupied. Building commenced in mid 2011 and the developer is building in small lots. Contribution has been sought from the developer to add places at Paulton Infant and Paulton Junior. The Barratts development finished recently. No Developer Contribution for this development. The expansion of Paulton Infant school has been raised with the Governing Body. Also with the Governing Body of Paulton Junior school.

Midsomer Norton Planning Area

213 Reception Places

Schools:

20 Longvernal Primary, 45 Midsomer Norton Primary, 60 St. John's C of E Primary (Midsomer Norton), 28 Welton Primary, 60 Westfield Primary.

2010 – births 187. Resident population when age 4 = 175	Actual YR =	181.
2011 – births 185. Resident population current age 4 = 173	Expected YR =	177.
	Actual YR =	181.
2012 – births 175. Resident population current age 3 = 145.	Estimated YR = 155+8 =	163.
2013 – births 189. Resident population current age 2 = 190. An additional 1 place approximately may be needed	Estimated YR = 206+8 =	214.
2014 – births 188. Resident population current age 1 = 162.	Estimated YR = 179+8 =	187.
2015 – births 208. Resident population current age 0 = 185. An additional 2 places approximately expected to be needed.	Estimated YR = 207+8 =	215.

The above figures include 8 Midsomer Norton resident pupils from 2012 onwards who might previously have gone to Paulton Infants if Paulton Infant is at capacity with pupils who are resident in Paulton.

Plus pupils from the Cautletts Close development = approximately 5 pyg and pupils from the Alcan development = approximately 7 pyg once all dwellings completed and occupied. Building has not yet commenced on either of these developments. A partial contribution is being sought from the Alcan developer to provide additional places in the area.

Radstock Planning Area

90 Reception Places

Schools:

30 Academy of Trinity, 20 St. Mary's C of E Primary (Writhlington), 40 St. Nicholas' C of E Primary.

St. Mary's C of E Primary (Writhlington) is federated with Farrington Gurney C of E Primary

2010 – births	98.	Resident population when age 4 =	95.	Actual YR =	69.
2011 – births	115.	Resident population current age 4 =	118.	Expected YR =	87.
				Actual YR =	85.
2012 – births	115.	Resident population current age 3 =	102.	Estimated YR =	78.
2013 – births	116.	Resident population current age 2 =	108.	Estimated YR =	84.
2014 – births	104.	Resident population current age 1 =	113.	Estimated YR =	90.
2015 – births	109.	Resident population current age 0 =	119.	Estimated YR =	97.

An additional 7 places approximately expected to be needed.

Peasedown and Peasedown St. John Planning Areas**138 Reception Places (including 15 more at Peasedown St. John)****Schools:**

10 Camerton C of E Primary, 20 Freshford C of E Primary, 75 Peasedown St. John Primary, 17 Shoscombe C of E Primary, 16 St. Julian's C of E Primary.

St. Julian's C of E Primary is federated (soft) with Camerton C of E Primary

2010 – births	115.	Resident population when age 4 =	117.	Actual YR =	131.
2011 – births	109.	Resident population current age 4 =	119.	Expected YR =	130.
				Actual YR =	127.
2012 – births	111.	Resident population current age 3 =	114.	Estimated YR =	127.
2013 – births	92.	Resident population current age 2 =	103.	Estimated YR =	119.
2014 – births	105.	Resident population current age 1 =	118.	Estimated YR =	138.
2015 – births	101.	Resident population current age 0 =	107.	Estimated YR =	130.

Plus pupils from the Wellow Lane/Braysdown Lane development = approximately 3 pyg once all dwellings completed and occupied. Building commenced in late 2011. A partial contribution has been secured from the developer to go to Peasedown St. John primary school to add some capacity to the school to accommodate the pupils generated.

Update on Camerton C of E Primary

Pupil numbers at Camerton C of E Primary school have been very low for a number of years and are currently as follows: YR 9, Y1 5, Y2 1, Y3 1, Y4 2, Y5, 3, Y6 2

As can be seen, in 2011 the school admitted 9 pupils into Reception. This improvement in the number of pupils on roll is expected to continue and projections indicate that Reception intake and therefore total numbers at the school should continue to increase over the next four years.

There is a general presumption against the closure of small rural schools and these will be maintained where at all possible in order to meet local community needs. A popular and successful pre-school operates from the school site and the school has also federated with

St. Julian's C of E Primary school in order to raise standards and make budget savings. The two schools share expertise and an Executive Headteacher.

Due to the very low numbers of pupils currently in Key Stage 2 (KS2) at Camerton, the two schools have put in place a temporary trial arrangement whereby the KS2 pupils from Camerton attend St. Julian's for their education whilst still remaining on the roll of Camerton. This arrangement will allow more time for numbers to build up in KS2 as larger numbers of children come into YR in the future, whilst maintaining educational standards for the existing pupils in the school.

Secondary Pupil Projections by Catchment Area for Admissions in 2012 – 2015

The growing primary age population is first anticipated to reach Year 7 of secondary school in the 2018/19 academic year, resulting in a marked increase in secondary school age pupils at this time, particularly in Bath. However, there are still projected to be sufficient secondary school places available.

In general, existing secondary school provision is expected to be sufficient for future pupil numbers arising from underlying population growth and future house building. The most significant increases in pupil numbers as a result of new housing development are expected to be in the Broadlands Catchment Area as a result of the K2 development and the Somerdale factory site development, the Somervale Catchment Area as a result of the Polestar development and in the Greater Bath Consortium Catchment Area as a result of the Crest development and other major developments planned for Bath.

Generally speaking secondary pupil numbers are expected to be lower over the next few years as the smaller numbers of primary pupils seen in the past reach secondary school age. Pupil numbers are then expected to pick up again for admissions into Year 7 in 2018 when the current primary pupils who entered Reception in 2011 reach secondary school age and generally to remain higher from that point onwards.

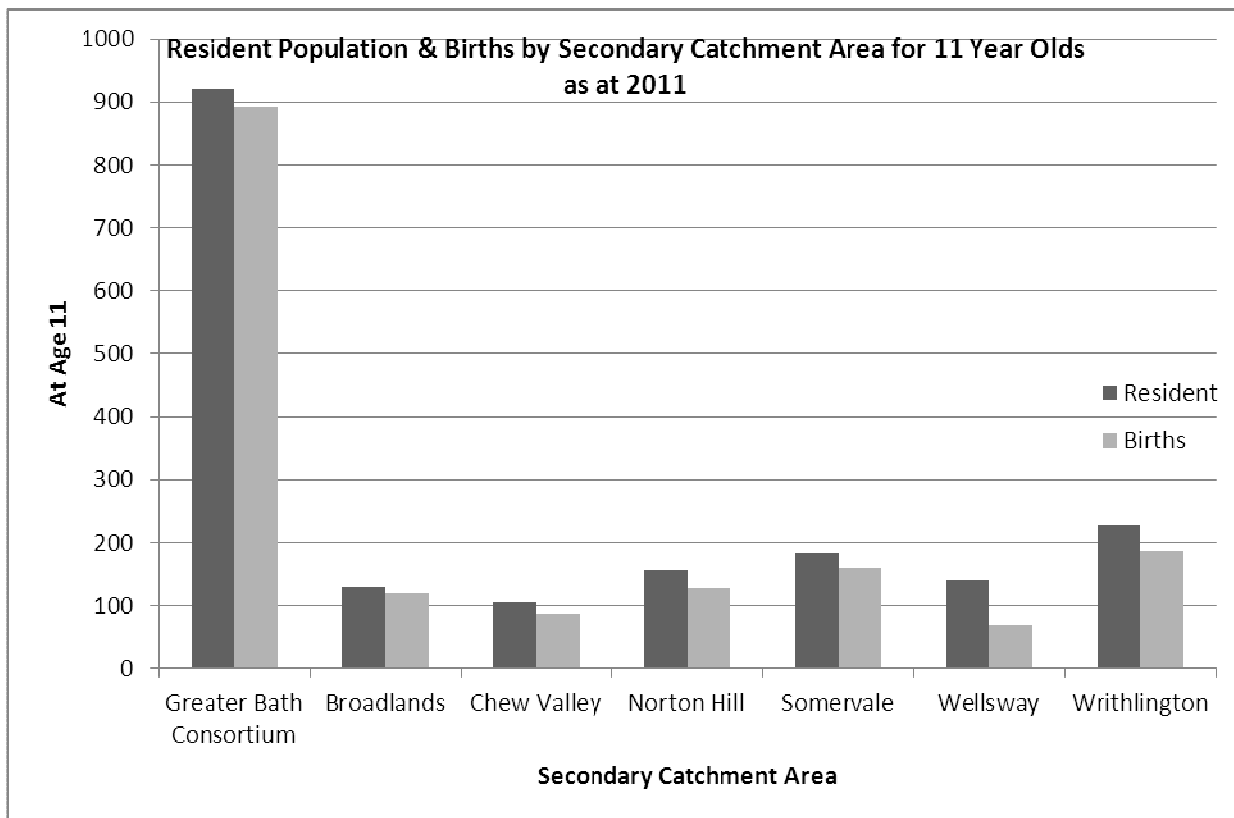
The table below shows births and resident population data as at September 2011 for 0 - 11 year olds by academic year grouped by Secondary Catchment Area.

Resident Population and Births by Secondary Catchment Area as at September 2011

	Age in 2011	11	10	9	8	7	6	5	4	3	2	1	0
	Academic Year	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
	Year Enter YR	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
	Year Enter Y7	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Greater Bath Consortium	Resident	921	920	961	921	928	993	957	1045	995	939	993	1008
	Births	892	878	909	903	907	932	926	1013	1005	936	913	989
Broadlands	Resident	130	129	119	125	110	121	122	144	132	142	124	164
	Births	120	111	105	108	109	117	115	125	105	119	104	160
Chew Valley	Resident	106	110	96	97	89	98	95	106	86	89	82	90
	Births	86	72	66	75	64	78	84	93	85	77	75	80

Norton Hill	Resident	157	153	147	132	146	143	145	145	138	139	156	148
	Births	128	138	124	125	135	122	131	135	144	127	152	149
Somervale	Resident	182	173	179	167	159	168	192	167	161	205	168	196
	Births	161	151	160	160	144	156	176	166	135	182	163	179
Wellsway	Resident	140	133	127	114	111	106	97	101	93	85	96	82
	Births	69	77	73	71	71	85	66	76	77	63	88	74
Writhlington	Resident	227	184	212	188	201	208	212	240	212	203	222	217
	Births	186	202	209	201	214	207	221	224	222	200	204	199

The chart below shows births and resident population data as at September 2011 for children aged 11 in the 2011-2012 academic year grouped by Secondary Catchment Area.



Secondary Catchment Areas Map



For the purposes of secondary school place planning, the Authority has been divided into seven areas which relate to the seven secondary school Catchment areas, also called Areas of Prime Responsibility, within the Authority. An assessment is made of the number of pupils on roll at the primary schools within each Catchment Area in each age group in order to estimate the likely future Year 7 pupil numbers and this is compared to the number of places available.

The Catchment Areas for Chew Valley and Writhlington schools extend beyond the boundary of Bath and North East Somerset into the neighbouring Authorities of North Somerset and Somerset respectively. Children living within this part of the Catchment Area are considered on the same level of priority as children living within the Bath and North East Somerset part of the Catchment Area for that school.

The Catchment Area for St. Gregory's Catholic College extends beyond the boundaries of the Greater Bath Consortium Catchment Area, primarily to the north, east and south of the Authority as it serves designated Catholic parishes in North West Wiltshire and the north of the County of Somerset and well as Bath and North East Somerset.

The Authority is a net importer of pupils with many pupils travelling into the Authority from neighbouring Authorities. This creates challenges when planning secondary school places as these patterns can change. External factors such as the popularity of schools in neighbouring Authorities can affect the number of pupils that come into Bath and North East Somerset, as can changes to the schools in this Authority such as single sex schools becoming co-educational.

Some schools currently admit a significant number of pupils from outside of their Catchment Area and outside of the Authority, notably Chew Valley, Writhlington, Broadlands and Oldfield. Within the Authority, Norton Hill admits a significant number of pupils from the Somervale Catchment Area and Chew Valley and Wellsway from the Broadlands Catchment Area. Numbers at these schools are significantly enhanced by these movements of pupils.

If pupil numbers in the Catchment Areas for these schools were to increase in future as a result of underlying population growth and/or new housing development, these out of catchment pupils could be displaced in favour of the children resident in the Catchment Area.

The following estimated Year 7 (Y7) intake figures for 2012 – 2015 have been calculated using an average of the transfer rates of the Year 6 (Y6) pupils on the roll of the primary schools within each of the Secondary Catchment Areas going into Y7 the following year for the last three years. Adjustments have then been made to some of the figures to reflect current patterns of parental preference and take up of places. The estimates are based on the assumption that these current patterns will continue into the future.

The figures also include pupils who currently travel into the Authority from outside of the individual school Catchment Areas and again are based on the assumption that this current pattern continues at this level. Also, popular schools will attract additional pupils from outside of their Catchment Area should less places be required by children living within the Catchment Area because the population there has fallen.

Greater Bath Consortium Catchment Area

1,096 Year 7 Places

Schools:

162 Beechen Cliff School, 120 Culverhay School, 180 Hayesfield Girls' School, 192 Oldfield School, 180 Ralph Allen School, 160 St. Gregory's Catholic College, 102 St. Marks C of E School.

St. Gregory's Catholic College is federated with St. Mark's C of E School

2010 – 2008 Y6 = 822. 2009 Y7 Actual = 937.

2010 – 2009 Y6 = 791. 2010 Y7 Actual = 916.

2011 – 2010 Y6 = 766. 2011 Y7 Actual = 878.

2012 – 2011 Y6 = 768. 2012 Y7 Estimated = 881.

2013 – 2011 Y5 = 809. 2013 Y7 Estimated = 928.

2014 – 2011 Y4 = 817. 2014 Y7 Estimated = 937.

2015 – 2011 Y3 = 827. 2015 Y7 Estimated = 948.

Plus pupils from the Crest development = approx. 10 pyg once all of the dwellings are completed and occupied.

Broadlands Catchment Area

217 Year 7 Places

School:

Broadlands School.

2010 – 2008 Y6 = 128. 2009 Y7 Actual = 155.

2010 – 2009 Y6 = 124. 2010 Y7 Actual = 95.

2011 – 2010 Y6 = 118. 2011 Y7 Actual = 106.

2012 – 2011 Y6 = 115. 2012 Y7 Estimated = 110.

2013 – 2011 Y5 = 104. 2013 Y7 Estimated = 100 – 5 = 95.

2014 – 2011 Y4 = 110. 2014 Y7 Estimated = 105.

2015 – 2011 Y3 = 109. 2015 Y7 Estimated = 104 – 13 = 91.

Plus pupils from both parts of the K2 development = approx. 14 pyg once all of the dwellings are completed and occupied.

Wellsway Catchment Area

210 Year 7 Places

School:

Wellsway School.

2010 – 2008 Y6 = 134. 2009 Y7 Actual = 212.

2010 – 2009 Y6 = 131. 2010 Y7 Actual = 214.

2011 – 2010 Y6 = 130. 2011 Y7 Actual = 201.

2012 – 2011 Y6 = 135. 2012 Y7 Estimated = 214.

2013 – 2011 Y5 = 123. 2013 Y7 Estimated = 195 + 5 = 200.

2014 – 2011 Y4 = 135. 2014 Y7 Estimated = 214.

2015 – 2011 Y3 = 117. 2015 Y7 Estimated = 186 + 13 = 199.

Chew Valley Catchment Area

197 Year 7 Places

School:

Chew Valley School.

2010 – 2008 Y6 = 155. 2009 Y7 Actual = 199.
2010 – 2008 Y6 = 122. 2010 Y7 Actual = 194.
2011 – 2010 Y6 = 102. 2011 Y7 Actual = 194.
2012 – 2011 Y6 = 120. 2012 Y7 Estimated = 191.
2013 – 2011 Y5 = 102. 2013 Y7 Estimated = 162 + 20 = 182
2014 – 2011 Y4 = 120. 2014 Y7 Estimated = 191.
2015 – 2011 Y3 = 104. 2015 Y7 Estimated = 165 + 20 = 185.

Norton Hill Catchment Area

247 Year 7 Places

School:

Norton Hill School.

2010 – 2008 Y6 = 116. 2009 Y7 Actual = 263.
2010 – 2009 Y6 = 116. 2010 Y7 Actual = 256.
2011 – 2010 Y6 = 108. 2011 Y7 Actual = 253.
2012 – 2011 Y6 = 116. 2012 Y7 Estimated = 263.
2013 – 2011 Y5 = 124. 2013 Y7 Estimated = 282 – 20 = 262.
2014 – 2011 Y4 = 98. 2014 Y7 Estimated = 222.
2015 – 2011 Y3 = 105. 2015 Y7 Estimated = 238

Plus pupils from the Alcan development = approx. 5 pyg once all of the dwellings are completed and occupied.

Somervale Catchment Area

141 Year 7 Places

School:

Somervale School.

2010 – 2008 Y6 = 204. 2009 Y7 Actual = 77.
2010 – 2009 Y6 = 196. 2010 Y7 Actual = 90.
2011 – 2010 Y6 = 202. 2011 Y7 Actual = 85.
2012 – 2011 Y6 = 184. 2012 Y7 Estimated = 77.
2013 – 2011 Y5 = 189. 2013 Y7 Estimated = 79 + 20 = 99.
2014 – 2011 Y4 = 187. 2014 Y7 Estimated = 78.
2015 – 2011 Y3 = 169. 2015 Y7 Estimated = 71

Plus pupils from the Polestar development, the Barratts development and the Cautletts Close development = approx. 18 pyg once all of the dwellings are completed and occupied.

Writhlington Catchment Area

240 Year 7 Places

School:

Writhlington School.

2009 – 2008 Y6 = 158. 2009 Y7 Actual = 237.

2010 – 2009 Y6 = 189. 2010 Y7 Actual = 244.

2011 – 2010 Y6 = 200. 2011 Y7 Actual = 262.

2012 – 2011 Y6 = 168. 2012 Y7 Estimated = 230.

2013 – 2011 Y5 = 192. 2013 Y7 Estimated = 262.

2014 – 2011 Y4 = 172. 2014 Y7 Estimated = 235.

2015 – 2011 Y3 = 182. 2015 Y7 Estimated = 249.

Longer Term Place Planning up to 2026

Future Housing as Outlined in the Draft Core Strategy

The Core Strategy is the key overarching document in the Local Development Framework and is the first of a new generation of policy documents that will set out the long-term planning framework for the district.

The Draft Core Strategy sets out the policy framework for the location and level of new housing and other development and is one of the Council's key policy documents that seeks to build upon the area's strong foundations which include the emerging creative industries, success of local Universities, and vibrant retail and tourist offer.

The Draft Core Strategy was submitted to the Planning Inspectorate on 3rd May 2011 for independent examination and the Examination Hearings commenced in January 2012. The Core Strategy remains under Examination until the Council receives the Inspector's Report which is anticipated later in 2012. Once adopted, the Core Strategy will set out the long term spatial vision for Bath and North East Somerset up to 2026 and the broad locations for new housing, jobs and other strategic developments. It will also focus on the delivery of policy objectives and any infrastructure requirements, which would include schools.

The submitted Core Strategy outlines the expected total number of new dwellings to be provided by 2026 within each of the four planning areas of the Authority, as follows: 6,000 dwellings in Bath, 1,500 in Keynsham, 2,700 in the Somer Valley area and 800 in the rural area. Some of these dwellings have already been built or are part of known housing developments that currently have planning permission but have not yet been built.

As part of the Examination process the Council has proposed some informal changes to the Core Strategy which include increasing the total number of new dwellings to be provided in Bath to 6,500 (the increase of 500 from the submitted Core Strategy figures includes 300 student cluster flats). This potential increase in the number of new dwellings is subject to consideration by the Inspector and if agreed will be reflected as a recommended modification in his Report. It would then be subject to Council consideration and agreement, prior to public consultation and inclusion in the adopted Core Strategy.

