



Children, Education and Skills Sub Committee

North Tyneside Council

9 March 2018

To be held on **Monday 19 March 2018 in room 0.01**, Quadrant, The Silverlink North, Cobalt Business Park, North Tyneside, NE27 0BY **commencing at 6.00pm.**

Agenda Item	Page
1. Apologies for absence To receive apologies for absence from the meeting.	
2. Appointment of substitutes To be informed of the appointment of any substitute members for the meeting.	
3. To receive any declarations of interest You are invited to declare any registerable and/or non-registerable interests in matters appearing on the agenda, and the nature of that interest. You are also requested to complete the Declarations of Interests card available at the meeting and return it to the Democratic Services Officer before leaving the meeting. You are also invited to disclose any dispensation from the requirement to declare any registerable and/or non-registerable interests that have been granted to you in respect of any matters appearing on the agenda.	
4. Minutes To confirm the minutes of the meeting held on 19 February 2018.	3

Continued overleaf

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5.	North Gosforth Academy	11
	To receive information on how the local authority will work with North Gosforth Academy (formerly Seaton Burn Community College).	
6.	SEND Peer Review	-
	To hear a presentation on the outcomes of the Peer Review conducted in January 2018.	
7.	Corporate Parenting Plan	22
	To receive a report on the progress made against the Corporate Parenting Plan.	
8.	Narrowing the Gap	26
	To receive a report on the <i>Narrowing the Gap</i> workstream.	
9.	Child Sexual Exploitation update	30
	To receive an update on any developments relating to child sexual exploitation in North Tyneside since the last report in November 2017.	
10.	Implementation of Recommendations on Elective Home Education	34
	To receive an update on the progress made in implementing the sub-committee's recommendations relating to elective home education accepted by Cabinet in June 2017.	

To all Members of the Children, Education and Skills Sub-committee

Councillor Alison Austin
 Councillor Pamela Brooks
 Councillor Joanne Cassidy
 Councillor Karen Clark
 Councillor Muriel Green
 Councillor Karen Lee

Councillor Andy Newman
 Councillor Pat Oliver (Deputy Chair)
 Councillor Margaret Reynolds
 Councillor Matthew Thirlaway (Chair)
 Councillor Alison Waggott-Fairley
 Councillor Frances Weetman

Parent Governor Representatives

Mrs Michelle Ord

Churches Representatives

Rev. Michael Vine, Church of England

Mr Gerry O'Hanlon, Roman Catholic Church

Children, Education and Skills Sub-committee

19 February 2018

Present: Councillor M Thirlaway
Councillors A Austin, J Cassidy, M A Green, A Newman
and P Oliver.
Rev. M Vine Church Representative
Mrs M Ord Parent Governor Representative.

CES48/02/18 Apologies

Apologies for absence were received from Councillors P Brooks, M Reynolds, A Waggott-Fairley and F Weetman and Mr G O'Hanlon, Church Representative.

CES49/02/18 Substitute Members

There were no substitute members reported.

CES50/02/18 Declarations of Interest

In relation to CES57/02/18, Councillor P Oliver declared a non-registerable personal interest as a member of her family had contributed to the study.

CES51/02/18 Minutes

Resolved that the minutes of the previous meeting held on 22 January 2018 be confirmed as a correct record and signed by the Chair.

CES52/02/18 Keeping Children and Young People in School

The sub-committee received a report from the Assistant Director for Education, Learning and Skills on the work being undertaken to ensure stability of education placement for vulnerable children and young people.

The sub-committee was informed that educational outcomes were higher if pupils remained in mainstream education or had as few transitions as possible. Movement around the education system in North Tyneside had been identified as an issue by head teachers in October 2016.

The *Keeping Children in School* workstream was established in November 2016 as part of the Children Services transformation work. There had been a strong commitment of time and resources by head teachers to address the issue which had included the commissioning of an audit of student movement around the educational system by the secondary head teachers. This audit made eleven recommendations which included conducting a review of the way behaviour was managed, improving the sharing of information, providing better support for staff in school, reviewing alternative provision and

reducing the number of decision making bodies.

The sub-committee was informed of the progress made on implementing the recommendations through the five working groups (Panels, School support team and data, alternative provision, transition, behaviour) established to do so. These Panels included head teachers across all phases and officers across Children's Services. Changes made included: a new protocol for the Fair Access panel; a redefined rationale and process for managed moves; new in-year admission forms which improved the quality of information on transition; a new North Tyneside short term student support plan to ensure schools did not use flexi school agreements; common documentation for the transition of vulnerable pupils in year and at key transition points; and amended guidance on exclusions.

In addition the roles and responsibilities of the student support team had been re-defined with their key purpose to work with schools and families at the earliest stage to prevent permanent exclusion and signpost to other professionals and a Student Support Service outreach offer from Moorbridge PRU had been developed and implemented.