This plan outlines the likely need for primary and secondary places based on these quotas of dwellings. Should more dwellings than this be built, current place planning will need to be reviewed as more school places would be required.

In general, the majority of existing primary schools are either already at capacity or projected to reach capacity within the next few years and it is anticipated that there will be minimal or nil surplus capacity to absorb primary age children generated from future new housing development. Therefore Developer Contributions will be required in order to provide additional primary school places to accommodate them.

The impact of pupils generated from future house building will vary from area to area across the Authority depending on where the population growth is taking place. In some areas the impact is likely to be less severe and be felt more gradually, as the number of places required will be fewer in number and will build up gradually and also because there will be more options available for delivery of any additional places that might be required, possibly via the expansion of existing local schools using Developer Contributions.

In other areas where growth is expected to be greater and faster and options for delivery of additional places is limited, as existing local schools cannot be expanded because the sites they occupy are not large enough, the impact is likely to be much more pronounced and immediate, requiring additional places to be created early on and most likely via the provision of whole new schools. This will require Developer Contributions in the form of capital to build the new school accommodation and sufficient land to build on.

For instance, in Midsomer Norton and Radstock and in the rural area there is considered to be greater scope for existing primary schools to accommodate growth utilising Developer Contributions to add extra capacity. This is due to both the lower levels of growth anticipated and the greater potential for extension or expansion of existing facilities. In other parts of the Authority such as Bath and Keynsham, this is not the case and whole new primary schools on new sites will be required.

The Authority will need to consider the timing of the delivery of any additional places that might be required, particularly where the need for places is created by more than a single development and where Developer Contributions might need to be pooled or where a Developer Contribution from a single development is received in several staged payments. This is particularly so where additional land will be required.

It is likely that Developer Contributions could be received over an extended period of time which makes planning building work challenging. Also where additional places are required as a result of underlying population growth as well as new housing development, it would be best practice to combine Basic Need funding with Developer Contributions where possible to achieve the most cost effective solution. However it will be a challenge to achieve this level of co-ordination whilst at the same time ensuring that the additional places are provided in time and are available when required.

School Place Requirements by Draft Core Strategy Area

1) Impact on Primary

Somer Valley Area – Midsomer Norton, Radstock, Paulton and Peasedown St. John

In Midsomer Norton and Radstock there is considered to be greater scope for existing primary schools to accommodate growth utilising Developer Contributions to add extra capacity. This is due to both the lower levels of growth anticipated and the greater potential for extension or expansion on existing school sites. It is not anticipated at this stage that any whole new schools will be required. However any further significant housing development in Peasedown St John or Paulton is very likely to create a need for additional land for a new school to serve these areas as the existing schools cannot take any further expansion above that already planned.

It is proposed to use a Developer Contribution in the form of capital to expand Paulton Infant and Junior schools in order to accommodate the pupils generated by the Bovis Homes development on the former Polestar Purnell factory site in Paulton, taking these school sites to capacity. Some expansion is also planned for Peasedown St. John Primary school for the Wellow Lane/Braysdown Lane development in Peasedown St. John using a capital Developer Contribution, also bringing this school site up to capacity.

Bath Area

Many of the existing primary schools in Bath have limited or no capacity for extension or expansion on site. This is particularly the case for schools in the north and central part of the city as sites are constrained in size, often located on sloping land and sitting within the Conservation Area, therefore land for new schools will be required.

The new housing development in the north of the city planned for the MOD Ensleigh site is expected to trigger the need for a new school. This is likely to be required in the very early stages of development in order to accommodate the children from the new development as they appear because all of the schools in this area are either already at capacity, or projected to be at capacity within a very short period.

There will also be an additional need for a smaller number of primary school places generated by the development of the MOD Warminster Road site and also some additional places in the north of the city as a result of various smaller developments planned for this area. All of the above are estimated to amount to approximately 260 places.

Further planned development within the central and river corridor area of Bath in addition to the Crest development currently underway, is likely to result in the need to provide a further 210 place school in addition to the new 210 place school planned for the Crest site.

The housing development planned for the MOD Foxhill site in south Bath is likely to trigger the need for a new 210 place on-site primary school.

The exact number of additional places required in total will depend on the housing mix in these new developments – how many dwellings are flats, how many houses and how many bedrooms they have – but it is estimated that a total of approximately 890 new places will be required and sites for new schools will need to be allocated. These places will be delivered via Developer Contributions in the form of capital and also land where appropriate.

Keynsham Area

In Keynsham there is considered to be limited future scope for existing primary schools to accommodate growth utilising Developer Contributions to add extra capacity. This is due to both the more significant growth anticipated in this area and the fact that the existing school sites do not lend themselves to expansion. It is proposed to use Developer Contributions to expand Castle primary school in order to accommodate the pupils generated by the K2 housing development in South West Keynsham, which will take this school site to capacity and an additional area of land and capital will be provided by the developer in order to do this.

It is anticipated that a new 210 place on-site primary school will be required as a result of the housing development planned for the Somerdale factory site in Keynsham and Developer Contributions in the form of capital and land will be sought to secure these facilities.

Rural Area – the Remainder of the Authority

In the rural areas there is generally considered to be greater scope for existing primary schools to accommodate growth utilising Developer Contributions to add extra capacity. This is due to both the lower levels of growth anticipated which is also intended to be spread throughout various village centres across the area and not concentrated in one place and the greater potential for extension or expansion of existing school sites. However some rural school sites do not lend themselves to expansion as they are on constrained sites and development in these areas could be an issue. It is not anticipated that any new schools will be required.

2) Impact on Secondary

Existing secondary school and sixth form provision is expected to be sufficient in all areas of the Authority for future pupil numbers arising from future house building as outlined in the Draft Core Strategy.

However, should a future proposed new housing development in a particular area be projected to result in a shortfall of secondary school or sixth form places, the Authority will seek contributions from developers to provide additional places. If additional secondary and sixth form provision is required, this is likely to be delivered via the expansion of existing schools rather than by building whole new schools. This situation will continue to be monitored.

Somer Valley Area – Midsomer Norton, Radstock, Paulton and Peasedown St. John

There is projected to be sufficient capacity in the Somer Valley Area as the planned development in this area is on a smaller scale and most has already been accounted for within existing known developments as outlined previously. Also, two of the three schools that serve this area currently admit a significant number of pupils from outside of their Catchment Areas and this pattern could be reversed if necessary as pupils living within the Catchment Area would have priority over pupils from outside the area.

Bath Area

In the Bath Area there are projected to be approximately a further 75 pupils per year group generated by the remainder of the dwellings planned that have not yet been accounted for within existing known developments as outlined above. Therefore including the pupils from the Crest BWR development there could be approximately 85 more pupils per year group once all of the planned dwellings have been completed and occupied.

Indications are that the longer term projected Year 7 pupil numbers at the secondary schools within the Bath Area could be as follows:

Y7 in 2017 (YR 2010) = 842

Y7 in 2018 (YR 2011) = 930

Y7 in 2019 (YR 2012) = 907

Y7 in 2020 (YR 2013) = 871

Y7 in 2021 (YR 2014) = 918

Y7 in 2022 (YR 2015) = 925

Adding 85 to the highest Year 7 figure of 930 (in 2018) gives a total of 1,015 against 1,096 Year 7 places available.

Unlike the previous secondary figures quoted, the above figures are based only on the pupils resident within the relevant Catchment Area for the schools in Bath, as generally speaking pupils living within this area and living closest to the schools in this area will have priority over pupils from outside of this area who live further away.

Keynsham Area

In the Keynsham Area there is projected to be sufficient capacity as all of the planned development is expected to be within the Broadlands Catchment Area where there are projected to be spaces available in the future. The development on the Somerdale factory site might generate approximately 15 secondary age pupils per year group in addition to those within existing known developments and outlined previously.

Rural Area – the Remainder of the Authority

There is also projected to be sufficient capacity in the Rural Area as the planned development in this area is also on a smaller scale and most has already been accounted for within existing known developments as outlined previously. Also, three of the schools that serve this area currently admit a significant number of pupils from outside of their Catchment Areas and this pattern could be reversed if necessary as pupils living within the Catchment Area would have priority over pupils from outside the area.

Conclusion

Beyond the latest 2010 - 2011 births and resident population data provided by the Health Service, we cannot predict exactly what will happen to the child population in Bath and North East Somerset. Numbers could level off, fall dramatically or gradually or continue to rise

steeply or gradually and therefore it is difficult to forecast precisely how many school places will be required beyond admissions into Reception in 2015 and into Year 7 in 2023.

It is also difficult to predict exactly when pupils expected to be generated by new housing developments will appear as this depends on when building work commences, how quickly it progresses and how quickly the dwellings are occupied.

The Authority will continue to plan to ensure that a sufficient number of places are provided in the areas and within the timeframe required and delivered in the most cost effective way possible. However this will be challenging as capital funding streams in the form of Basic Need from the DfE and Developer Contributions from new housing developments are uncertain in the long term, both in terms of the actual sums involved and when the capital will become available to the Council. The availability of sufficient land to build on is also an important factor that will need to be addressed.

Glossary

Academies

Publicly funded independent schools for pupils of all abilities that operate outside of Local Authority control with funding provided directly from central government. The Governing Body employs the staff and controls pupil admissions to the school.

Community schools

State maintained schools which are wholly funded by the Local Authority. The Local Authority employs the staff and controls pupil admissions to the school.

Federated schools

Two or more schools that agree to work together to raise standards. Leadership arrangements are shared by more than one school via an Executive Headteacher. A Hard Governance Federation is a statutory relationship in which the schools agree to have a single governing body, integrated service provision, integrated management and joint budgetary decisions. There are various 'softer' variations of such federations in which the joint working is less formalised but still collaborative. Federations often involve high performing schools supporting lower performing schools or are used as a way to improve the sustainability of small and rural schools.

Foundation schools

State maintained schools where the Governing Body employs the staff and controls pupil admissions to the school.

Free Schools

Schools which are set up by groups of parents, teachers, charities, trusts, religious and voluntary groups. They are directly from central government and set up in the same way as academies.

Studio Schools

Studio Schools are small schools of around 300 all ability pupils aged 14-19 years. They teach the national curriculum through interdisciplinary, enterprise-themed projects and offer a range of academic and vocational qualifications. They have a very different style and ethos to most existing schools, with a much stronger emphasis on practical work and enterprise.

Trust schools

Foundation schools that have acquired a charitable foundation (or trust) to support the school and enable it to work with external partners to bring expertise and wider knowledge to the school. Trust schools can be single schools or groups of schools - a shared trust - working within one overarching trust.

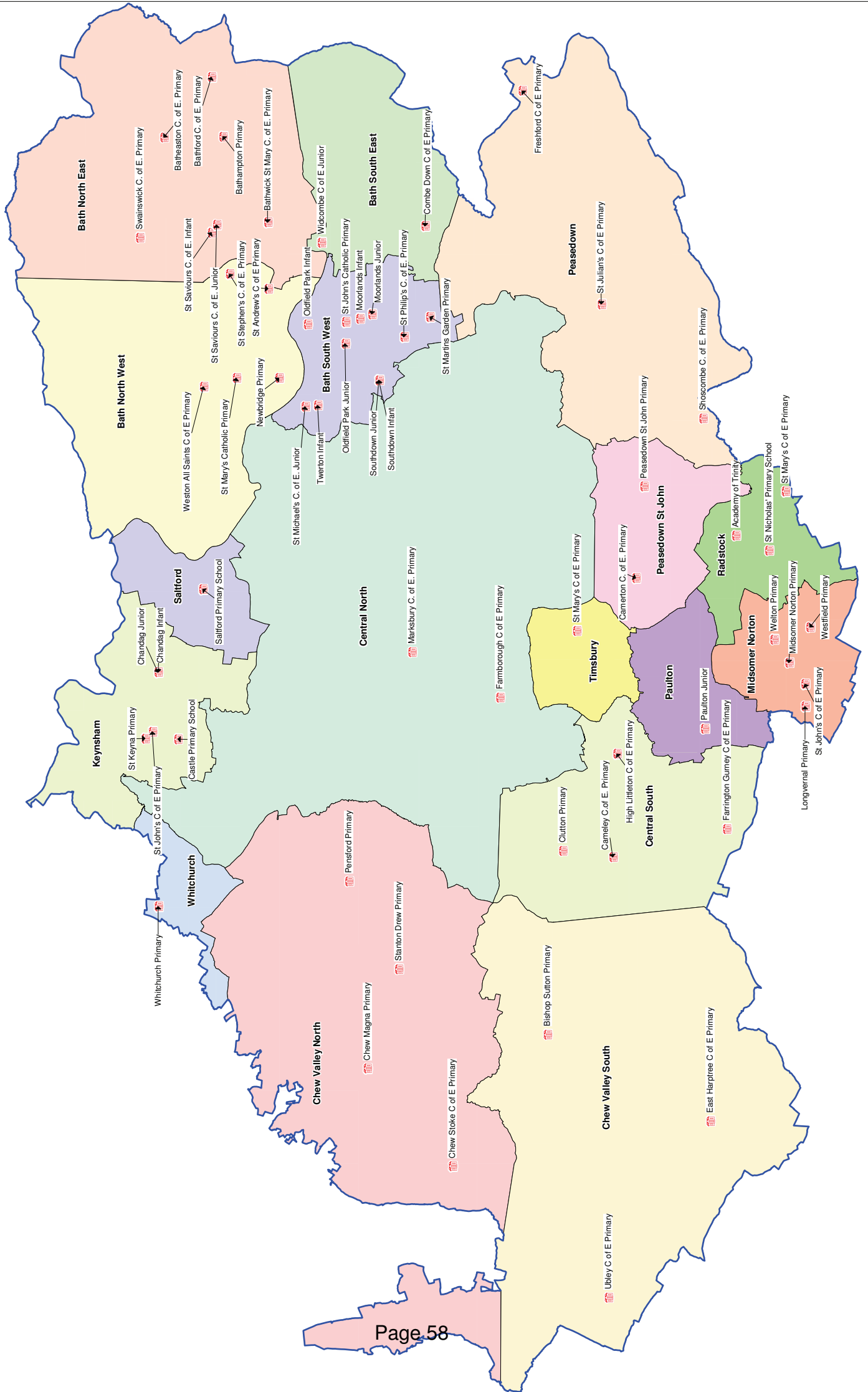
Voluntary Aided schools

State maintained schools set up and owned by a voluntary body – usually a church body - but largely financed by the Local Authority. The Governing Body employs the staff and controls pupil admissions to the school.

Voluntary Controlled schools

State maintained schools set up by a voluntary body – usually a church body and generally Church of England – and wholly funded by the Local Authority. The Local Authority employs the staff and controls pupil admissions to the school.

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Appendix 2

Equality Impact Assessment / Equality Analysis

Title of service or policy	Primary and Secondary School Organisation Plan 2011 – 2015 Including Longer Term Place Planning up to 2026
Name of directorate and service	People and Communities Schools Capital and Organisation Team
Name and role of officers completing the EIA	Helen Hoynes School Organisation Manager
Date of assessment	27 February 2012

Equality Impact Assessment (or ‘Equality Analysis’) is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community. The primary concern is to identify any discriminatory or negative consequences for a particular group or sector of the community. Equality impact Assessments (EIAs) can be carried out in relation to service delivery as well as employment policies and strategies.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis on a policy, service or function. It is intended that this is used as a working document throughout the process, with a final version including the action plan section being published on the Council’s and NHS Bath and North East Somerset’s websites.

1.	Identify the aims of the policy or service and how it is implemented.	
	Key questions	Answers / Notes
1.1	<p>Briefly describe purpose of the service/policy including</p> <ul style="list-style-type: none"> ● How the service/policy is delivered and by whom ● If responsibility for its implementation is shared with other departments or organisations 	<p>To plan for the projected Reception pupil numbers expected in the Authority for admissions in 2012 to 2015 based on available births and resident population data. Also to plan for all school places that are projected to be required in all primary year groups and secondary schools as a result of pupils expected to be generated by current and future house building.</p> <p>Responsibility for implementation rests with the Local Authority working in partnership with the Church of England Diocese and Catholic Diocese and with the Headteachers and Governing Bodies of identified schools and with Property Services/ Major Projects to deliver the school buildings necessary. Also working with Planning Policy officers to identify future school infrastructure and land requirements as a result of future house building so that this can be incorporated into their planning as well as our</p>

	<ul style="list-style-type: none"> Intended outcomes 	<p>own.</p> <p>Provision of sufficient primary and secondary school places in the right areas and at the time they are required in order to meet demand.</p>
1.2	<p>Provide brief details of the scope of the policy or service being reviewed, for example:</p> <ul style="list-style-type: none"> Is it a new service/policy or review of an existing one? Is it a national requirement?). How much room for review is there? 	<p>Review of an existing policy to provide sufficient school places where required.</p> <p>It is a national requirement for Local Authorities to provide sufficient school places to meet demand.</p> <p>It is expected to be subject to continuous on-going review to assess the effectiveness of the planning and delivery of places and to make use of any findings to inform and fine tune future planning in this area of the Council's work.</p>
1.3	<p>Do the aims of this policy link to or conflict with any other policies of the Council?</p>	<p>One of the aims of this policy is to provide sufficient school places as a result of future house building. If land is required for a new school on a development site this will serve to reduce the number of dwellings that can be delivered on this site which will impact on the deliverability of housing quotas.</p>
<h2>2. Consideration of available data, research and information</h2>		
<p>Monitoring data and other information should be used to help you analyse whether you are delivering a fair and equal service. Please consider the availability of the following as potential sources:</p> <ul style="list-style-type: none"> Demographic data and other statistics, including census findings Recent research findings (local and national) Results from consultation or engagement you have undertaken 		

	<ul style="list-style-type: none"> • Service user monitoring data (including ethnicity, gender, disability, religion/belief, sexual orientation and age) • Information from relevant groups or agencies, for example trade unions and voluntary/community organisations • Analysis of records of enquiries about your service, or complaints or compliments about them • Recommendations of external inspections or audit reports 												
	<table border="1"> <thead> <tr> <th data-bbox="271 363 1055 475">Key questions</th> <th data-bbox="1055 363 2056 475">Data, research and information that you can refer to</th> </tr> </thead> <tbody> <tr> <td data-bbox="271 475 1055 549">2.1 What is the equalities profile of the team delivering the service/policy?</td> <td data-bbox="1055 475 2056 549">Unknown</td> </tr> <tr> <td data-bbox="271 549 1055 587">2.2 What equalities training have staff received?</td> <td data-bbox="1055 549 2056 587">Basic equalities awareness training</td> </tr> <tr> <td data-bbox="271 587 1055 775">2.3 What is the equalities profile of service users?</td> <td data-bbox="1055 587 2056 775">October 2011 School Census: number of pupils on roll at different schools, age, ethnicity, gender, Special Educational Needs, eligibility for free school meals, language spoken, Indices of Multiple Deprivation (IMD) 2010. B&NES NHS births and resident population data.</td> </tr> <tr> <td data-bbox="271 775 1055 887">2.4 What other data do you have in terms of service users or staff? (e.g. results of customer satisfaction surveys, consultation findings). Are there any gaps?</td> <td data-bbox="1055 775 2056 887">NHS births data and resident population data.</td> </tr> <tr> <td data-bbox="271 887 1055 1394">2.5 What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?</td> <td data-bbox="1055 887 2056 1394">Some discussions have already taken place with Headteachers and Governing Body representatives at certain schools to discuss how additional places might be added to their school and to identify the possible schools to be expanded. This will be an on-going process. A copy of the Appendix 1 report was sent to colleagues in School Improvement and School Advisers, Admissions and Transport, Education Finance and Asset Management, to the Catholic Diocese and the Church of England Diocese, all, Local Councillors, the Cabinet Member for Early Years, Children and Youth, the Chair and Vice Chair of the Early Years, Children and Youth Policy, Development and Scrutiny Panel, the Section 151 Finance Officer, the Monitoring Officer and the Chief Executive for information and for comment.</td> </tr> </tbody> </table>	Key questions	Data, research and information that you can refer to	2.1 What is the equalities profile of the team delivering the service/policy?	Unknown	2.2 What equalities training have staff received?	Basic equalities awareness training	2.3 What is the equalities profile of service users?	October 2011 School Census: number of pupils on roll at different schools, age, ethnicity, gender, Special Educational Needs, eligibility for free school meals, language spoken, Indices of Multiple Deprivation (IMD) 2010. B&NES NHS births and resident population data.	2.4 What other data do you have in terms of service users or staff? (e.g. results of customer satisfaction surveys, consultation findings). Are there any gaps?	NHS births data and resident population data.	2.5 What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?	Some discussions have already taken place with Headteachers and Governing Body representatives at certain schools to discuss how additional places might be added to their school and to identify the possible schools to be expanded. This will be an on-going process. A copy of the Appendix 1 report was sent to colleagues in School Improvement and School Advisers, Admissions and Transport, Education Finance and Asset Management, to the Catholic Diocese and the Church of England Diocese, all, Local Councillors, the Cabinet Member for Early Years, Children and Youth, the Chair and Vice Chair of the Early Years, Children and Youth Policy, Development and Scrutiny Panel, the Section 151 Finance Officer, the Monitoring Officer and the Chief Executive for information and for comment.
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		No specific results as yet.	
2.6	If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?	Equalities impact assessments will be carried out as necessary. Will consider equalities issues when deciding what consultation methods to use and consult with a range of individuals and organisations.	
3. Assessment of impact: 'Equality analysis'			
	Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy: <ul style="list-style-type: none"> • Meets any particular needs of equalities groups or helps promote equality in some way. • Could have a negative or adverse impact for any of the equalities groups 		
		Examples of what the service has done to promote equality	Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this
3.1	Gender – identify the impact/potential impact of the policy on women and men. (Are there any issues regarding pregnancy and maternity?)	NA	NA
3.2	Transgender – – identify the impact/potential impact of the policy on transgender people	NA	NA
3.3	Disability - identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments including both physical and mental impairments)	Each area of the Authority has at least one primary and one secondary school that is the designated fully accessible school for that area and that is suitable for pupils with a range of impairments, including more significant physical impairments. In addition to this, many more minor adaptations are	Any new schools or additions to existing schools that are built will be required to meet the requirements of the Disability Discrimination Act.

		provided in other schools in order to facilitate the attendance of pupils with a range of impairments. There are also three Special schools in the Authority for pupils with more acute impairments.	
3.4	Age – identify the impact/potential impact of the policy on different age groups	Some additional primary school places for 4 to 11 year olds have already been provided where required and this plan outlines where more will be required in the future.	There is a projected need for more places for primary school aged children of 4 to 11 years to ensure that there is not a shortfall in the future. This proposal outlines how the additional places will be provided to ensure that children of all ages will have a school place.
3.5	Race – identify the impact/potential impact on different black and minority ethnic groups	NA	NA
		Examples of what the service has done to promote equality	Examples of potential negative or adverse impact and what steps have been or could be taken to address this
3.6	Sexual orientation - identify the impact/potential impact of the policy on lesbians, gay, bisexual & heterosexual people	NA	NA
3.7	Religion/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	The Authority seeks where possible to maintain the balance of denominational and non-denominational places available. The additional primary school places that have been created so far have been at both Community and Voluntary Controlled (VC) schools,	Any future expansion of existing schools should preferably be at Community or Voluntary Controlled (VC) schools or at Academies that do not have a faith based entry criteria, in order to provide universality of choice and access for the majority of families and wherever

		<p>therefore both additional denominational and non-denominational places have been created. In Bath an equal number of both have been provided. As the denominational places created have been within VC schools that do not have a faith based entry criteria, this has helped to provide universality of choice and access for the majority of families and to facilitate parents being able to access a place at their nearest school. Providing Community and VC school places means that children with a faith other than Church of England or Catholic or those with no religious beliefs will have equality of access.</p>	<p>possible to facilitate parents being able to access a place at their nearest school. As there is no faith based link when applying to a Community or VC school or to an academy that does not have a faith based entry criteria, children with a faith other than Church of England or Catholic or those with no religious beliefs will have equality of access. The admissions criteria of Church of England or Catholic schools that are Voluntary Aided (VA) means that some local children may not be able to obtain a place at their local school if they do not meet the criteria, whereas children living further away might be able to obtain a place. Any new school that was to be built in the future would be expected to be run as an Academy and a range of organisations would be invited to submit bids to run the school. These future academies could therefore be denominational or non-denominational depending on the organisation that submits the bid of the highest standard and that meets the criteria set. The Authority will continue to seek to maintain the balance of denominational and non-denominational places wherever possible.</p>
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3.8	Socio-economically disadvantaged – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances	School organisation has a role in raising standards and attainment which should in turn lead to higher achievement and improved life chances for children who are from socio-economically disadvantaged backgrounds. Planning to provide sufficient provision in the right area so that families who are socio-economically disadvantaged can access a place at their local school wherever possible.	Plan to provide sufficient school provision in the right areas so that children who are from socio-economically disadvantaged backgrounds do not have to travel too far to get to school. If a child is from a qualifying low income household, the Local Authority can provide support with home to school transport costs if necessary.
3.9	Rural communities – identify the impact / potential impact on people living in rural communities	Planning to provide sufficient provision in the right areas including in rural areas where required in order to promote equality of access for families living in these areas.	Plan for places to be provided locally where possible so that families in rural area do not have to travel long distances unnecessarily. Home to school transport will be provided for qualifying children should it be necessary on the grounds of distance or income or hazardous routes.

4. Bath and North East Somerset Council & NHS B&NES Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

Issues identified	Actions required	Progress milestones	Officer responsible	By when
Additional primary school places	School Organisation Plan	Report to Cabinet	School	May 2012

required for admissions in 2012 to 2015.	approved		Organisation Manager
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5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team (equality@bathnes.gov.uk), who will publish it on the Council's and/or NHS B&NES' website. Keep a copy for your own records.

Signed off by: Tony Parker (Divisional Director or nominated senior officer)
Date: 1/3/12

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Agenda Item 11

Bath & North East Somerset Council	
MEETING:	Early Years, Children and Youth Policy Development and Scrutiny Panel
MEETING DATE:	19th March 2012
TITLE:	Child Protection Activity and Performance
WARD:	ALL
AN OPEN PUBLIC ITEM	
List of attachments to this report:	
None	

1. THE ISSUE

Further to the Panel's discussion of the Local Safeguarding Children Board Annual Report 2010/11 and Work Programme for 2012/13, this report details progress in respect of the key indicators of child protection activity as reported in that Annual Report. The report details the position at the end of the third quarter of 2011/12.

2. RECOMMENDATION

The Panel is asked to:

Note the report and the actions being taken in respect of the reported performance.

Request further performance reports from the Chair of the Local Safeguarding Children Board in order to maintain an overview of the Council, and partner agencies', child protection activity and performance.

3. FINANCIAL IMPLICATIONS

There are no direct financial implications arising from this report.

4. THE REPORT

4.1 The report provides the Panel with a progress report in respect of the key indicators of child protection activity, as included in the Annual Report and Business Plan of the Local Safeguarding Children Board (LSCB). Progress is shown in relation to previous years and in comparison with other Local Authorities (most recent national data available) and is reported at the end of each quarter. This report details the position at the end of the third quarter for 2011/12 (colour coded to indicate status of performance to end of year target). The paragraphs below provide commentary, performance summaries and detail remedial actions where appropriate.

4.2 As detailed in discussions at previous Panel meetings, work is progressing to identify indicators which will reflect outcomes for children rather than report primarily

on process issues. This work is being informed by the current national consultation document 'Post Munro Review Performance indicators' which has outlined proposals for Nationally Collected Information Items and Local Information. In particular, the Government is considering whether there is a case for removing nationally prescribed timescales for the completion of initial and core assessments. Work is being progressed to test out in a number of Local Authorities, and a decision about future arrangements is expected in the Spring. Notwithstanding, we are progressing work to detail local performance indicators (for example, minimum number of days between referral received and child seen: days between referral and care plan shared with family) to supplement the national indicators. These will be included in future reports to the Panel.

- 4.3 Since the last report to the Panel, there has been an announced Ofsted and Care Quality Commission inspection of the Council's Children Service and Health's safeguarding and looked after children services (January 2012). This has identified strengths and areas for improvement (which are detailed in a separate report to the Panel) including the need to achieve consistency in the quality and timeliness of assessments and improve the quality of staff supervision, recording of Managers' decisions, and managerial oversight of assessments and plans. Actions are in place to address these areas for improvement and to use the learning points from the inspection to inform the re-design of Children's Social Care.

4.4 Number of children subject to child protection plans

4.4.1 This is not a national performance indicator, but a significant indicator of child protection activity, though it should be interpreted with caution. A child protection plan is made following a multi-agency case conference and assessment that a child is at continuing risk of significant harm or impairment of health and development. Early intervention and the provision of services can result in a child's needs to being met any earlier stage, thereby preventing the escalation to risk of significant harm and the need for a child protection plan – resulting in a smaller number/percentage of children with plans. On the other hand, small numbers could be the result of inappropriately high thresholds for intervention.

4.4.2 Our thresholds for intervention are monitored by the LSCB's Safeguarding Children Sub Committee and reported to the LSCB. The Children's Service regularly audits thresholds for interventions. These are considered to be appropriately and consistently set and understood by other agencies.

4.4.3 There was a steady increase in the number of children with protection plans throughout 2010/11 with a marked increase in the final quarter – 106 represented the highest number since the late 1990's. The Children's Service investigated this position and determined that the increase has been the result of a combination of factors (the complexity of new cases and risks being identified: cases where long standing but low level concerns have increased to become risks of significant harm: the quality of some assessments and multi-agency evaluations of the risk of harm resulting in cautions decisions about the need for some protection plans) – and took actions to address these factors which have resulted in an appropriate reduction in the number of children with protection plans and more children in need plans – whilst ensuring that protection plans are in place for all who require them.

4.4.4 The current figure (81) is close to the average for the past five years. Reports regarding the increase in numbers in 2010/11 and the actions taken to investigate and evaluate the reasons have been considered by the Local Safeguarding Children Board at its meetings in June 2011 and December 2011.

4.5 Child Protection Plans lasting two years or more (NI 64)

4.5.1 This national performance indicator is used to indicate the effectiveness of the child protection plan in eliminating and significantly reducing the risk of significant harm – and is based upon research evidence that this is most likely to be achieved within a two year period. If not, the Local Authority should consider whether action is required to remove children from care in which they are assessed as being a continuing risk of significant harm. There are circumstances in which plans may exceed 2 years – for example when there have been changes in household composition that required further assessments: when addressing issues of neglect and improvements in parenting are being affected but further improvements are required and the assessment is that these can be achieved; when working with parents whose mental health difficulties impact upon their parenting.

4.5.2 For this performance indicator, a low score is indicative of good performance.

4.5.3 The improvement noted throughout 2010/11 (which resulted in the end of year figure being only slightly off target), has been maintained and is on target for 2011/12. It must be noted that these percentages represent a small number of children and families. We have processes in place to review the circumstances of each child. Each child protection plan is reviewed by a multi-agency case conference, and the decision to continue with child protection plans quality assured by the LSCB's Safeguarding Children Sub Committee.

4.6 Children becoming subject to a child protection plan for a second or subsequent time (NI 65)

4.6.1 This national indicator is used to measure the effectiveness of child protection plans in eliminating risks of significant harm – i.e. the risks have been eliminated, do not reappear and necessitate a further child protection plan. In practice, this is determined by the quality of services provided and work undertaken with parents and child(ren) through the plan: the quality of assessment of risks of significant harm and actions taken: the provision and accessibility of any support services subsequent to the child protection plan.

4.6.2 For this performance indicator, a low score is indicative of good performance.

4.6.3 Our performance in this area had been strong for a number of years – exceeding both the national and family of Local Authorities' performance. As noted in previous reports, performance throughout 2010/11 was however off target (and above national and comparator positions). Gradual improvements have been achieved throughout the first three quarters of 2011/12 and it is now possible that the end of year target will be achieved. We are now closer to the level of comparator authorities. Absolute numbers are small but performance did raise questions about the overall effectiveness of the services provided by agencies at the conclusion of child protection plans to prevent risks from re-emerging. Ensuring that these are in place and consistently accessed by families is central to the re-design of Children's Social Care

Service currently underway and has been reported to the LSCB. This should effect further improvements in the longer term.

4.6.4 Absolute numbers are small but performance did raise questions about the overall effectiveness of the services provided by agencies at the conclusion of child protection plans to prevent risks from re-emerging. Ensuring that these are in place and consistently accessed by families is central to the re-design of Children's Social Care Service currently underway and has been reported to the LSCB. This should effect further improvements in the longer term.

4.7 Child protection cases which were reviewed within timescales (NI 67)

4.7.1 It is important that all child protection plans are reviewed (by multi agency case conferences) to ensure that they are being implemented and remain appropriate to a child's needs and assessed risk of significant harm. Also to determine whether any further actions are required. Child protection plans must be reviewed within 3 months of the initial case conference and within (at least) six monthly intervals thereafter.

4.7.2 For this performance indicator, a high score is indicative of good performance.

4.7.3 Our performance is 100% and has been for the past eight years.

4.7.4 Although this indicator is no longer part of the National Indicator set for safeguarding, we will continue to monitor this area of performance given its importance in underpinning good and timely planning.

4.8 Referrals to Children's Social Care going to initial assessments (NI 68)

4.8.1 It is important that the Council responds to and addresses concerns in a timely and efficient way and ensures that all referrals to Children's Social Care be followed up where appropriate. This indicator is a proxy for several issues – the appropriateness of referrals coming into social care, which can show whether local agencies are working well together: and the thresholds which are being applied in Children's Social Care at a local level. Revisions to national guidance (Working Together to Safeguard Children 2010) has made explicit the need to ensure that all referrals receive an initial assessment. Work was undertaken throughout 2010/11 to significantly lift performance – this was achieved and exceeded targets – and has been built upon in the first three quarters of 2011/12. The Lean Review of Children's Social Care, which is informing the re-design of the delivery of the Service, will be used to reinforce this improvement.

4.8.2 It is important to note that the numbers of referrals received by social care has not remained static, indeed there has been a substantial increase between 2008-9 and 2011-12 (year to date). If this trend continues the number of referrals will have increased from 1140 in 2008-9 to 1750 in 2011-12 i.e. an increase of 53%.

4.9 Initial assessments by Children's Social Care carried out within ten working days of referral (NI 59) – (previously seven working days)

4.9.1 Initial assessments are an important indicator of how quickly services can respond when a child is thought to be at risk of serious harm or thought to be a child in need. As the assessment involves a range of local agencies, this indicator also shows how well multi-agency arrangements are established.

The child or young person must be seen, and their wishes and feelings taken into account, within the completion of the initial assessment.

4.9.2 For the performance indicator, a high score is indicative of good performance.

4.9.3 Work completed to clear outstanding assessments at the end of 2010/11 meant that the Service was in a stronger position at the beginning of 2011/12 to significantly improve performance. This was achieved for Q1. That strong performance was, however, disrupted by capacity issues in the Locality Team and secondments to the re-design team during Q2 – actions have been taken to address these impacts and to lift performance throughout the rest of the year. This has been achieved and performance at the end of Q3 is approaching the target for the year, but given further capacity issues in the Locality Team is not likely to be achieved. In addition to the increase in referrals outlined above, the percentage of referrals that are subsequently taken forward to Initial Assessment has risen from 35% in 2008-9 to 74% in 2011-12. This means that the service carried out 400 Initial Assessments in 2008-9 compared to a projected figure of 1295 Initial Assessments in 2011-12. This is a three-fold increase in Initial Assessment workload with only three additional posts added to the social work workforce during this period. Sustaining this level of performance and also improving quality of work cannot be fully disassociated from the level of resource available to carry out this work.

4.9.4 The appropriateness of prescribed timescales for initial assessments was considered within the work of the Munro Review Group (national review of social work and child protection) with whom we have been actively engaged – and Munro has recommended that the timescale is dropped and the focus is upon the quality of assessments as a continuous process. The Government is currently considering this recommendation and has committed to providing guidance in Spring 2012. There may be future scope for determining local indicators in terms of timeliness and quality and the Service has already started to give this matter consideration.

4.10 Core assessments by Children's Social Care Services that were carried out within 35 working days of their commencement (NI 60)

4.10.1 Core assessments are an in depth assessment of a child and their family, as defined in the Framework for Assessment of Children in Need and their Families. There are also the means by which section 47 (child protection) enquiries are undertaken following a strategy discussion. It is important that the Council investigates and addresses concerns in a timely and efficient way, and that those in receipt of an assessment have a clear idea of how quickly this should be completed. Successful meeting of the timescales can also indicate effective joint working where multi-agency assessment is required.

4.10.2 Work completed to clear outstanding assessments at the end of 2010/11 meant that the Service was in a stronger position at the beginning of 2011/12 to significantly improve performance. This was achieved in Q1 and Q2 and a further improvement in Q3 means that performance is close to target for the whole year. We have used the learning from the Lean Review of Social Care processes to inform better practice, and the re-design phase is testing out new systems, organisation of work, practice, approach to and recording of assessments. The learning from this is being used to inform the re-design of our front of house services, and the proposed enhanced team will complete all

core assessments. This will bring more consistency in both timeliness and quality.

4.10.3 For this performance indicator, a high score is indicative of good performance.

4.10.4 As in the case of Initial Assessments, the number of Core Assessments undertaken has also risen between 2008-9 and 2011-12. Because these assessments take a longer period of time to complete, the comparison given here is 2008-9 and 2010-11. During this period of time the number of Core Assessments rose from 205 to 270 i.e. a 32% increase. It is anticipated that there will be a further increase in completed Core Assessments in 2011-12. Again, this increase has been achieved within existing staffing levels.

4.10.5 The appropriateness of prescribed timescales for core assessments was considered within the work of the Munro Review Group (national review of social work and child protection) and Munro has recommended that the timescale is dropped and the focus is upon the quality of assessments as a continuous process. The Government is currently considering this recommendation and has committed to providing guidance in Spring 2012. There may be scope for determining local indicators in the future.

5 RISK MANAGEMENT

5.1 The risks associated with ensuring effective safeguarding arrangements are assessed and managed by the LSCB (which receives quarterly performance reports) and its constituent members. This report has been seen and commented upon by the Independent Chair of the LSCB. Within the Council, these issues are identified within the Service Risk Register.

6 EQUALITIES

6.1 Promoting diversity and supporting individual identity and recognising and valuing the racial and cultural diversity of Bath and North East Somerset's communities and a commitment for anti-discriminatory practice are values underpinning the work of the LSCB.

6.2 An equalities impact assessment was completed in respect of the LSCB's 3 Year Strategic Plan 2008-11 and the Annual Report and Business Plan 2010/11, and has been completed in respect of the LSCB Annual Report 2010/11 and Work Programme for 2011/12.

7 CONSULTATION

7.1 Staff; Other B&NES Services; Stakeholders/Partners

7.2 The LSCB and its constituent member agencies receive and review quarterly performance reports.

7.3 Child Protection Activity Reports are also presented to the Partnership Board for Health and Wellbeing at each of its meetings.

8 ISSUES TO CONSIDER IN REACHING THE DECISION

8.1 **Select from:** Social Inclusion; Customer Focus; Sustainability; Human Resources; Property; Young People; Human Rights; Corporate; Health & Safety; Impact on Staff; Other Legal Considerations

9 ADVICE SOUGHT

[Authors are asked to ensure that these officers or their senior representatives are consulted. This paragraph can be amended if appropriate.]

9.1 The Council's Monitoring Officer (Divisional Director – Legal and Democratic Services) and Section 151 Officer (Divisional Director - Finance) have had the opportunity to input to this report and have cleared it for publication.