Advice, resources and training had been provided to schools to help them to support more effectively the mental health of children and a closer working partnership between the school support team, special educational needs services, the education service for looked after children, education psychology service and the education and skills team meant there was a quicker response to providing the right support for schools. This included the development of guidance and training for schools on the use of de-escalation techniques; school staff were being trained on the THRIVE behaviour management approach; and a conference for schools and practitioners to share best practice in managing challenging students was being planned for April 2018.

Next steps included the completion of a behaviour policy audit; guidance information for parents/carers on in year applications to change schools in year 6, 10 and 11; an audit on how well the alternative provision offer met needs; and work was underway in partnership with Tyne Met College to improve the vocational offer to vulnerable students from September 2018 to provide meaningful opportunities for young people to be able to progress into work.

Whilst it was too early to determine the success of this work the Head teacher of the Virtual School had reported a significant increase in the stability of educational placement and higher educational outcomes for looked after children in the borough. This was pleasing and a data set to be collected to enable effective tracking of students and measuring the effectiveness of the work was in the process of being agreed.

Members sought clarification on the principles of the THRIVE technique and evidence of its impact; assurance that exclusion was still an option for schools; the time it might take to implement a managed move and what support was available for children who might have been the victim of an incident which had led to an exclusion.

The Assistant Director for Education, Learning and Skills gave an example of a school in North Tyneside where THRIVE had made a significant impact, explained the process of a managed move and assured the sub-committee that permanent exclusion was always an option for head teachers. The team always worked to understand why a situation had developed to a point that such a decision was necessary and counselling, for all children involved, was available to all schools and some schools employed their own counsellor

It was **agreed** to note the information on the *Keeping Children in School* workstream.

CES53/02/18 Education Reforms

The sub-committee received an update from the Assistant Director for Education, Learning and Skills on government proposals relating to education funding and education reforms since the briefing on National Education Policy in January 2017. Also present was Sue Graham, Finance Lead with the Council's partner Engie.

The sub-committee was informed that schools continued to work well in partnership and valued the services provided by the Authority with no schools actively seeking to convert to an Academy.

In January 2018 Damian Hinds MP had been appointed Education Secretary and announced his intention to raise education standards by supporting underperforming schools and offering young people more opportunities. Measures to achieve this included funding to successful multi academy trusts to tackle underperformance and the announcement of six new opportunity areas.

Churchill Community College had submitted a successful bid in Round 2 for £409,000 to raise achievement at Key Stage 4 by improving literacy through the development of oracy, critical thinking, and vocabulary acquisition at Key Stage 3. This funding would support nine schools in North Tyneside as well as schools in Newcastle and Northumberland and a number of bids were being prepared for Round 3.

Teacher recruitment was an issue and there had been a significant reduction in the number of applicants to the Authority's outstanding SCITT (school centred initial teacher training) and marketing and recruitment remained a priority.

Funding for schools currently came to the local authority through a ring-fenced grant called the Dedicated Schools Grant (DSG) which since 2013 had consisted of three blocks: the Schools Block, High Needs Block and Early Years Block. The introduction of a new national funding formula (NFF) first signalled to the sub-committee in June 2016 had progressed with the final outcome of the consultation exercise published in September 2017. This outlined the intention to move to a NFF for the allocation of the DSG with effect from 2018/19 but that local authorities had discretion to continue to set a local formula to allocate funding to individual schools within defined criteria for the years 2018/19 and 2019/20. From financial year 2020/21 the NFF would be used to allocate funding directly to schools within the Schools Block. Local authorities would continue to set funding allocations within the High Needs and Early Years blocks.

The report detailed the key changes the NFF would bring including the difference between the North Tyneside local formula factors and the NFF factors; changes to how deprivation allocation would be calculated; and the different implications for the primary and the secondary sector.

Within North Tyneside discussions have continued with schools mainly through the Schools Forum and its associated sub-groups on how the local authority should operate its local formula in 2018/19 and 2019/20. In November 2017 a consultation exercise was undertaken with all schools and the overwhelming response was for stability and consistency in the next two years to allow schools to plan for the future changes.

It was acknowledged that schools would need a lot of support to understand the implications and to plan effectively in the next two years for this considerable change. A flexible version of the local authority's three year budget planning tool had already been

sent to schools to progress their financial planning as early as possible and in advance of the formal workshop sessions planned with all schools in late February and early March 2018. The Head of Finance was keen to have early discussions with any schools with a predicted worsening financial outlook in order to ensure that schools were supported to take all reasonable steps to improve their position.

The report also included information on the effectiveness of pupil premium funding; tools to support schools to improve their financial health; and how to improve and maintain the school estate. Four new build projects had been completed in 2016/17 at Longbenton High, John Spence Community High, Marden High and Whitehouse Primary schools. A significant refurbishment for Cullercoats Primary was in the planning stage.