Contact person	Maurice Lindsay – Divisional Director, Safeguarding, Social Care and Family Service on behalf of the Chair of the Local Safeguarding Children Board Tel: 01225 396289 Email: Maurice.Lindsay@Bathnes.gov.uk
Background papers	Local Safeguarding Children Board Annual Report 2010/11 and Work Programme 2011/12 Early Years, Children and Youth Policy Development and Scrutiny Panel 18 th July 2011
Please contact the report author if you need to access this report in an alternative format	

Child Protection activity / performance indicators	2009/10 England	2009/10 Family	2009/10 Actual	2010/11 Plan	2010/11 Actual	2011/12 Plan	2011/12 Quarterly			
							Q1	Q2	Q3	Q4*
1. Number of children subject to child protection plan			Total = 71	N/A	106	N/A	104	88	81	
2. Child protection plans lasting 2 years or more (NI 64)	6	8.3	18.9	8	10.4	8	8.8	6.3	7.0	
3. Children becoming subject to a child protection plan for a second or subsequent time (NI 65)	13	13.1	11.4	10	23.5	12	18.2	17.4	14.8	
4. Child protection cases which were reviewed within required timescales (NI 67)	99	98.9	100	100	100	100	100	100	100	
5. Referrals to Children's Social Care going on to initial assessments (NI 68)	64	75	51.2	50	73.9	53	79.3	73	73.9	
6. Initial assessments by Children's Social Care carried out within ten working days of referral (NI 59) *	75.5%*	68.5%*	67.6*	77*	67.5	78	83.7	67.6	73.7	
7. Core assessments by Children's Social Care that were carried out within 35 working days of their commencement	78.1	66.3	78.5	80	59.3	80	65.2	75.5	79.1	

* Previous performance indicator was for 7 working days

Agenda Item 12

Bath & North East Somerset Council

MEETING:	Early Years, Children and Youth Policy Development and Scrutiny Panel
MEETING DATE:	19 th March 2012
TITLE:	Response to Ofsted Inspection of Safeguarding and Looked After Children Services
WARD:	ALL
AN OPEN PUBLIC ITEM	
List of attachments to this report:	
Inspection of Safeguarding and Looked After Children Services: Bath and North East Somerset – Ofsted and Care Quality Commission	

1 THE ISSUE

1.1 The report details the process, contents, judgements and main findings from the Ofsted/Care Quality Commission's Inspection of Safeguarding and Looked After Children Services undertaken between 9th – 20th January 2012, and outlines how the Council's Children's Service and its partners will be responding to the inspection report's recommendations for areas for improvement.

2 RECOMMENDATION

The Panel is asked to:

- 2.1 Note the report and the actions to be taken to respond to recommendations for areas for improvement.
- 2.2 Note the arrangements proposed for reviewing and reporting progress with those actions to the Local Safeguarding Children Board; the Corporate Parenting Group: the In-Care Council; and the Partnership Board for Health and Wellbeing.
- 2.3 Request that the Director of People and Community and Divisional Director, Safeguarding, Social Care and Family Service present a progress report to this Panel at its July 2012 meeting.

3 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications arising from this report.

4 THE REPORT

4.1 The Ofsted/Care Quality Commission's inspection in Bath and North East Somerset was undertaken within the existing framework of unannounced annual inspections of Contact, Referral and Assessment Services and 3 yearly announced inspections of Safeguarding and Looked After Children Services. This was the first such announced inspection of Bath and North East Somerset's Services, and followed unannounced inspections in May 2010 and January 2011, and the Joint Area Review conducted in June 2008.

4.2 The Council's Director of People and Communities and the Chief Executive of the Bath and North East Somerset and Wiltshire PCT Cluster were advised of the inspection on 12th December 2012. Pre inspection documents were submitted to the Ofsted Lead Inspector as required, and an inspection set-up meeting was held with all local partners on 21st December 2012. The inspection was conducted between 9th and 20th January 2012. The Council and partners were given headline feedback on 20th January 2012 and the opportunity to comment upon the draft report. The Council received the pre-publication of the report on 17th February 2012. The report was published on the Ofsted website on 24th February 2012 and is a public document.

4.3 The purpose of the inspection was to evaluate the contribution made by relevant services in the area towards ensuring that children and young people are properly safeguarded and to determine the quality of service provision for looked after children and care leavers. The inspection team consisted of four of Her Majesty's Inspectors (HMI) and one inspector from the Care Quality Commission. The inspection was carried out under the Children Act 2004.

4.4 The evidence evaluated by the inspectors included:-

- Discussions with 21 children and young people and 22 carers receiving services, front staff and line managers, senior officers including the Director and the Chair of the Local Safeguarding Children Board, elected members and a range of community representatives.
- Analysing and evaluating reports from a variety of sources including a review of the Children and Young People's Plan, performance data, information from the inspection of local settings, such as schools and day care provision and the evaluations of a serious case review undertaken by Ofsted in accordance with 'Working Together to Safeguard Children' 2010.
- A review of 94 case files for children and young people with a range of need. This provided a view of services provided over time and the quality of reporting, recording and decision making undertaken.
- Direct observation of practice and working groups. Visits to a range of safeguarding and looked after children's services across the partnership.
- The outcomes of the most recent annual unannounced inspection of local authority contact, referral and assessment services undertaken in January 2011.
- Interviews and focus groups with front line professionals, managers and senior staff from; NHS Bath and North East Somerset and NHS Wiltshire, Oxford Health NHS Foundation Trust; Sirona Health and Social Care; The Royal United Hospital; Great Western Hospital Foundation Trust; Avon and Wiltshire Partnership NHS Foundation Trust and Bath NHS Healthcare Centre.

4.5 All inspection judgements are made using the following four point scale.

Outstanding (Grade 1)	A service that significantly exceeds minimum requirements
Good (Grade 2)	A service that exceeds minimum requirements
Adequate (Grade 3)	A service that only meets minimum requirements
Inadequate (Grade 4)	A service that does not meet minimum requirements

4.6 The following judgements were provided for safeguarding services:-

- Overall effectiveness – Grade 3 (Adequate)
- Capacity for improvement – Grade 3 (Adequate)
- Children and young people are safe and feel safe – Grade 2 (Good)
- Quality of provision – Grade 3 (Adequate)
- The contribution of health agencies to keeping children and young people safe – Grade 4 (Inadequate)
- Ambition and prioritisation – Grade 3 (Adequate)
- Leadership and Management – Grade 3 (Adequate)
- Performance Management and Quality Assurance – Grade 3 (Adequate)
- Partnership working – Grade 3 (Adequate)

4.7 These judgements and the actions required by the Council and its partners to improve the quality of provision and services for safeguarding children and young people in Bath and North East Somerset (as detailed in paragraph 26 of the Inspection report) have been reported to the Independent Chair of the Local Safeguarding Children Board (LSCB) and to its constituent members. A briefing paper was presented to the LSCB meeting on 6th March 2012. The LSCB has given priority within its Work Programme for 2012/13 to actions to strengthen its own governance arrangements and how it challenges and holds to account member agencies; and to receiving reports from the Council's Children's Service and Health agencies dealing progress with their representative action plans in June and September 2012.

4.8 The following judgements were given for services for looked after children:-

- Overall effectiveness – Grade 2 (Good)
- Capacity for improvement – Grade 2 (Good)
- Outcomes for looked after children and care leavers: being healthy – Grade 4 (Inadequate)
- Outcomes for looked after children and care leavers: staying safe – Grade 2 (Good)
- Outcomes for looked after children and care leavers: enjoying and achieving – Grade 2 (Good)
- Outcomes for looked after children and care leavers: making and positive contribution, including user engagement – Grade 2 (Good)
- Outcomes for looked after children and care leavers: Economic wellbeing – Grade 3 (Adequate)
- Overall quality of provision – Grade 3 (Adequate)
- Ambition and prioritisation – Grade 2 (Good)
- Leadership and Management – Grade 2 (Good)
- Performance Management and Quality Assurance – Grade 3 (Adequate)

4.9 The Inspection report has been shared with staff across the Children's Service and all teams have discussed its contents, judgements and recommendations for areas for improvement. Some actions have been taken immediately to improve practice and management oversight and learning points from the inspection have been used to inform further work in the re-design of the Children's Social Care Service – for which a revised timetable and work programme has been established.

4.10 The Children's Service has established an Inspection Improvement Steering Group, chaired by the Director of Children's Service, to detail, coordinate and

progress actions to effect and evidence the required improvements and ensure that the highlighted strengths are maintained and built upon. A process has been put in place to include staff across the Service in this work and in future, and on-going, arrangements for auditing the quality of work. Three meetings have been held with staff to detail the action plan and how improvements will be embedded in the Service.

4.11 A Draft Improvement Action Plan is being developed to bring together all of the improvement activities so that these are led in a coherent manner.

4.12 The Inspection Improvement Steering Group will meet monthly and will make arrangements to provide progress reports and evidence of improvements to the LSCB, the Partnership Board for Health and Wellbeing, the Corporate Parenting Group, and the In-Care Council. It is envisaged that the LSCB will also form a multi-agency Improvement group to oversee the wider improvement agenda across all of the relevant agencies.

5 RISK MANAGEMENT

5.1 The risks associated with ensuring effective safeguarding arrangements are the provision of services to children and young people are assessed by the Children's Service (and partner agencies) and included in both the Service and Corporate risk register.

5.2 The risks associated with ensuring effective safeguarding arrangements are also assessed and managed by the LSCB (which receives quarterly performance reports) and the Board has established its own risk register.

5.3 The risks associated with ensuring the quality of service provision for looked after children and care leavers are assessed and managed by the Children's Service (and partner agencies) and included in both the Service and Corporate risk register.

6 CONSULTATION

6.1 Staff; Other B&NES Services; Stakeholders/Partners.

6.2 Staff across Children's Service have been involved in discussions about how the Service will respond to the recommendations for areas for improvement: in detailing the action plan: and in evaluating progress and evidencing improvements.

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Background papers	
<p>Please contact the report author if you need to access this report in an alternative format</p>	

Inspection of safeguarding and looked after children services

Bath and North East Somerset

Inspection dates: 9 - 20 January 2012
Reporting inspector: Pietro Battista HMI

Age group: All
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Contents

About this inspection	2
The inspection judgements and what they mean	3
Service information	3
Safeguarding services	6
Overall effectiveness	6
Capacity for improvement	7
Safeguarding outcomes for children and young people	10
Children and young people are safe and feel safe	10
Quality of provision	12
The contribution of health agencies to keeping children and young people safe	16
Ambition and prioritisation	19
Leadership and management	20
Performance management and quality assurance	21
Partnership working	22
Services for looked after children	24
Overall effectiveness	24
Capacity for improvement	25
How good are outcomes for looked after children and care leavers?	27
Being healthy	27
Staying safe	29
Enjoying and achieving	30
Making a positive contribution, including user engagement	32
Economic well-being	34
Quality of provision	35
Ambition and prioritisation	38
Leadership and management	40
Performance management and quality assurance	41
Record of main findings	43

About this inspection

1. The purpose of the inspection is to evaluate the contribution made by relevant services in the local area towards ensuring that children and young people are properly safeguarded and to determine the quality of service provision for looked after children and care leavers. The inspection team consisted of four of Her Majesty's Inspectors (HMI) and one inspector from the Care Quality Commission. The inspection was carried out under the Children Act 2004.
2. The evidence evaluated by inspectors included:
 - discussions with 21 children and young people and 22 carers receiving services, front staff and line managers, senior officers including the Director of Children's Services and the Chair of the Local Safeguarding Children Board, elected members and a range of community representatives
 - analysing and evaluating reports from a variety of sources including a review of the Children and Young People's Plan, performance data, information from the inspection of local settings, such as schools and day care provision and the evaluations of a serious case review undertaken by Ofsted in accordance with '*Working Together To Safeguard Children*', 2010
 - a review of 94 case files for children and young people with a range of need. This provided a view of services provided over time and the quality of reporting, recording and decision making undertaken
 - direct observation of practice and working groups. Visits to a range of safeguarding and looked after children's services across the partnership
 - the outcomes of the most recent annual unannounced inspection of local authority contact, referral and assessment services undertaken in January 2011
 - interviews and focus groups with front line professionals, managers and senior staff from; NHS Bath and North East Somerset and NHS Wiltshire, Oxford Health NHS Foundation Trust; Sirona Health and Social Care; The Royal United Hospital; Great Western Hospital Foundation Trust; Avon and Wiltshire Partnership NHS Foundation Trust and Bath NHS Healthcare Centre.

The inspection judgements and what they mean

3. All inspection judgements are made using the following four point scale.

Outstanding (Grade 1)	A service that significantly exceeds minimum requirements
Good (Grade 2)	A service that exceeds minimum requirements
Adequate (Grade 3)	A service that only meets minimum requirements
Inadequate (Grade 4)	A service that does not meet minimum requirements

Service information

4. Bath and North East Somerset (BANES) has a resident population of approximately 33,283 children and young people aged 0 to 18, representing 18.8% of the total population of the area. In 2011, 9.1% of the school population was classified as belonging to an ethnic group other than White British compared to 22.5% in England overall; 3.5% of the school population are of a mixed/dual heritage background; 3.2% of pupils speak English as an additional language. The proportions are very low for each of the wide range of languages spoken. Polish is the most recorded commonly spoken community language of pupils but forms less than half a percent of the total.
5. BANES has 78 schools comprising 62 primary schools, 61 maintained and one academy, 13 secondary schools of which seven are academies, three special schools, one of which is an academy and no pupil referral unit. Early Years services provision is delivered predominantly through the private and voluntary sector in over 93 settings; there are eight local authority maintained nurseries.
6. The BANES Children's Trust Board was established in January 2008. The board agreed that it would continue as a non-statutory board in September 2010, at which time it also reviewed its governance and membership. The Trust currently includes representatives of the local authority, independent chair of the Local Safeguarding Children Board (LSCB), primary, secondary and college representation, health, police, the voluntary sector and the transitions board. It also includes the chairs of the delivery and strategy groups who lead on the delivery of the Children and Young People's Plan. The BANES Safeguarding Children Board was established in 2006 and has been independently chaired since June 2010. It has core members in line with the requirements of *Working Together to Safeguard Children 2010*, associate members and links with other key stakeholders and partnerships. With three other LSCBs, it has established the west of England Child Death Review Panel.

7. Social care services for children have 78 foster carers. A preferred provider list of 25 Independent Foster Agencies on a Framework Contract was commissioned in partnership by the Northern Sub Region of the South West Local Authorities; Gloucestershire, South Gloucestershire, North Somerset, Wiltshire and Bristol. There is also a preferred provider list for residential children's homes of 12 homes. This has been re-commissioned and the new list of 38 organisations, covering 100 residential children's homes, will be put into effect on 1 April 2012.
8. Community-based children's social care services are provided by teams covering North East Somerset and the city of Bath. The latter is currently piloting new approaches to the delivery of services following a lean review of social care processes. These provide contact, referral and assessment services and social work services to children in need, subject to protection plans or entering care. Area-wide teams provide services to children in care, to those leaving care, and to disabled children. The Family Placement Team provides the council's Adoption, Fostering and Family Link Services. The emergency duty and out of hours service is provided through a consortium with North Somerset, South Gloucestershire and Bristol.
9. Other family support services are delivered through 11 children's centres and extended services in schools that include parent support advisors, family play inclusion workers and support to after-school clubs. Integrated youth support services are delivered by children's services through four youth hubs and a youth mobile unit. The service's Voluntary Sector Development Worker also supports 20 organisations and 24 projects to increase capacity and provision across the voluntary and community sector. Targeted specialist services are provided through the Youth Offending Team, which incorporates Compass, the Family Intervention Programme and the 117 support service.
10. At the time of the inspection there were 161 looked after children. They comprise 29 children less than 5 years of age, 110 children aged 5 to 16, 22 young people aged over 16 and a total of 64 with care leaver status. In 2009, a headteacher for the virtual school for children in care was appointed. At the time of the inspection there were 84 children who were the subject of a child protection plan. These comprise 35 females and 45 males of which two were unborn children. About 37% of these children are aged under 5, 36% are aged 5 to 11 and 25% are 12 years or older. The highest category of registration was emotional abuse at 51% followed by neglect at 39%, with physical abuse at 5% and sexual abuse also at 5%.
11. NHS Bath & North East Somerset and Bath and North East Somerset Council have formed a Partnership for Health and Well-Being to undertake the integrated commissioning of health and social care services for adults and health services for children. Commissioning for children's health

services sits within the council's children's services management structure with some joint funding of posts.

12. Commissioning of Primary Care services is undertaken by NHS Bath and North East Somerset. Child and adolescent mental health services (CAMHS) commissioning is aligned through a joint contract between the Primary Care Trust (PCT), council and NHS Wiltshire (who are the lead commissioner). CAMHS are provided by Oxford Health NHS Foundation Trust.
13. Universal services such as health visiting, school nursing, community paediatrics, and speech and language therapy are delivered by the recently established Community Interest Company, Sirona Health and Social Care. The acute hospital providing accident and emergency services and paediatric services for children is the Royal United Hospital, Bath. Maternity and newborn services are provided by Great Western Hospital Foundation Trust at Princess Anne Wing at Royal United Hospital. Adult mental health services are provided by Avon & Wiltshire Partnership NHS Foundation Trust (AWP). This provision is jointly commissioned with other local PCTs and NHS South Gloucestershire is the lead commissioner.
14. Children and families access primary care services through one of 27 GP practices, and walk-in centres including Bath NHS Healthcare Centre, and the Urgent Treatment Centre and minor injury centres at Paulton Memorial Hospital. For children with learning difficulties and/or disabilities and who have complex health needs, services are provided by the Lifetime Service which is part of Sirona Health & Social Care. The PCT and council jointly fund short break services.

Safeguarding services

Overall effectiveness

Grade 3 (adequate)

15. The overall effectiveness of safeguarding services is adequate. Children and young people at immediate risk of significant harm are identified and responded to in a timely way to ensure they are protected and partner agencies collaborate well to safeguard children and young people. The council meets its statutory requirements for the management and delivery of safeguarding services. Commitment to safeguarding children is evidenced by all agencies ensuring that resources are maintained and, in some cases, are enhanced during a period where there have been significant reductions in other services.
16. The LSCB appropriately undertakes its safeguarding responsibilities, actively promoting and monitoring safeguarding work and facilitating high quality multi-agency training. Partnership arrangements are strong at both strategic and operational level with good commitment from most partner agencies and appropriate representation by most key agencies at strategic and operational groups. Most agencies are increasingly being held to account for their safeguarding responsibilities, although this is not sufficiently established with health services.
17. Performance management and quality assurance systems are in place across the partnership, and a range of individual and multi-agency case audit systems enable managers to identify key issues impacting on safeguarding services. Although this has resulted in improvement in some area of practice where issues have been identified, other areas of poor practice have not sufficiently improved. For example, to ensure that agencies are notified of the outcome of referrals and ensuring that core assessments are undertaken on child protection inquiries.
18. Significant challenges are faced by the council in remodelling children's social care services. The remodelling is based on a thorough needs analysis undertaken through a robust review of children's services. A strategy for systematic restructuring of the service has been developed, using experience gained from piloting a new Family Team. Actions taken are at an early stage and have not yet resulted in significantly improved performance and practice or demonstrated consistently high quality assessments, cases planning, intervention or management oversight.
19. The contribution of health service to safeguarding arrangements is inadequate as a result of failure to meet statutory guidance in key areas. For example, the lack of a designated nurse for safeguarding, until the recent appointment to this role, has resulted in insufficient strategic oversight of safeguarding responsibilities across health services. At an operational level, health service providers work effectively to promote good safeguarding outcomes for children and to effectively collaborate

with partner agencies. However there are areas where information exchange and communication requires improvement, such as notifications between the acute hospital and social care services.

20. Workforce planning across the partnership has been sufficiently effective to secure and retain suitably experienced and qualified staff. Staffing resources are, for the most part, sufficient across the partnership with some planned growth. Social work caseloads are higher than the council considers optimal although staff report caseloads to be manageable.

Capacity for improvement

Grade 3 (adequate)

21. The capacity for improvement is adequate. The council and its partners have clear ambition and appropriate priorities that are reflected in the Children and Young People's Plan (CYPP) and in the LSCB business plan. The council has protected and, in the short term, expanded spending on children's services, in the context of making savings across council services overall. The senior leadership is effective in identifying areas of concern or those requiring development and most of the practice weaknesses identified in this inspection were known to managers. However, there is not yet a proven track record of effecting or sustaining improvement in many of these areas.
22. Workforce planning and development have been largely effective in securing sufficient qualified and experienced staff across the partnership. For example the recruitment and retention of qualified social workers has been supported by a policy of enabling non qualified social work staff to attain qualifications. Staff have access to a wide range of training courses designed to develop good practice. However, safeguarding practice seen during this inspection was too variable and although most was of a satisfactory standard there is insufficient evidence of the impact of action taken to improve the quality and consistency.
23. Improvement in some key areas has been slow. Following the first inspection of contact, referral and assessment services in 2010 insufficient progress has been made on a number of areas identified for development. The most recent unannounced inspection in January 2011 reinforced areas requiring development of which several remain from the previous inspection. These include the inconsistent consideration of issues of equality and diversity in case planning, inconsistent acknowledgement to referring agencies of contacts made, variability in the quality of analysis including consideration of key risk and protective factors and the recording of managerial comments and decisions on case files.
24. The reconfiguration of children's social care services is at a very early stage of implementation and learning from piloting the Family Team has not been systematically evaluated to ensure that further service restructuring is based on effective practice. Whilst the council recognises the need to ensure that the quality of practice and management oversight

in the reconfigured service is robust, this is not sufficiently evidenced or secure at this stage.

25. Health service governance of safeguarding services and ensuring safe practices and communication are not sufficiently established. Managers now recognise the issues and that securing improvement poses a significant challenge across the partnership at a time of major change across health services.

Areas for improvement

26. In order to improve the quality of provision and services for safeguarding children and young people in Bath and North East Somerset, the local authority and its partners should take the following action.

Immediately:

- ensure that core assessments are completed following child protection investigations
- ensure that assessments are of high quality and are recorded fully on case records
- ensure prompt sharing of information between children's social care and health services about children subject to child protection plans and children who are looked after
- ensure that there is effective 'flagging' of all children and young people known to social care services on hospital information systems to facilitate risk identification and protection from harm
- ensure that referring agencies are promptly informed of the actions taken following their referral.

Within three months:

- ensure that a performance management framework for health providers' safeguarding activity and outcomes is established and that this is monitored routinely through clinical governance and through the LSCB arrangements
- ensure that adult mental health services have appropriate child protection and safeguarding training and related supervision and that performance monitoring of safeguarding practice in adult services is robust
- ensure effective performance management of safeguarding processes, practice and recording within the children's acute hospital services and that their effectiveness is reported to the LSCB

- ensure that safeguarding training undertaken by staff in health providers is at the appropriate level, is consistent across all organisations and is subject to rigorous monitoring
- ensure that all clinical and non-clinical staff in health provider organisations have access to regular, planned safeguarding supervision
- ensure that general practitioners, the Walk in Centre, pharmacists and all appropriate health practitioners are fully engaged in safeguarding arrangements
- ensure that managers in provide regular high quality supervision and fully record management decisions and directions on case records
- ensure that robust quality assurance and case file audit arrangements are implemented
- ensure that ethnic and cultural issues for children and their families are appropriately and consistently considered in assessment and case planning
- ensure that electronic case recording systems effectively support staff to record their work and evidence management oversight of cases. Ensure that the emergency duty service have access to all necessary information contained in children's social care services electronic case records
- ensure that case records contain high quality chronologies and that historic information is fully considered in case planning
- ensure that core groups are held in accordance with the plan of protection and that minutes of the group are recorded on case files.

Within six months:

- ensure that the 11-18 strategy improves early identification of the needs of older children and young people who may be vulnerable, leads to well targeted and effective services for this age group and reduces the need for statutory intervention.

Safeguarding outcomes for children and young people

Children and young people are safe and feel safe

Grade 2 (good)

27. The impact of services in ensuring that children and young people are safe and feel safe is good. The most vulnerable children and young people at risk of significant harm are safeguarded by timely interventions and decision making.
28. The role and function of the local authority designated officer (LADO) are well established. Arrangements for handling allegations against adults working with children and young people are sound and work has been targeted to ensure that independent schools and academies, as well as maintained schools are aware of their responsibilities in this area. The LSCB appropriately monitors the work of the LADO.
29. Robust arrangements within the council and across the partnership helps to ensure that the safe recruitment of staff meet the standards adopted by the LSCB. Agencies effectively audit their safe recruitment practice and report on this annually to the LSCB. Routine re-checking of Criminal Records Bureau clearance is undertaken by all agencies and those that indicate concern are subject to risk assessment and decision making by senior managers.
30. Strong corporate leadership to promote equality and diversity is evident, with the council rated at the 'Achieving' level of local government equality standard following recent peer assessment. Service managers have a sound understanding of the issues affecting the lives of children and young people in the area and the challenges of engaging black and minority ethnic communities. There is good engagement of children and young people strategically on the new Equality and Diversity group, with examples of consultation leading to improvements for vulnerable groups, such as refinements to school meals services and the provision of hoists in leisure centres. Effective work is undertaken in schools through the healthy schools programme and personal, health and social education programmes which aim to increase understanding and to celebrate issues of diversity. However, the council and its partners recognise further improvements are required. Case files audited within this inspection identified that the recording of ethnicity as well as the impact of cultural and diversity issues are not consistently considered in case planning. This is a long-standing area for development, which was identified in the unannounced inspections of 2010 and 2011.
31. A range of communication methods is used well to inform families and young people of how to make a complaint and these are monitored well

by managers to ensure that this has been done. For example, Independent Reviewing Officers check at statutory reviews that children and young people are aware of how to complain. Themes from complaints are collated and used to improve practice and inform learning. An annual report sets out the clear principles underpinning the complaints procedures. Complaint information and forms can be obtained in Braille and translated. A new complaint leaflet was published during 2010 and was designed specifically for children and young people.

32. Private fostering arrangements are effectively monitored, and the LSCB has taken appropriate action to promote and increase agency and public awareness of private fostering arrangements and the council's duties in respect of such children and young people. However, the number of known private fostering arrangements has not significantly increased.
33. Strategies to prevent school exclusion and to improve attendance for all children including those who are vulnerable are highly effective. Permanent and fixed-term exclusions from secondary schools have been below the national average for some years. Well established and diligent partnership work, built on trust and common purpose between schools and partners, enables appropriate packages of support to be put in place for children at risk of exclusion and moves of pupils between schools are managed well. The council has taken positive action to improve the way it identifies, monitors and ascertains the views of children and young people who are educated at home. The council maintains purposeful contact, on at least an annual basis, with the large majority of these families. Staff who undertake home visits are vigilant about potential safeguarding issues and work closely with social care services when concerns about the child's welfare are identified.
34. Multi-agency arrangements for identifying and finding young people missing from home, care and school are robust. Clear roles and responsibilities of Children's Social Care, the police and other agencies are made explicit in a local protocol. A monitoring group of key managers meets bi-annually to effectively oversee how the protocol works in practice and identify emerging issues. Interviews following the return of a missing child are routinely undertaken by police or a professional best known to the child or young person. Robust systems are in place to ensure children missing from education are monitored. The education welfare service is proactive in taking steps to trace children and young people missing from education, with children remaining on the school roll until their whereabouts have been identified.
35. Multi-Agency Public Protection Arrangements are effective in protecting the public from persons posing risk to others. This work is augmented by the Keepsafe service which works well with children and young people presenting sexually harmful behaviours, working directly with children,

young people and their families and providing consultation to other professionals.

36. A partnership of statutory, voluntary and community sector services meets as the Anti-Bullying strategy group to develop support services to protect children and young people from bullying. Every school in the area has an anti-bullying policy identifying preventative and reactive responses for dealing with bullying incidents. Appropriate consideration and action are taken to tackle cyber bullying and to promote e-safety.
37. The domestic violence forum is well established, with good participation from agencies. A specialist domestic violence court is in place, with independent domestic violence advisors to support victims in both criminal and civil proceedings. Support is available to families affected by domestic violence, for example the New Way project proactively engages fathers and male partners to break the cycle of repeat abusive behaviours. Multi-Agency Risk Assessment Conferences take place regularly and agencies value the opportunity to share information and to ensure that plans are coordinated to protect children, young people and their parents. Targeted training has raised awareness of domestic violence, which has resulted in an increase in referrals to children's social care, for example from the midwifery services. Notifications of incidents of domestic violence in households with children are shared with the school nurse who cascades the information to teaching staff, where appropriate.

Quality of provision

Grade 3 (adequate)

38. The quality of safeguarding provision is adequate. Children and young people at immediate risk of significant harm are identified and responded to in a timely way to ensure they are protected and partner agencies collaborate well to safeguard children and young people. The council meets its core statutory requirements for the management and delivery of safeguarding services.
39. Strong partnership work between partner agencies, schools and educational settings helps to build the capacity and expertise in local areas to identify and support the most vulnerable children, including those who may be at risk of significant harm or abuse. Schools and education settings understand the thresholds for child protection services and are confident in carrying out their roles and responsibilities in safeguarding children. Social care services are responsive when schools raise concerns about specific children and provide good advice and guidance for those with lower levels of need. Regular high quality training and information updates also ensure that staff in universal services are well informed about policies and practices and are well equipped to support children and families who need additional help.
40. The range and quality of early identification and preventative services are good. Common assessment framework (CAF) and team around the child

(TAC) arrangements are becoming well established. In particular, good use is made by vulnerable children and families of early years settings and children's centres. Close collaboration between social workers and children's centre staff enables 'step up' and 'step down' arrangements between child protection and CAF to be monitored closely so that children and families receive the right kind and level of support at the time it is most needed. Other than for young parents, the use of CAFs to support vulnerable teenagers is insufficiently developed. The council is developing an 11-18 strategy to identify and formalise referral pathways to targeted services for this age group.

41. The quality of CAF assessments, seen by inspectors, was satisfactory overall but was variable. Where CAFs have been used to best effect, they have led to integrated packages of support which actively engage children and families in a non-stigmatising way. Weaker assessments lacked rigour and did not focus sufficiently on the outcomes to be achieved. In some cases, it is not clear whether the child or young person's views have been sought or taken into account in developing action plans and reviewing progress. The council is aware of the variability in practice and is taking action to bring about improvement, for example through on-going training for lead professionals and by establishing a multi-agency quality assurance group which samples and audits the quality of CAFs and promotes good practice.
42. Thresholds for child protection are clear and are well understood by partner agencies. In most cases seen by inspectors thresholds of need are applied consistently. This has resulted in an increasing number of appropriate referrals to children's social care of which a higher percentage progress to assessment. However, referring agencies are not routinely informed of the proposed actions of children's social care following referral of children in need cases.
43. All child protection referrals are promptly allocated to suitably qualified and experienced social workers. Good relationships between children's social care services and the police ensure that joint child protection investigations are robustly undertaken where appropriate. However, not all Section 47 enquiries lead to core assessments being completed, as required by statutory guidance and the policy and procedures adopted by the council and its partners.
44. The quality of assessment and care planning for the most vulnerable and those in need of protection is too variable, although overall of a satisfactory standard. Most assessments identify risk factors impacting on children's safety and welfare, although protective factors are not always made sufficiently explicit. The better assessments, seen by inspectors, demonstrated a clear child centred approach. However, in too many cases assessments were not sufficiently thorough or did not demonstrate a full consideration of risk or prompt consultation with other agencies. In

contrast, assessments of children with disabilities consistently demonstrated good consideration of their needs.

45. Overall assessments do take sufficient account of the culture and identity of the child and family, but such practice is not consistent in all cases. Historical information is not always fully considered within assessments and case planning. This is made more difficult in some cases where chronologies were not up to date or detailed or missing altogether. Assessments are required to be authorised by managers, however, it was not always possible to verify from records what input managers had to assessments, what actions they had sanctioned or the rationale for some decisions made on cases.
46. The remodelled Family Team serving the communities of Bath and the surrounding area has been established to improve the consistency of access and response from the social care service. The team has been augmented by the addition of a Deputy Team Manager post to strengthen decision making at the point of access. Observation, by inspectors, of team functioning demonstrated that contacts and referrals are being dealt with satisfactorily. Although there is no unallocated work in this team, capacity issues at the time of this inspection resulted in the Deputy Team Managers holding small yet complex caseloads, which had not been intended to be their role by social care services. Piloting of the new team structure has promoted greater flexibility, use of professional judgement by social workers and the development of less prescriptive methods of recording work. However, inspectors were not able to consistently evidence from records that in all cases assessments, intervention and management oversight was conducted rigorously. The council has acknowledged the need to improve the quality of practice and management oversight within the team.
47. The North East Somerset Team operates a different system to the Family Team, pending the restructuring of the service. Child protection concerns receive a prompt response and managerial decisions are made within statutory timeframes. In some cases delay in the commencement of assessments for children in need results from seeking further information to clarify whether an assessment should be undertaken. At the time of this inspection 33 cases were allocated to the Deputy Team Manager for work to be progressed 'on duty' and this resulted in undue delay in the assessment and the provision of services to some children in need.
48. The timeliness of initial child protection conferences is adequate. In a few cases there was delay in the convening of these meetings beyond prescribed timescales. The timeliness of all subsequent review conferences is compliant with required timescales. Overall quality of social workers' reports to conferences is satisfactory, but is too variable. This has not improved in consistency or quality through the trialing of new methods of presenting information and reports to conference by the Family Team. The

timely sharing of reports with the independent chairs and families, although improving, remains inconsistent. The wishes and feelings of children and young people are not consistently sought and used to influence case planning, although the provision of an independent advocacy service has benefitted some older children and young people in helping them to contribute to their care plan. The new 'plan' for initial and review child protection conferences being trialled within the Family Team does not include a section to record separately the consideration of risk and protective factors. While these are within the plan, it can be difficult for parents to always succinctly ascertain the most pressing concerns.

49. The attendance of key agencies at child protection conferences is good. However, the production and quality of written reports by key agencies is too variable. An LSCB sub group regularly monitors the quality of reports to conference and reports to agencies to improve poor work and to recognise good work. Child protection plans are mostly of good quality, clearly identifying risks and actions required to minimise risks to children. However such plans do not always make clear contingencies if the actions are not carried out. Most plans specify the frequency of core groups and home visiting arrangements. However, in some cases seen by inspectors records did not evidence that core groups were being held with the frequency required by the plan. In a few cases records did not show that social workers had visited children in accordance with the regularity stated in the plan.
50. Within children's social care two electronic case recording systems are used. Neither system provides a coherent and comprehensive picture of service involvement and decision making. Neither support workers and managers in carrying out their duties or evidencing their work effectively and efficiently. The systems do not easily enable the compilation of case chronologies to promptly identify historic involvement and to contextualise presenting case concerns. One system does not require evidence of managerial oversight or 'sign off' nor can it be currently accessed by the Emergency Duty Team. In some cases seen by inspectors, key information such as the rationale for the instigation of Section 47 enquiries and details of core group minutes had not been put into the system.
51. Out of hours arrangements are well established and practitioners and managers report greater satisfaction with the work undertaken by this team following additional resourcing and reconfiguration. Relationships with daytime social care services are effective and, on occasion, welfare visits are undertaken by out of hours staff to support casework.

The contribution of health agencies to keeping children and young people safe Grade 4 (inadequate)

52. The contribution of Health service to safeguarding arrangements is inadequate as a result of failure to meet statutory guidance in key areas. No designated nurse for safeguarding, as set out within statutory guidance *Working Together 2010* has been in place within Bath and North East Somerset PCT for the past three years. This role is instrumental in providing expert health support to the LSCB and ensuring, on behalf of the PCT, that the safeguarding practice of providers of children's healthcare safeguarding is appropriate and is subject to strong governance and accountability across health services. Current governance arrangements do not challenge providers sufficiently and lack rigor. Not all health providers are engaged in these arrangements, such as pharmacists and the Walk in Centre.
53. No annual health safeguarding reporting system, involving all health providers and subject to rigorous challenge and performance oversight by the LSCB, has been established. The newly-formed Bath and North East Somerset and Wiltshire PCT cluster has identified this gap and took prompt action to appoint a designated nurse eight weeks prior to this inspection. This post acts as designated nurse for NHS Wiltshire and currently also for BANES. The designated nurse is beginning to establish the required relationship between commissioner and providers, and is developing an improvement plan, while reviewing the effectiveness of delivery of safeguarding activity in health services. The review incorporates an assessment of the capacity of this role to deliver necessary improvement.
54. Named nurses and doctors in provider services are knowledgeable, supportive and accessible to staff within their services. However, they have not had the benefit of the advice, guidance and support of a designated nurse to develop practice and competencies, and they welcome the new arrangements.
55. Health safeguarding referrals to social care are not routinely acknowledged by social care services, although health staff do routinely follow-up referrals to ensure these have been received. Health staff attendance at child protection meetings is improving but further improvement is required. For example, in 2010/11, school nurses attended and submitted reports to 76% of possible conferences and paediatricians attended 11% of possible conferences sending a report for 94% of these. Health services staff report that their opinions are not fully recognised within case conferences and some report not being fully informed of the specific child protection concerns under discussion which undermines their contribution to risk assessment, decision making and protection planning. Such issues have been resolved in individual cases with the support of the appropriate safeguarding lead, but remain a wider issue to be tackled.

56. Governance of practice for children's safeguarding at the Royal United Hospital (RUH) is inadequate. While staff seen, by inspectors, have an awareness of some safeguarding risks and their responsibilities and there is some evidence of lessons learnt from significant incidents informing practice, these are not embedded. Levels of basic and advanced paediatric life support and other core skills among registered emergency department nurses are inadequate. Staffing capacity has resulted in difficulties in releasing staff for core skills training. Relationships with the social care team based at the hospital are positive and channels of communication and referral are clear. However, in some cases, children who have accessed the emergency department are not referred promptly to other agencies. Instead cases from the preceding seven days are reviewed weekly and action is then taken to notify other agencies where there are needs or concerns that need to be addressed. Analysis of these cases in this inspection did not identify any children left at risk of significant harm. However there were examples of delay in notifying children in need issues. For example, there were 20 retrospective referrals to social care in the past 12 months, including two children subject to protection plans and six looked after children. The review process is beneficial as a quality assurance process albeit on a weekly rather than daily basis and staff undertaking it are diligent. Data on the review activity is held on the ward. However, outcomes from the review are not reported routinely to hospital managers, the PCT or the LSCB to ensure that management oversight is rigorous and that no potential safeguarding issues are missed.
57. The provision of appropriate safeguarding training in provider agencies is variable and is overall inadequate. Safeguarding training at levels commensurate with health staff roles and responsibilities is not being delivered across all health services. Monitoring by health commissioners and the LSCB of the provision of health safeguarding training lacks rigor. Staff in community health services are trained to appropriate levels and this is overseen effectively by the named professionals within the service. However, workers in adult mental health services are not trained to appropriate levels and levels of safeguarding training at the Royal United Hospital do not meet national minimum safeguarding training requirements. Managers acknowledge this significant gap and an action plan is in place which is now being overseen by the designated nurse.
58. Safeguarding supervision in health services overall is inadequate. Safeguarding supervision is not established across all health services in accordance with statutory guidance. Different arrangements operate in each health service. For example, the RUH has not established planned, dedicated safeguarding supervision and is a priority area for development. Informal supervision, advice, guidance and support to staff by managers are available in response to daily activity and these are valued by staff. However, this is not sufficient. Effective peer review processes are in place for consultants and their teams which are valued and provide supervision opportunities. Safeguarding supervision is well established in community

health services and is effective. Three monthly group safeguarding supervision for midwives is being introduced following a pilot programme last year, but is at a very early stage of implementation.

59. Adult mental health services do not adequately discharge their safeguarding responsibilities. Children's safeguarding issues and Think Family approaches are not embedded within adult health services and a recent survey undertaken by the Avon and Wiltshire NHS Partnership Trust identified that only 80% of the workforce regarded children's safeguarding as a priority. The Adult Mental Health Children's Social Care Protocol does not effectively ensure that appropriate joint visits and assessments are routinely undertaken where there are concerns about the impact of parental mental health upon children. Staff are not trained to appropriate safeguarding levels. Performance management of safeguarding and hidden harm issues is being developed between children's and adult services. No protocol is in place to ensure smooth transitions from CAMHS into adult mental health services for vulnerable young people. Managers are aware of these issues and are now taking action.
60. The information system newly introduced at the RUH, does not have an effective 'risk flagging', a facility to alert staff to concerns relating to individual children. This issue is subject to an action plan, however, the target deadline of autumn 2011 was not been met and a new timescale for delivery has not been set. The RUH information system differs to that operating in the emergency departments, which does have an effective 'risk flagging' system, which staff value. The two systems are not able to communicate with each other, which impacts negatively on the ability to share information or concerns where children present at different health venues.
61. Sharing of information in relation to children looked after or subject to child protection plans between social care and specific health services is not consistent. Lists of these children are sent weekly by social care services to named professionals in the acute hospital and to community health services and health providers who find this helpful in identifying children at risk. However, this information is not shared routinely with the CAMHS service which has to identify looked after children and those children subject to plans on a case-by-case basis.
62. Health providers recently reviewed their response to children who do not attend health appointments and have significantly strengthened how they promote attendance and ensure a prompt response by health professionals to non attendance. This has resulted in a significant reduction in non attendances. Further work is required to ensure that social care services engage in the non attendance protocol to trigger referrals and responses.

63. Arrangements for children and young people who have been subject to sexual assault are well established and effective. There is no sexual assault referral centre in BANES, but facilities in Bristol and Wiltshire are in close proximity and are readily accessed, generally for young people aged 14 years and over. A team of paediatricians operates a 24-hour rota and examinations are undertaken in conjunction with forensic specialists in a designated facility situated in children's outpatients. This can be accessed out of hours. Suitable follow up and effective on-going sexual health and support arrangements are in place for young people who access the sexual assault referral service.
64. A range of good quality front line health services deliver good outcomes for children and young people. These include sexual health services, school nurses, health visitors, the CAMHS service, including the learning disability service and the specialist eating disorder service. The outreach service for children and adolescents (OSCA) provides effective year-round crisis intervention available 24 hours per day. Positive relationships and daily contact are established with the acute hospital's children's services, and children at the hospital can readily access CAMHS support when needed. Services for children with disabilities and life limiting illnesses are also good.
65. General Practitioner (GP) engagement with safeguarding arrangements is improving but is not yet adequate. No named GP to provide direct work across practices has been appointed and the lack of designated nurse role has resulted in insufficient drive across health and social care to ensure the consistency and the quality of general practitioner contribution to case conferences. The designated doctor provides good quality three year training for GPs and this is valued by those who attend. Pharmacists are not engaged in safeguarding arrangements. The Bath Walk In Centre, while supported well by Sirona Care and Health, and by the named nurse for community health services has not yet engaged in the strategic governance arrangements that are being introduced by the designated nurse.

Ambition and prioritisation

Grade 3 (adequate)

66. Ambition and prioritisation for safeguarding is adequate. The strategic leadership within council and its partners give safeguarding the highest priority. Cross party commitment to safeguarding by elected council members demonstrates a consensus view that services for children and young people are a priority and must be appropriately resourced. However significant safeguarding governance issues within the health services remain unresolved.
67. The ambitious proposed remodelling for the delivery of Children's Social Care was informed by the lean review of social care processes and the key messages from the Munro review of child protection. The redesign is part

of the wider change programme for the council. Within this the needs of children are appropriately at the forefront of work targeted to improve the effectiveness and efficiency of children's services.

68. Almost all partner agencies appropriately ensure that safeguarding is prioritised within their services and necessary resources are assigned. Core child protection services are enhanced by a wide range of effective early intervention and prevention support services, which prioritise vulnerable children and young people.

Leadership and management

Grade 3 (adequate)

69. Leadership and management are adequate. Appropriate leadership in safeguarding is provided through the LSCB and within most partner agencies. Regular oversight of activity and progress in children's social care services is undertaken by elected members. This is supported by regular reporting from senior officers in children's services to the portfolio holder. The overview and scrutiny committee receives and reviews the children and young person's plan as well as the annual report from the LSCB. Effective leadership is provided by the Director of Children's Services and the senior management team within children's social care.
70. The council and its partners have a good understanding of the strengths and areas requiring further development in children's services. Social workers and their managers are generally positive about the proposed remodelling of children's services and report to inspectors a keenness to be freed from some of the more bureaucratic elements of their work and to have more time to work more closely with children and families. New documentation has been introduced to assist social workers with recording practice. However, reports from staff and the findings from this inspection indicate that further work is required to ensure that recording better evidences robust practice and management oversight of cases. This is not assisted by the weaknesses in the electronic recording systems.
71. Management and supervision arrangements within children's social care services are clear. Staff report having ready access to managers and value opportunities for informal discussions on casework. However, supervision files seen by inspectors in relation to safeguarding and children in need cases were at best adequate in recording whether supervision was undertaken on a regular basis or in capturing whether formal supervision was sufficiently detailed, reflective and challenging. Supervision files did not consistently evidence actions required from social workers following the meeting. Where actions were recorded subsequent supervision sessions did not consistently demonstrate that managers checked whether those actions had been carried out.
72. A wide range of safeguarding training opportunities is available to staff across the partnership with good outcomes seen by inspectors, for example in raised awareness of the impact of emotional abuse. The

introduction of reflective practice workshops has been well received and is promoting strong informal networks across partner agencies. Social workers report that they value the training opportunities provided. However, they report that capacity issues within their team, sometimes requires casework to be prioritised over attendance at training. Newly qualified social workers report good quality support with structured training and caseload protection in their first post-qualifying year. The authority has a good track record of supporting non-qualified staff to achieve the social work qualification and successfully growing and developing its own workforce.

73. In most cases, staffing resources across the partnership are sufficient to meet safeguarding needs and growth is planned in some services. For example, funding has been secured to appoint additional health visitors. Social worker caseloads are higher than the Council considers optimal, although staff seen by inspectors report that their caseloads are manageable and that they receive good support to manage their work. The established number of social work posts is sufficient to deliver the service priority areas. However, recruitment and some capability issues have necessitated the use of agency staff as well as case holding by Deputy Team Managers, which has a negative impact on the continuity of support to children and families and on the capacity of managers to oversee the work of the team.
74. Service user engagement in service planning and development is established although it is recognised by managers that further work is required in this area to further coordinate and consolidate practice. The recent establishment of the Equality and Diversity group reflects this ambition and demonstrates progress.

Performance management and quality assurance

Grade 3 (adequate)

75. Performance management and quality assurance are adequate. The council and its partners undertake a range of performance management and quality assurance functions across agencies and within individual services. At the strategic level, safeguarding performance is monitored through the LSCB, the Children's Trust Board and other governance bodies such as the Health and Well-being Partnership and the council's scrutiny committee. Several representatives attend both the LSCB and the Children's Trust Board, including the LSCB Chair and the director of children's services, which assists communication consistency and challenge.
76. The LSCB routinely monitors the effectiveness of core multi-agency child protection activity through the work of its Children's Services sub committee. This multi-agency body satisfactorily reviews the reports, minutes and outcomes of all Child Protection Conferences referring

individual matters of concern or good practice to individual agencies for them to improve or promote such practice. Despite this established activity persistent practice weaknesses have been identified by partners and inspectors. Examples are, significant variability in the quality of assessments; the identification of risk and protective factors as well as the quality of analysis in agency reports. Managers and front line staff reported that the audit tool used by the LSCB sub committee is not sufficiently rigorous and does not provide in depth analysis of the quality of multi-agency practice, and this was confirmed by inspectors. The LSCB is aware of the limited impact of this process on securing improvement to practice and is producing exemplars of best practice to drive forward improvement.

77. Managers in children's social care lead the drive to improve quality and performance in safeguarding work. For example, audits undertaken by the Children's services sub committee and by the Assistant Director of Children's social care are open and transparent, identifying issues of poor practice such as delays in case planning, risk averse practice and resources for young people in need aged over 11 years. While such work is valuable, it is yet to demonstrate progress in ensuring sustained improvement to practice in key areas, for example in the systematic use of case file chronologies. A system requiring front line managers in children's social care to audit cases has been implemented. However these audits are not being routinely undertaken.
78. Managers at operational level are accessible to staff and exercise suitable oversight of the work of their teams although this is not sufficiently reflected in case records. Managers are appropriately tackling issues of poor staff performance and are increasingly clear about the high quality of performance and practice that they expect from individuals, for example with the remodelled Family Team service. As yet this has not led to a significant improvement in the overall quality of service delivery.

Partnership working

Grade 3 (adequate)

79. Partnership working to promote safeguarding is adequate. The LSCB meets its statutory responsibilities and provides effective community and professional leadership in relation to universal, targeted and specialist services. Robust governance arrangements ensure regular communication between the LSCB and the Children's Trust Board, with clear respective roles and accountabilities. The LSCB has appointed an interim independent chairperson who is highly experienced and provides good leadership, effective support and external challenge. The LSCB has representation from a wide range of partner agencies, with membership at an appropriate level to seniority to make decisions on behalf of their respective organisations. However, the partnership has not effectively resolved the governance and strategic oversight weaknesses within health services. Attendance by the Royal United hospitals has been intermittent.

A representative from the community and voluntary sector is appointed, but does not have the capacity to represent the wide range of agencies from the sector to ensure information from the LSCB is cascaded and the views of the sector are reported to the LSCB.

80. At an operational level, effective arrangements are in place to enable close collaboration and communication between partner agencies, for example, strong partnership is established between children's social care services and the police child abuse investigation team. Schools are well engaged in processes to support children and supported through the role of the Integrated Training Officer as well as through the highly regarded safeguarding forums.
81. Close communication and liaison between agencies is well established and is exemplified by the arrangements such as the Multi-Agency Public Protection Arrangements, the Multi-Agency Risk Assessment Conference and the anti-bullying initiative, where information is shared well to coordinate and ensure the provision of services.
82. The LSCB provides a comprehensive range of good quality child protection multi-agency training which promotes good partnership and networking between agencies. The Board has implemented a common induction programme for all staff working in the area. A training matrix adopted by agencies identifies well what training is mandatory for all those working at an operational level and the LSCB closely monitors activity in this area through its training sub committee.

Services for looked after children

Overall effectiveness

Grade 2 (good)

83. The overall effectiveness of services for looked after children is good. The needs of looked after children are appropriately prioritised by the council and its partners. Elected members and staff actively promote and engage in activities to carry out their responsibilities as corporate parents, through an effective Corporate Parenting Group which has active engagement with looked after young people. Strong partnership work is well established across partner agencies, in particular at the practice level.
84. Looked after children are appropriately safeguarded by effective services targeted at preventing the need for care and by timely intervention to ensure that they are looked after where necessary.
85. The fostering service was assessed to be outstanding in the last Ofsted inspection in September 2010 and adoption services was assessed as good with outstanding features, in November 2010.
86. Looked after children are strongly supported to achieve positive educational outcomes, most at above the national average for their looked after children and to engage in constructive activities. They are encouraged to make use of educational, employment and training opportunities, although this is not sufficiently effective for older looked after children and care leavers. Good partnership between health, social care and education services underpin the personalised packages of support put in place for these young people.
87. Whilst significant issues in relation to meeting the health needs of looked after children have been identified in this inspection, most are concerned with strategic development and statutory duties. At an operational level health promotion and engagement by health practitioners with looked after children lead to good outcomes. Health promotion activity is effective, and front line health staff, such as health visitors and schools nurses are actively engaged with looked after children to ensure that their day-to-day health needs are met.
88. The quality of work with, and support for, cared for children, is satisfactory or better, with high levels of continuity and consistency of social workers. Case planning and review are effective overall, although further work is required to improve aspects of work, such as the timeliness of reviews and the consistency and quality of social worker reports in shaping review plans.
89. A robust placement strategy and placement finding service enables looked after children to be in appropriate placements. Stability of placements is high and most children are placed within families. Where residential

placements are used, they are of a good standard, are safe and are regularly monitored. Children who would benefit from adoption are identified and prompt action is taken to meet their needs

90. Opportunities for looked after children to contribute to their individual case planning are well established and looked after children are actively encouraged and enabled to contribute to service development, including through an effective In Care Council.

Capacity for improvement

Grade 2 (good)

91. Capacity for improvement is good. Outcomes for looked after children are generally improving and most are in line with or better than comparator authorities. Educational outcomes are good, although significant challenges are faced by health services to ensure that the needs of looked after children are suitably addressed at the strategic level
92. The council and its partners have clear shared objectives for looked after children, based on a firm understanding of their needs. This has enabled strong partnership work to be developed and sustained. The Corporate Parenting Group and the Children's Trust actively promote the interests of looked after children and oversee performance of cross agency services to secure improvement in the support that they provide to looked after children. For example in the development of the virtual school.
93. Looked after children are actively engaged in evaluating and helping to shape services. Through the In Care Council and a range of other activities looked after children and young people ensure that they influence the improvement of services. For example young people have been involved in staff appointments.

Areas for improvement

94. In order to improve the quality of provision and services for safeguarding children and young people in Bath and North East Somerset, the local authority and its partners should take the following action.

Immediately:

- ensure that all relevant health professionals are invited to and are able to contribute effectively to looked after children reviews.

NHS Bath and North East Somerset and Wiltshire, Bath and North East Somerset Council and Sirona Health and Social Care should:

- ensure that a designated doctor and nurse for looked after children are appointed
- ensure the timely completion of all health assessments and reviews

- ensure that actions identified in looked after children health plans are carried out and are robustly monitored.

Within three months:

- ensure that robust clinical governance of health services to looked after children, including those placed out of area, is in place in accordance with statutory guidance
- ensure that health staff attend looked after children reviews, where appropriate and that they receive minutes of the review
- ensure that all looked after children make good academic progress throughout secondary school, increase the numbers achieving five or more GCSEs at A*-C grades, including in English and mathematics and narrow the attainment gap between looked after children and their peers in BANES
- ensure that looked after statutory reviews are timely in order to promote the timely and effective monitoring of care plans
- ensure social work reports to looked after children reviews are of a consistent high quality to inform care planning and to enable the plan to be effectively monitored and reviewed
- ensure robust notification arrangements to independent review officers and key partners including, health and education following a child or young person becoming cared for by the local authority
- ensure robust quality assurance and case file audit arrangements are implemented
- ensure that the In Care Council is engaged with the development and quality assurance of health services for looked after children.

Within six months:

- NHS Bath and North East Somerset and Wiltshire, Bath and North East Somerset Council and Sirona Health and Social Care should ensure that an annual looked after children report is prepared and is presented to the health trust boards, corporate parenting board and health and well-being board
- ensure that all care leavers receive effective support to raise their aspirations, to improve their employability, to engage successfully in education, training or employment and to achieve well.

How good are outcomes for looked after children and care leavers?

Being healthy

Grade 4 (inadequate)

95. The arrangements to maintain and promote good health for looked after children and young people are inadequate. Governance arrangements for the provision of healthcare for looked after children are not robust. No designated doctor or designated nurse roles have been appointed. These roles, prescribed within statutory guidance in *Promoting the Health of Looked After Children 2009* and in *Working Together 2010*, are not set out clearly within the jointly commissioned contract with the service provider, and are not assigned within the provider service. The absence of these designated roles has a significant negative impact that results in poor strategic oversight, performance management and quality assurance of health services for looked after children. However, at the operational level, services provide good outcomes. For example, the looked after children's nurse works closely with the range of good quality sexual health services which are delivering good outcomes and, as a result, rates of teenage pregnancy are low. CAMHS operate an open and self-referral system with specialist support which is effective in providing support to fragile placements. Looked after children are fast tracked to specialist health services when needs are identified.
96. Health services are not represented on the corporate parenting board leading to insufficient health perspective at this level. Lack of sufficient capacity of the consultant paediatrician and the looked after children's nurse, who is also a school nurse, to deliver their responsibilities, has not been addressed. An annual reporting process is in place on the effectiveness of health services in supporting looked after children. However, this has not been effective in driving continual improvement. The annual report, due in August 2011, has been delayed until spring 2012, by mutual agreement between the commissioners and the provider. No strategic lead has been identified within the provider service to develop and drive improvements to services, performance and to tackle any operational issues across the partnership. There is no process within health services for case record audit or the quality assurance of health outcomes.
97. Health provider services are suitably flexible in where services are delivered and the level of choice for young people and carers. The looked after children health team works effectively to ensure that children in care are engaged in health assessments and this has resulted in no refusals of health assessments for young people aged 11 to 16 and only four refusals out of 42 young people aged over 16 in the last year. Appropriate foster carer training and health promotion work are in place.

98. The In Care Council, an active and influential group of looked after young people, has recently contributed to the review of the Pledge which includes health specific undertakings. However, the lack of the designated nurse for looked after children results in health services not having any strategic engagement with the In Care Council and no process by which the In Care Council can hold health agencies to account for delivery of the health elements in The Pledge.
99. Lists of looked after children are not routinely shared between children's social care services and the looked after children health team. The system for social care to inform the looked after children health team of those young people coming into, or leaving, the care system and any changes of placement is not robust. Delays in notifications being sent to health services and the use of incorrect documentation by social workers impacts negatively on the timeliness of the completion of initial health assessments within required timescales. This has diminished from 89.5% to 70.8% over the past two years. In some instances health services are not promptly informed about placement changes made by social care services and as a result looked after child's health reviews have been missed. The absence of assigned designated roles operating strategically has meant that the provider, Sirona, has not taken a proactive approach to addressing this issue with social care or ensured that information sharing is robust. Health commissioners cannot be confident that they have an accurate knowledge of the cohort of looked after children or that their health needs are identified and addressed.
100. The British Association of Adoption and Fostering (BAAF) documentation is used for health assessments to enable a consistent approach in health assessments. All initial health assessments are undertaken by or under the direction of the lead consultant paediatrician. The quality of initial health assessments is satisfactory overall. However, the quality of recording practice and health record organisation is not of a satisfactory standard which makes it difficult to track a young person's pathway through health services. Minutes of annual looked after children reviews and care plans are not shared with the looked after health team and health reviews are not sufficiently co-ordinated to fit well with the timing of the looked after children review.
101. Health plans set out at the end of the BAAF assessment documentation are not specific and measurable and it is not always clear what actions are being taken to address the health needs identified. Management and monitoring of information sharing between social care and health are not robust. Independent reviewing officers do not routinely see health assessments, with social work teams storing them in different ways and not always communicating the information between teams effectively. As a result, some children at risk of missing out on health provision may not be identified at their annual looked after children review.

102. Detailed delivery plans on how foster carers or placement providers should address the child's health needs identified in their assessment are developed from the overarching health plan. However, these are held by the child's foster carers without a copy on the child's health record and no effective process is in place to ensure the detailed delivery plans are routinely transferred when changes of placement take place. Where there are changes of placement health agencies are not notified promptly, reviews of health needs are not routinely taking place and, in some cases seen, the more detailed health delivery plans with actions agreed in previous placements do not transfer to the new placement.
103. No clear or effective systems are established to ensure that looked after children placed out of the area receive health care that addresses their physical and emotional need. The consultant paediatrician and looked after children's nurse do see children placed within practical distance and this includes most of the looked after population. However, as health professionals do not routinely attend looked after reviews, robust quality monitoring arrangements are not in place for the small cohort of children that are not seen by BANES health practitioners due to their placements being too distant. This group includes some of the most vulnerable children with complex needs.
104. Strengths and difficulties questionnaires are not routinely shared with health services. Social workers initiate strengths and difficulties questionnaires and request that foster carers share these with health professionals at health reviews, instead of ensuring routine exchange of questionnaire information between agencies. This reduces the impact in some cases and makes it difficult to derive accurate data on health's performance in addressing the emotional well-being of looked after children. Opportunities to use these in health reviews to enable young people to track their personal emotional development over time are also being missed.
105. Health services support for care leavers is underdeveloped. Following the looked after child's final health review, there is effective liaison by the lead consultant with the young person's GP, who is sent the final health report. The report is offered to the care leaver, however, the BAAF documentation may not be in the most accessible format for young people to find useful. Young people have not been engaged in exploring how to make the final health review fully effective in helping them to address their future health and well-being. Information on health and well-being provided to care leavers was originally developed with young people's participation but has not been reviewed recently with the In Care Council.

Staying safe

Grade 2 (good)

106. Arrangements for ensuring that looked after children stay safe are good. Risk is managed well to ensure that those children and young people who

need to be in the care of the local authority are appropriately identified and their needs addressed through a comprehensive range of commissioned and contracted services. BANES participates in a sub regional partnership group with five South West local authorities. This has developed prequalified lists of independent foster agencies, independent children's homes and non-maintained residential special schools. Placements with independent providers are purchased from a preferred provider list to ensure that safe placements meet the needs of children and young people.

107. The fostering service was assessed to be outstanding in all areas in the last Ofsted inspection in September 2010. The adoption services was assessed as good with outstanding features, including enjoying and achieving and positive contribution in the last Ofsted inspection in November 2010. Provision for children's homes and the residential special school within the area is generally of a very good quality with all provisions assessed as good or outstanding in their latest inspections. Independent providers for children placed out of area that were spoken to during this inspection, reported positive partnership working relationships with the council.
108. Arrangements for supporting children who go missing from care are effective. Appropriate action is taken to trace children and to conduct interviews when they return to care to prevent further episodes of children going missing. Stability of placement is good and provides continuity of care and security for children. Children are seen regularly by social workers and their carers. They have access to advocates and know how to complain. The majority of looked after children and care leavers, who took part in the recent Care4Me and the aftercare survey for BANES, reported feeling very or fairly safe and said there is at least one person they would tell if they were being harmed. The majority said they were in the right placement.

Enjoying and achieving

Grade 2 (good)

109. The contribution of services to helping looked after children to enjoy and achieve is good. The work of the virtual school has had a substantial, positive impact in improving the educational experiences of looked after children, and most educational outcomes are good. Looked after children and care leavers have effective support which helps them to access high quality educational provision, and the large majority are in good or better mainstream schools or early years settings. Strong and effective leadership by the virtual head teacher is complemented well by the dedicated work of the education coordinator with the younger age group. Both are active champions for looked after children's education and know the children in care population well.

110. Effective action has been taken to improve the school attendance of looked after children and to reduce exclusions. Attendance is good, with a very low rate of persistent absence that is better than that for all children in BANES. The overall absence rate for looked after children in the last academic year was also better than the average for all children in BANES and better than the national average for looked after children. This marks a notable improvement on attendance in 2008/9 when looked after children missed more days of school than their peers locally. No looked after children have been permanently excluded from secondary school in the last two academic years. Fixed-term exclusions are very low and are consistently below the rate for all children in the local authority and well below the rate for all looked after children nationally. These very good outcomes reflect the tenacious and effective support provided to individual children, as well as the strong partnership work between schools, the virtual school and central services to support educational inclusion.
111. The academic progress of looked after children from their starting points is mixed. While some children make good progress, this is not the case for all. For example, in 2011, all looked after children made good progress in English and most made good progress in mathematics at primary school. However, the progress made during secondary school is not consistently good and only a third made good progress in mathematics. This performance was well below that for all young people in BANES and is identified accurately as a key area for development in the virtual school's self assessment. Appropriate action is being taken to improve the academic progress made by looked after children through comprehensive data collection, robust progress monitoring and well targeted one to one support for children at risk of under-achieving or disengaging. Positive outcomes were achieved by young people who received well targeted one to one support in the last academic year.
112. The attainment of looked after children, including those in out-of-area placements, is consistently above the average for all looked after children nationally at the age of 5, 11 and 16 years. The local authority is achieving some success in narrowing attainment gaps, taking good account of children's diverse backgrounds, but recognises that further improvement is required. The proportion of looked after children attaining five or more GCSEs, at 73% in 2010/11, has risen consistently for three years and is well above the national average figure for this group. In this respect, the gap in performance between looked after children and their peers in BANES is closing. In 2011, every looked after young person at the age of 16 years gained at least one nationally recognised qualification. However, the proportion of looked after children gaining five or more good GCSE grades, including in English and mathematics, has been static for the last few years and remains well below the BANES average for all pupils, whose performance shows a consistent trend of improvement. The gap in attainment at this level therefore remains wide.

113. Most looked after children have an up to date personal education plan (PEP) which is reviewed regularly and supports their learning. The quality of plans seen by inspectors was satisfactory overall and some were good. The PEP process, including within early years settings, is now well established with clear roles and responsibilities for the virtual school, social workers and education staff. Clear and challenging targets are set for academic progress and attainment which are reviewed thoroughly in most plans. Children and young people's views and aspirations are central to the planning process and a good account is taken of their interests and hobbies outside the classroom. PEPs are used very well to support key transition stages within and between schools. Quality assurance arrangements to improve PEPs have recently been established. The virtual school monitors robustly the progress and attainment of all children in care and uses this information well to target support for individual children as well as to inform the development plan for the virtual school overall. However, in some cases delays by children social care services in notifying the virtual school when children first come into care impact adversely on the speed with which initial personal education plans are put in place.
114. Looked after children and young people and care leavers have access to a range of enjoyable leisure and recreational activities, including free swimming sessions in local leisure centres. These activities help to develop their skills, interests and confidence and provide positive opportunities to spend social time with their carers and peers.

Making a positive contribution, including user engagement Grade 2 (good)

115. Arrangements to enable cared for children and young people to make a positive contribution are good. The council has a strong commitment to ensuring looked after children and young people have a voice in decision-making. Their social and emotional needs are met well through a range of positive activities delivered through universal and targeted services and they have good access to support at key transition points in their lives. Looked after children have good opportunities in and out of school to develop their communication skills and to speak out on the issues that affect them as individuals and collectively as a group.
116. The In Care Council (ICC), which is made up of looked after children and care leavers, is well established and meets regularly. The children and young people are articulate and passionate and use their diverse care and life experiences to good effect. The ICC actively promotes the participation and involvement of a representative group reflecting all ages, backgrounds and experiences. The young people work hard to raise the profile of their work and that of other groups they belong to, such as the equalities group. They also organise events to celebrate the achievements of all looked after children and care leavers. Active steps are taken by ICC members to keep in touch with the wider population of looked after

children through a range of communication media, such as the attractive and informative magazine 'Small Issue', which is written and designed by looked after young people.

117. The recently revised Pledge has been developed following wide consultation with young people. It sets out the council's promises to children in care in all aspects of their lives, including healthy living, doing well in their education and moving to independent accommodation. The pledge monitoring group is regarded by children and young people as a positive step towards strengthening accountability, although it is still at an early stage of development. Young people have participated fully in making and delivering a high quality DVD to present the pledge and to promote awareness. The pledge is introduced and explained by members of ICC in a very professional and sensitive manner and involves professionals who provide services.
118. Looked after children have made an excellent contribution to the development of high quality education materials for use in personal, health and social education programmes in schools across the authority and further afield. These materials include a DVD which is based on the experiences of children in care which are poignantly and powerfully re-told in a series of scenarios using professional actors. The DVD is designed to promote awareness of what life is like for looked after children and young people growing up in BANES.
119. Young people in care regularly attend the corporate parenting group and this opportunity to talk directly to senior managers and elected members is highly valued by all concerned. Looked after children are involved in the induction of elected members and in the appointment of front line staff and service managers. Their views have shaped the development of services, including the commissioning strategy for care placements. The views of children and young people inform training programmes for staff across children's services.
120. Advocacy services are well provided by 'Shout Out', part of the 'Off the Record' Service and all young people have access to the service. A person centred approach underpins the work, taking into account the needs of children with a disability. The council has an established independent visitor scheme which is provided by 'Reconstruct' and take up is good, with the scheme also available to looked after children placed outside the area. However, while the council has recently increased provision, the service is at full capacity. An effective complaints procedure is in place. The annual report 2010 -2011 comprehensively outlines lessons learned and is effectively used to facilitate learning. A range of communication methods, including a web site, is used to inform families and young people of how to make a complaint. Independent reviewing officers also confirm at looked after children reviews that young people know how to make a complaint.

121. The number of looked after children who offend is low and is better than in comparator authorities. The youth offending service works well with other partners to offer programmes and activities which focus on preventing or reducing offending and anti-social behaviour. A protocol is in place between social care services and the youth offending service. The local authority recognises that early intervention and preventive services for the 11 to 18 year age group are an area for development and this important work is being coordinated by the youth offending service manager with good joint working across services.

Economic well-being

Grade 3 (adequate)

122. The impact of services that enable looked after young people and care leavers to achieve economic well-being is adequate. The Moving On team provides a clear strategic focus and continuity to the work with older young people and care leavers. While there are good elements of support for care leavers, their education, employment and training outcomes remain only adequate and, for the small number of care leavers at the age of 20, the outcomes are very poor, with too many not in education employment or training. The council acknowledges that this is a key priority for improvement; however progress has been slow and has yet to show discernable impact. The council is recruiting a dedicated employability worker to focus on care leavers as part of a council-wide strategy on tackling unemployment.
123. Almost all looked after young people at the age of 16 years progress successfully into further education or training and elect to have a post-16 personal education plan. The numbers participating in learning at age 16 have increased over the last three years and are above the national average for this group. However, as a result of high numbers dropping out, the number of 16 to 18 years care leavers participating overall is not nearly as good and is significantly below that for all young people in BANES, who continue to do well. The whereabouts of all care leavers is known and the council, with support of the Connexions service, has successfully maintained contact with all care leavers over the past few years. Regular meetings of the virtual school, the Moving On service and Connexions now enables the whereabouts and progress of all care leavers to be tracked.
124. Care leavers have access to a range of high quality post-16 education and training provision. Stimulating work related learning opportunities and foundation level programmes are helping young people to gain essential skills and improve their employability. However, the council recognises that it needs to do much more to target support at those who risk dropping out of learning and those who do not progress once shorter programmes end.

125. Good support is in place for young people who go into higher education, and currently five care leavers are at university. Work to raise the aspirations of looked after children and care leavers is being sustained. Whilst activities funded under 'Aim Higher' have ceased, good partnership working with local universities enables looked after children in BANES to still take part in taster days and other events promoting university level programmes.
126. Pathway plans, including transition planning for looked after children and young people with learning difficulties and/or disabilities, are good. The plans effectively address young people's needs and take account of their perspective and wishes. A sustained approach is evident in engaging young people to formulate their plan, often using a range of communication methods for the more vulnerable young people, including the use of advocacy services. Most plans take into account the longer terms needs and aspirations of the young person approaching adulthood and independence, clearly stating the goals and actions required to support them. Older looked after young people and care leavers who met inspectors were positive about their future, but described some poor earlier care experience around disrupted education and placements.
127. Well established transition protocols and joint working enable young people with disabilities to make a smooth transition from children to adult social care services. Good partnership between health, social care and education services underpin the personalised packages of support put in place for these young people. The Connexions service is actively involved in supporting young people with special educational needs in transition from school to post-16 education and training.
128. The proportion of care leavers in suitable accommodation fell below national levels and those of comparator authorities in 2010. Most young people who become looked after due to homelessness are placed in supported accommodation. This provision is jointly commissioned by children's services, Supporting People and housing services. A 'staying put' policy is being introduced to formalise current arrangements to support young people to stay in care placements beyond the age of 18, where this meets their needs and provides good continuity of care. The local authority commitment extends to those young people in independent provision. The Family Placement Team is focusing on increasing local placement choice particularly for older young people to ensure that their range of needs is met. The council recognises that good stable accommodation is critical to supporting young people's engagement and success in education and training and most benefit from stable placements.

Quality of provision**Grade 3 (adequate)**

129. The quality of provision for looked after children is adequate. While the inspection identified some strong provision, for example around placement stability, there are significant shortfalls in the timeliness of reviews and variable quality of assessments. However, despite these weaknesses outcomes for looked after children are generally good.
130. The number of children in care has gradually increased since 2009. Robust arrangements for the identification of children and young people at risk of being accommodated combined with effective joint working arrangements across the partnership, result in informed decision making to ensure that only those children and young people who need to be looked after are taken into care. A range of early intervention and prevention services proactively support children and families to help reduce the need for children to be looked after. For example, the 117 Project Parent Support Group effectively works with families whose children are on the edge of care. During the inspection parents seen actively participated in the work which was professionally and sensitively delivered and supported open dialogue in sharing experiences and solutions. Recent evaluation of this work by the council, highlights the high demand for the service and its effective use of resources and value for money in terms of reducing the need for some children being received into care.
131. Assessments of the needs of looked after children, seen by inspectors were of variable quality ranging from poor to good and overall, were of a satisfactory standard. In some cases, assessments did not sufficiently take into account the child and family history and consequently planning is not always fully informed. This was compounded where chronologies were not always evident on case records or were not sufficiently detailed or up-to-date. Assessments in relation to those looked after children who have a disability were overall of a better standard, contained good analysis and adopted a child-centred perspective in assessing need.
132. Social workers regularly visit looked after children and in most cases seen by inspectors there was evidence of good engagement and support provided. In particular, a high standard of life story work was seen, which was targeted to help children and young people understand their experiences and place them in a position of being the main authority on their history. This good practice is extended to children and young people in a range of placements including adoption, fostering and, significantly in placements with extended family members where appropriate.
133. In many cases, children and young people have well established relationships with their social worker, although in a few cases there have been frequent changes of worker. Six looked after children within the locality and disability team were allocated to managers due to capacity issues, at the time of this inspection. Children and young people benefit

from a consistent relationship with their independent reviewing officer who proactively seeks their views and wishes in supporting their participation in reviews. The use of stable and continuous independent reviewing officers enables continuity of support where there are changes of social worker.

134. The views and wishes of children and young people, including children with a disability and their parents or carers are routinely taken into account within assessments. Assessments routinely made reference to the culture, religion and ethnicity of children and their families. However, these were not consistently fully explored and addressed and wider issues, such as the impact of a parent's mental health on social inclusion were not always fully considered.
135. In most cases seen there was evidence of satisfactory risk management of looked after children cases. Management oversight of the support provided by social workers and of case planning was satisfactory overall. However, in a number of cases the records were not sufficiently clear on the level of management oversight or the rationale for decisions or actions taken. Some plans seen by inspectors were shared with the young person and their family or carers and were authorised by the manager but this was not consistent.
136. Too many looked after children reviews are not sufficiently timely, do not meet the council's own time target and are below both national levels and those of comparator authorities. In a number of cases seen by inspectors there were significant delays in the first review taking place following a child's admission into the care of the local authority. In two cases, the delays exceeded two months and in one case four months. The local authority's data from March 2011 to November 2011 indicates that poor timeliness in first reviews taking place is a regular occurrence. In the cases seen by inspectors this is caused by a range of factors including: capacity issues across services in particular locality based front line teams, system failures in progressing the necessary notifications to trigger the review process and lack of clarity in two cases regarding the date when care commenced where children resided with extended family members. As a consequence the planning for some children was delayed and this has a negative impact on effective formulation or monitoring of the care plan. In some cases this resulted in delay in progressing aspects of the care plan, such as the health and personal education plan. The council has acknowledged the problem and has taken action to improve performance, such as training on placement regulations and reinforcing compliance with the notifications. However this has not yet sufficiently improved the timeliness.
137. Most looked after children's plans and records seen by inspectors were up to date and, in the majority of cases focused on outcomes and were well informed by an assessment of the child's need. Over that past year, the

council has adopted an innovative approach to ensure that care plans are effectively updated by combining them within the independent reviewing officers' review report. This has resulted in a more consistent approach to updating plans and ensures that all outcomes of the plan are monitored and evaluated and that progress is demonstrated within the review process. However, the absence of a social work report to update the review of the progress of care plans significantly weakened this approach in a number of cases seen by inspectors. In some cases looked after children reviews lacked rigour or there was insufficient challenge about the impact of delay in convening the review on outcomes for looked after children

138. Robust permanency planning results in good timeliness of looked after children being placed for adoption within 12 months of the decision being made. No disrupted adoption placements have occurred for a number of years, evidencing good matching arrangements. Permanency arrangements are well considered in planning from the outset. Performance on children being promptly placed for adoption, while below the local authority's own target for adoption placements, is improving and has gone from 33.3% in 2010/11 to 75% in 2011/12. The council has clear procedures in place for supporting special guardianship arrangements. Post adoption support is good and an effective range of services are provided for those affected by adoption. For example, a well used, bespoke telephone out of hours service for adopters and foster carers is available to support families. The adoption good practice forum is highly valued by social workers and family support workers and is used well to promote good practice in the placement of children for adoption and in undertaking life-story work.
139. Placement stability is good with performance significantly above national levels and comparator authorities. The majority of looked after children are placed within 20 miles of their home. Until recently, no children were placed in residential provision, which reflects the priority the council places on securing children and young people within a family, where this is in their best interest. The local authority has a high number of children placed with independent providers and is committed to supporting the long-term needs of the young person in placement and unplanned placement changes are avoided. Effective consultation with the virtual school head ensures that continuity in the young person's education is given priority and is resourced.

Ambition and prioritisation

Grade 2 (good)

140. Ambition and prioritisation are good. The children and young people's plan 2011-14 is comprehensive and sets out appropriate key priorities. The plan has been developed following extensive consultation with parents, children and young people and partner agencies. The majority of performance outcomes for looked after children and young people are in

line with or above national averages and those of comparator authorities. Highly effective practice has been developed across most areas at operational level, for example the virtual school, CAMHS, sexual health promotion and reduction in looked after children teenage pregnancies

141. The council has a clear strategy for the re-design of children's services set out in the document 'A Model for Future Delivery of Children's Social Care Service' informed by a lean review of social care processes. The redesign is part of the council's wider change programme incorporating the restructuring of children's services. The model is in the early stages of piloting and implementation and therefore it is too early to determine impact.
142. The needs of looked after children are prioritised well by the local authority and most of its partners. Corporate Parenting responsibilities are effectively championed through the Corporate Parenting Group and the lead member. Elected members who attend the group are committed and enthusiastic and actively promote corporate parenting responsibilities to other members and across the partnership. The Corporate Parenting Group is supported well by council officers. However representation has not been fully established from some key partners, in particular, health services.
143. Elected members appropriately prioritise the needs of looked after children and have ensured that funding of services has been maintained and in some instances increased, for example the new post to support care leavers into education and training. The corporate parenting group has direct representation and input from children in care and members have a range of opportunities to hear their views and take these into account in developing services. There is good understanding amongst partners including the voluntary sector and housing of the council's corporate parenting role. Effective oversight and scrutiny of the outcomes for looked after children and the impact of joint working are undertaken by the Children's Trust and the Corporate Parenting Group.
144. The revised corporate parenting strategy provides a detailed overview of services to children in care and care leavers and sets appropriate priorities. The strategy is informed by Corporate Parenting Members Group and the Children in Care Quality Assurance and Strategy Group. However it has yet to be signed off, formally agreed and implemented by the council.
145. A Pledge, setting out the promises for children in care, has been in place since 2008. This has recently been updated in consultation with young people and widely circulated using a variety of communication methods including a DVD made by young people. Partners are committed to the Pledge, and this is seen, for examples, in the commitment to providing high quality education and the involvement of young people in planning

for their futures. The council is establishing arrangements to further strengthen the monitoring of the promises made, through a pledge monitoring group involving young people and senior officers.

Leadership and management

Grade 2 (good)

146. Leadership and management are good overall. Strong partnership working at operational level has led to demonstrable improvement in the provisions of services and resulted in a coordinated approach to supporting looked after children and care leavers. Managers' commitment to improving outcomes for children, young people and families is evident and underpinned by joint working, including the effective work to support children on the edge of care and in the adoption of a child-centred approach to supporting young people approaching adulthood and independence. The Director of Children's services and the senior management team within children's social care services provides effective leadership to champion the needs of looked after children.
147. Local priorities are identified and underpin service planning. These have informed the council's comprehensive joint commissioning strategy which incorporates a detailed analysis of the placement market and sets out the joint commissioning and funding arrangements which are monitored through the Joint Agency Panel (JAP). The strategy includes a detailed profile of looked after children and underpins informed commissioning and the effective targeting of resources. The Joint Commissioning Strategy 2010-13 addresses well the accommodation needs of young people including 16/17 year olds. The council has established joint working relationships with housing services to respond to the needs of young people who become looked after due to homelessness requiring emergency temporary accommodation, including supported lodging provision pending assessment of the young person's needs. The strategy, which is underpinned by best value principles, is focused on achieving the best outcomes within the local community.
148. The council has developed and implemented an effective workforce strategy and action to plan to ensure the needs of the local community are met. For example, the virtual school offers a wide range of high quality professional development courses and programmes and regular network meetings which bring together professionals from different agencies to develop their skills, knowledge and capacity to support the education of looked after children. The feedback from participants is positive and informs future training programmes to improve practice.
149. Staff, seen by inspectors, indicate that their managers at all levels are accessible, approachable and routinely communicate information on issues affecting the service. Managers support the personal development of staff well and give priority to their training needs and continued professional

development. Briefings at team and corporate level ensure that staff are well informed regarding the council's priorities for children. Newly qualified social workers have protected caseloads and are well supported during their induction.

150. Supervision of looked after children social care staff is undertaken regularly in the majority of cases. Supervision records address well the training and development needs of the worker. The majority of staff had a personal development plan, however in some cases, this was not up to date. Most plans are clear, setting out the personal development and training needs alongside the business and service objectives. However, not all plans are signed by both the manager and worker and progress made against the previous years plan is not always clear. Reference to practice is well evidenced in most cases, but is seldom reflective and follow up of work undertaken is not always apparent.
151. A robust complaints procedure is established within the council services and in most partner agencies. Key findings from complaints made to the council are collated and reported annually, setting out lessons learned and using feedback from children and young people and staff well. Concerns raised as a result of a complaint are systematically followed through and discussed with the relevant staff to aid learning. There is regular consultation with children and this has led to their influencing services.

Performance management and quality assurance

Grade 3 (adequate)

152. Performance management and quality assurance are adequate. The Children and Young People's Plan states that an 'outcome focused framework' is in the process of being developed for each of the priority areas against which each lead strategy group will monitor performance. Each group reports to the Children Trust Board bi-annually, to inform the annual review of the Children and Young People's Plan in 2012 and 2013. The Children's Trust sub groups are based on the every child matters themes and the needs of looked after children issues are considered alongside those of other vulnerable groups of children.
153. The LSCB effectively reviews and monitors the activities around looked after children including the timeliness of reviews and the stability of care placements. Performance in respect of these indicators is also regularly reported to the Council's Children and Young People's Overview and Scrutiny Panel and the Council/PCT Health and Well-being Partnership Board.
154. The council has an established quality assurance arrangement for case file audits. However managers at all levels are not routinely undertaking such audits and case file audits of looked after children work are not routinely undertaken within individual partner agencies. Individual agency case file

audits seen during the inspection, while providing an overview of the case and identifying key issues, often lacked sufficient critique of actions taken and adopted an over-optimistic view of the standard of practice. The weaknesses identified in the audit did not always translate into a clear action plan with specified objectives and timescales to review progress.

155. A multi-agency quality assurance and strategy audit group routinely reviews in depth selected looked after children cases and has identified themes and areas of practice that need to be addressed. For example, the need to improve the quality of social work reports to looked after children reviews, and the need for more timely health assessments. A quality assurance audit tool covering the every child matters outcomes is used to enable multi-agency audit of case files. Audits seen during the inspection were detailed and included the contribution of individual agencies including health, education and social care. However the audits lacked rigour in the analysis and conclusion drawn and the corrective action was not always specified. Arrangements by the panel to review the progress of the actions identified was not made clear in the audit and, therefore, partners cannot be confident that the necessary changes have been implemented. The council has yet to undertake an evaluation of the findings of all audits and therefore lessons learned have not been fully identified to drive improvement.
156. A range of performance management information is available to managers on the work of their agencies with looked after children. Comprehensive reports are completed by independent reviewing officers against service standards. However, this information is not always used effectively to inform joint action planning to improve outcomes. Performance information is used well in some instances. For example, the self evaluation report of the virtual school is rigorous and fair and leads to well targeted actions to bring about improvement. Education data is used well to track individual pupils and the outcomes for all looked after children and to evaluate performance against key strategic priorities.

Record of main findings:

Safeguarding services	
Overall effectiveness	Adequate
Capacity for improvement	Adequate
Safeguarding outcomes for children and young people	
Children and young people are safe and feel safe	Good
Quality of provision	Adequate
The contribution of health agencies to keeping children and young people safe	Inadequate
Services for looked after children	
Ambition and prioritisation	Adequate
Leadership and management	Adequate
Performance management and quality assurance	Adequate
Partnership working	Adequate
Equality and diversity	Adequate
Services for looked after children	
Overall effectiveness	Good
Capacity for improvement	Good
How good are outcomes for looked after children and care leavers?	
Being healthy	Inadequate
Staying safe	Good
Enjoying and achieving	Good
Making a positive contribution, including user engagement	Good
Economic well-being	Adequate
Quality of provision	Adequate
Services for looked after children	
Ambition and prioritisation	Good
Leadership and management	Good
Performance management and quality assurance	Adequate
Equality and diversity	Adequate

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Agenda Item 13

Bath & North East Somerset Council	
MEETING:	Early Years, Children & Youth Policy Development and Scrutiny Panel
MEETING DATE:	19 March 2012
TITLE:	School Partnerships
WARD:	ALL
AN OPEN PUBLIC ITEM	
List of attachments to this report: Appendix 1 - Summary of messages from schools survey (December 2011)	

1 THE ISSUE

1.1 To provide an update on the dialogue between the Department and local schools, regarding future collaborative arrangements and the delivery of services.

2 RECOMMENDATION

The Panel is asked to:

2.1 Note the report and receive a further update in due course.

3 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications from the work at this stage. The capacity to support the dialogue has been funded through the Council's Change Programme.

3.2 The external drivers that have led to this dialogue stem from national policy and legislative changes which promote schools becoming academies. There will be financial implications from that policy and the resultant changes that we will eventually need to make to our services. These will be reported in future when the work has progressed to the point where they can be more explicitly identified.

4 THE REPORT

4.1 The Department has been working with schools and staff to consider our future roles, ways of working together and the potential impact on the delivery of services to schools arising from recent policy and legislative change, including the development of academies.

4.2 Following a series of conferences, workshops and discussions, we asked all schools to complete a survey during December 2011, letting us know:-

- their current thinking about academy conversion
- which potential models of service delivery they would support (with a long list of 10 potential options described) for the 'core' educational services we currently provide
- what support the authority can best offer to enable schools to adapt in the changing context

4.3 Schools and governors engaged fully with this request and we had an excellent response rate (47 primaries, 3 secondaries and 1 special school). A summary of schools' responses is attached at Appendix 1.

4.4 Having looked at schools' views alongside a brief assessment of other factors that might impact on the options for future service delivery models, such as strategic fit for the Local Authority, deliverability (how straightforward would it be to achieve), value for money, viability and sustainability, we developed the following outline proposal:-

- a) The Local Authority to commit to continuing to provide the broad range of current services for a minimum of two years; In doing this
- the authority would seek to ensure the services it provides are providing the quality, value and flexibility that schools require, so that the services are in a position to remain viable and sustainable in the longer term;
 - the proposed minimum period of two years should not be interpreted as a maximum period. We do however recognise that this may not be a permanent solution. We will begin, in collaboration with schools, an ongoing programme of individual service reviews to assess market position, cost effectiveness and potential longer term delivery models, including the potential for some services to be shared with another LA, or commissioned from alternative providers;
 - we will produce proposals for ongoing 'insurance' scheme arrangements (eg for services where the requirements for a small school may fluctuate significantly from year to year);
 - we will provide further information about services and their costs to enable schools to be 'informed consumers'. Similarly, in our new role we will offer more information to parents to help them to be more informed consumers;
 - we will seek some reciprocal commitment from schools, eg in the form of a memorandum of understanding.
- b) The Authority will offer schools further information about what is involved in establishing social enterprises;

- c) The Authority will work with schools to develop proposals for collaborative commissioning and will offer opportunities for skills development in commissioning;
- d) The Authority will continue working closely with Teaching Schools to ensure that there is clarity of what is on offer from each agency.
- e) The Authority will continue to seek dialogue with all schools, academies, our own staff, and other stakeholders to inform the way in which services are delivered.

4.5 We shared with staff and schools (via the head teachers' conference and a governors' workshop) both the results of the survey and the proposed way forward, to ensure we had interpreted the messages correctly. There has been positive support for the outline proposals and for the Authority's constructive approach to working with schools to address these issues.

4.6 We are now developing detailed plans for implementation of the outline proposal.

4.7 In parallel with this work we are considering the future role of the Authority in the sphere of Education, other than as a direct provider of services. This includes strategic oversight of the system across Bath and North East Somerset and securing the delivery of its substantial range of ongoing statutory responsibilities. This work will feed into the overall design of the People and Communities Department.

5 RISK MANAGEMENT

5.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

6 EQUALITIES

6.1 An Equality Impact Assessment (EqIA) has not been completed at this stage as it is too early to assess the impact. This will need to be undertaken as we start to firm up how the department's proposed approach will be implemented.

7 CONSULTATION

7.1 *Cabinet Member; Trades Unions; Policy Development & Scrutiny Panel; Staff; Other B&NES Services; Schools heads and governors; Section 151 Finance Officer; Chief Executive; Monitoring Officer*

7.2 School governors and heads have been consulted through two recent head teachers conferences, dedicated briefings for governors and a school survey.

7.3 Staff have been briefed on the developments and service managers (including some from wider Council services) contributed to the options appraisal.

7.4 Unions have been engaged through routine and specific meetings with the Joint Consultative Forum.

8 ISSUES TO CONSIDER IN REACHING THE DECISION

8.1 *Social Inclusion; Customer Focus; Young People; Impact on Staff; Other Legal Considerations*

9 ADVICE SOUGHT

9.1 The Council's Monitoring Officer (Divisional Director – Legal and Democratic Services) and Section 151 Officer (Divisional Director - Finance) have had the opportunity to input to this report and have cleared it for publication.

Contact person	<i>Mike Bowden 01225 395610</i>
Background papers	
Please contact the report author if you need to access this report in an alternative format	

Appendix 1 - Summary of messages from schools survey (December 2011):

Some of the messages we have taken from the responses are:-

(a) On Academies:

- To date, seven of our secondaries, one special and 1 primary school have become academies
- None of the schools responding are in a hurry to become academies
- Some are taking active steps to investigate the pros and cons in more depth
- Many are maintaining a watching brief and an open mind
- Many have decided that it is not for them, at least at present, or unless there is a change in context that pushes them in that direction
- A significant number believe they would only consider becoming an academy in partnership with other schools
- There may be emerging options for some sort of collaborative approach supported by the Diocese. (Of our maintained schools, 2 secondaries and 9 primaries are voluntary-aided and 25 primaries are voluntary-controlled).

(b) On future models for service delivery:

- The best supported option was for the local authority to continue to provide services
- The least favoured option was to 'disband' services and leave it to the market
- There was a mixed response to the various potential forms of social enterprise, private sector or joint venture provision, or school 'hubs' with roughly equal numbers for and against
- Sharing services with another LA had good support, though not from everyone.

There was a wealth of useful narrative feedback in support of these views, including:-

- Positive support for some specific services
- Interest in collaborative commissioning of services and a need for commissioning skills
- Systems needed to enable quality standards to be monitored for new providers
- Schools who are becoming increasingly aware of potential alternative providers will only 'buy back' into the LA if services offer high quality and value for money
- Schools want more information about services and their costs
- Schools need a better understanding of the potential role and offer from Teaching Schools
- Smaller schools in particular will continue to look to the LA for key services
- Some of the current 'pooling' arrangements can provide a useful 'insurance' scheme for small schools
- Some concerns that the LA was 'giving up' on providing services (which is not the case)
- It would be helpful for the LA to confirm that it will continue to provide services for at least a minimum period.

(c) On further LA support to schools:-

There was generally a positive response to the LA offering further support during this period of change, particularly on the development of formal collaborations and social enterprises.

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Agenda Item 16

Bath & North East Somerset Council	
MEETING: EARLY YEARS, CHILDREN & YOUTH POLICY DEVELOPMENT & SCRUTINY PANEL	
MEETING DATE:	19th March 2012
TITLE:	WORKPLAN FOR 2011/12
WARD:	All
AN OPEN PUBLIC ITEM	
List of attachments to this report:	
Appendix 1 – Panel Workplan	

1 THE ISSUE

- 1.1 This report presents the latest workplan for the Panel (Appendix 1).
- 1.2 The Panel is required to set out its thoughts/plans for their future workload, in order to feed into cross-Panel discussions between Chairs and Vice-chairs - to ensure there is no duplication, and to share resources appropriately where required.

2 RECOMMENDATION

- 2.1 The Panel is recommended to
 - (a) consider the range of items that could be part of their Workplan for 2011/12 and into 2012/13

3 FINANCIAL IMPLICATIONS

- 3.1 All workplan items, including issues identified for in-depth reviews and investigations, will be managed within the budget and resources available to the Panel (including the designated Policy Development and Scrutiny Team and Panel budgets, as well as resources provided by Cabinet Members/Directorates).

4 THE REPORT

4.1 The purpose of the workplan is to ensure that the Panel's work is properly focused on its agreed key areas, within the Panel's remit. It enables planning over the short-to-medium term (ie: 12 – 24 months) so there is appropriate and timely involvement of the Panel in:

- a) Holding the executive (Cabinet) to account
- b) Policy review
- c) Policy development
- d) External scrutiny.

4.2 The workplan helps the Panel

- a) prioritise the wide range of possible work activities they could engage in
- b) retain flexibility to respond to changing circumstances, and issues arising,
- c) ensure that Councillors and officers can plan for and access appropriate resources needed to carry out the work
- d) engage the public and interested organisations, helping them to find out about the Panel's activities, and encouraging their suggestions and involvement.

4.3 The Panel should take into account all suggestions for work plan items in its discussions, and assess these for inclusion into the workplan. Councillors may find it helpful to consider the following criteria to identify items for inclusion in the workplan, or for ruling out items, during their deliberations:-

- (1) public interest/involvement
- (2) time (deadlines and available Panel meeting time)
- (3) resources (Councillor, officer and financial)
- (4) regular items/"must do" requirements (eg: statutory, budget scrutiny, etc)?
- (5) connection to corporate priorities, or vision or values
- (6) has the work already been done/is underway elsewhere?
- (7) does it need to be considered at a formal Panel meeting, or by a different approach?

The key question for the Panel to ask itself is - can we "add value", or make a difference through our involvement?

- 4.4 There are a wide range of people and sources of potential work plan items that Panel members can use. The Panel can also use several different ways of working to deal with the items on the workplan. Some issues may be sufficiently substantial to require a more in-depth form of investigation.
- 4.5 Suggestions for more in-depth types of investigations, such as a project/review or a scrutiny inquiry day, may benefit from being presented to the Panel in more detail.
- 4.6 When considering the workplan on a meeting-by-meeting level, Councillors should also bear in mind the management of the meetings - the issues to be addressed will partially determine the timetabling and format of the meetings, and whether, for example, any contributors or additional information is required.

5 RISK MANAGEMENT

- 5.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

6 EQUALITIES

- 6.1 Equalities will be considered during the selection of items for the workplan, and in particular, when discussing individual agenda items at future meetings.

7 CONSULTATION

- 7.1 The Workplan is reviewed and updated regularly in public at each Panel meeting. Any Councillor, or other local organisation or resident, can suggest items for the Panel to consider via the Chair (both during Panel meeting debates, or outside of Panel meetings).

8 ADVICE SOUGHT

- 8.1 The Council's Monitoring Officer (Divisional Director – Legal and Democratic Services) and Section 151 Officer (Divisional Director - Finance) have had the opportunity to input to this report and have cleared it for publication.

Contact person	Michaela Gay, Democratic Services Officer. Tel 01225 394411
Background papers	None
Please contact the report author if you need to access this report in an alternative format	

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Early Years, Children and Youth Policy Development & Scrutiny Panel Workplan

Meeting Date	Agenda Item	Director	Report Author	Format of Item	Requested By	Notes
18th July 2011	Primary / Secondary Parliament Feedback	AA	Briony Waite	Verbal Update		
	Complaints Annual Report	AA	Mary Kearney Knowles	Report		
	LSCB Annual Report	AA	Maurice Lindsay	Report		May 2011
	Childcare Sufficiency Final Report / Action Plan	AA	Philip Frankland	Report	Panel (Jan 11)	April 2011
	Youth Justice Plan	AA	Sally Churchyard	Report		
	Child Protection / Safeguarding (Performance)	AA	Maurice Lindsay / Trina Shane	Report		Report every 6 months
	Academies	AA	Ashley Ayre	Report		
	Children's Services Department Development	AA	Ashley Ayre	Report		
	Cabinet Member Update			Verbal Update		
	Children's Services Director's Briefing	AA	Ashley Ayre	Briefing		Paper to be issued on meeting day

Meeting Date	Agenda Item	Director	Report Author	Format of Item	Requested By	Notes
10th Oct 2011						
	Lean Review of Children's Social Care	AA	Maurice Lindsay / Trina Shane	Presentation		
	KS2 / KS4 / 'A' level results	AA	Wendy Hiscock	Verbal		
	School Meals (nutritional value, payment options and provision)	AA	Ian Crook	Report	Panel (July 11)	
	School Sports Strategy		Marc Higgins / Tony Parker	Update	Panel (March 10)	
	Academies / Free School Policy	AA	Ashley Ayre	Report		
	Feedback from Head / Chair of Governor Conference		Peter Mountstephen	Verbal		
	School Recycling		Cllr Dine Romero	Verbal		
	Cabinet Member Update					
	People and Communities Strategic Director's Briefing	AA	Ashley Ayre	Briefing		Paper to be issued on meeting day
28th Nov 2011						
	2011 Exam Results	AA	Wendy Hiscock	Report / Presentation		Nov 2011
	Draft LSCB Annual Report 2011/12	AA	Maurice Lindsay	Report		Nov 2011
	Medium Term Service and Resource Plans	AA	Ashley Ayre	Report		
	Cabinet Member Update					

Meeting Date	Agenda Item	Director	Report Author	Format of Item	Requested By	Notes
	People and Communities Strategic Director's Briefing	AA	Ashley Ayre	Briefing		Paper to be issued on meeting day
23rd Jan 2012						
	Service Action Plans	AA	Liz Price	Report		
	Interim Admissions Report	AA	Helen Hoynes	Verbal		
	Feedback from Head / Chair of Governor Conference		Peter Mountstephen	Verbal		
	'Shape of Things to Come' Update	AA	Mike Bowden	Verbal		
	Cabinet Member Update					
	People and Communities Strategic Director's Briefing	AA	Ashley Ayre	Briefing		Paper to be issued on meeting day
19th March 2012						
	Youth Democracy & Participation Overview	AA	Briony Waite	Presentation		
	Preventing Drug and Alcohol Abuse by Young People	AA	Kate Murphy	Report		
	Primary and Secondary School Organisation Plan 2011 - 2015 (Including General Place Planning up to 2026)	AA	Helen Hoynes / Kevin Amos	Report		
	Child Protection Activity Report	AA	Maurice Lindsay / Trina Shane	Report		
	Ofsted inspection of Safeguarding and Looked After Children's Services	AA	Maurice Lindsay	Report		
	School Partnerships	AA	Mike Bowden	Report	Panel Nov 2012	

Meeting Date	Agenda Item	Director	Report Author	Format of Item	Requested By	Notes
	Cabinet Member Update					
	People and Communities Strategic Director's Briefing	AA	Ashley Ayre	Briefing		Paper to be issued on meeting day
21st May 2012						
	People and Communities Service Redesign	AA	Ashley Ayre	Report		May 2012
	The Role of the Children's Services Director	AA	Ashley Ayre	Report		May 2012
	School Recycling		Cllr Dine Romero	Verbal		May 2012
	Supporting Young People Strategy Update	AA	Tony Parker	Report		May 2012
	Skills & Employability Update	AA	Jeremy Smalley	Report		May 2012
9th July 2012						
	Children's Centres					July 2012
	Play Partnership					July 2012
Future items						
	Home to School Transport	AA			Panel Jan 2012	
	Youth Service Pledge					