Members sought clarification on how funding for teaching and school staff was calculated; the work being undertaken with schools currently in deficit; whether capital could be used to make up shortfalls and how funding for building improvements was allocated. The importance of keeping ward councillors informed of the financial position of their local schools was emphasised to ensure they were prepared when issues began to be raised by parents at their ward surgeries.

The Chair thanked the officers for their presentation and attendance at the meeting.

It was **agreed** to note the information on education reforms and education funding.

[At the end of the discussion on this matter Mrs M Ord left the meeting room.]

CES54/02/18 Attainment of Children Who Are Looked After

The sub-committee received a report on the educational outcomes and progress of the children in the care of North Tyneside Council.

Jane Pickthall, the Head of the Virtual School, attended the meeting to present the report to the sub-committee.

As Corporate Parents all Members had a statutory duty to promote the educational outcomes of looked after children. As of April 2018 this duty would extend to include previously looked after children who had achieved permanence through adoption, special guardianship or a child arrangements order.

The health and education of the Authority's looked after children was closely monitored with robust monitoring systems in place to ensure educational progress each term was on track. This enabled the Authority to evaluate the impact of Pupil Premium Plus and identify pupils that needed additional support. The North Tyneside looked after population had a high proportion of children with special educational needs and for some pupils more specialist provision was required. The RHELAC (Raising the Health and Education of Looked After Children) team's focus was on ensuring pupils were assessed fully and their needs understood, which was why additional capacity from the educational psychologists had been secured.

The Pupil Premium Plus Policy gave schools an initial payment each term, with further funding available for crisis situations and individual requests for tuition, ICT equipment and school trips. A proportion of the funding was used to enhance the offer from The Virtual School and in addition to the team's English teacher and primary teacher, there was now

two part-time maths teachers, an apprentice teaching assistant, a counsellor and additional educational psychology time. This had enabled more targeted support to be provided according to each pupil's needs.

Research carried out by The Rees Centre, Oxford University had identified a range of factors that impacted most on the educational outcomes of looked after children. These included: stability of placement and school; good mental health; SEN; and remaining in mainstream provision, where appropriate. The *Keeping Children in School* work detailed earlier had seen a year on year increase in the number of Year 11 pupils completing their GCSEs in mainstream schools.

The report included statistics on attainment from Key Stage Two (KS2) and Key Stage Four (KS4) with comparative data for all pupils in North Tyneside.

The performance at KS2 was strong with the gap between looked after children and their peers significantly improving. Whilst it was hard to do year on year comparisons due to the variations in the needs of each cohort, the team was confident that all pupils performed to the best of their ability. Many of the cohort received direct academic support from the Virtual School, experienced settled placements and had schools that had high expectations of them. The combination of all these factors helped the children make accelerated progress and meet their age related expectations. Although the numbers were statistically insignificant, when the attainment of looked after children without SEN (special educational needs) was compared against non-looked after children without SEN the gap virtually disappeared. The progress report at KS2 also showed the impact of the support that looked after children were given as looked after children made more progress than their non-looked after peers.

At KS4 around 30% of the cohort achieved English L4+ or Maths 4+ but only 14% achieved both. The gap between the overall attainment of looked after children and non-looked after children was 26.9% and the gap for progress was 17.2%. It was not possible to remove the children with SEN from these statistics. This year there had been a considerable amount of instability around care placements for a number of looked after children in Year 11 which had an impact on their outcomes. Many of this cohort had entered care during Year 10, making it hard to have a significant impact on filling gaps in knowledge prior to entering care. However it should be noted that the attendance record of the looked after children cohort was better than non-looked after children in KS4.

Members sought clarification on what work with school staff, foster carers and residential assistants was taking place to try and reduce the gap at KS4. Members were assured that most looked after children had their own laptops and the residential homes had homework rooms with computers.

The Chair thanked Mrs Pickthall for her presentation and attendance at the meeting.

It was **agreed** to note the information on the attainment of children who were looked after by the Authority.

CES55/02/18 0-19 Children's Public Health Service (Health Visiting and School Nursing)

On 1 April 2017 the services for 0-19 Children's Public Health Service (health visiting and school nursing) transferred from Northumbria Healthcare NHS Foundation Trust to the

Authority. The sub-committee received information on how the transfer of responsibilities had been implemented and the work of the service since. Heidi Douglas, a Consultant in Public Health and Veronica Hetherington, the 0-19 Children's Public Health Service Matron/Area Lead attended the meeting to present the report and answer any questions.

The sub-committee was informed that the transfer had followed TUPE requirements and had been successfully led by the Director of Public Health with 84 staff, comprising managers, health visitors, school nurses, staff nurses, nursery nurses, a midwife, assistants and administrative staff transferred to the Authority. The transfer progressed well and robust plans ensured that key partners and staff were fully engaged and maintained continuity of care for families and children.

The 0-19 Children's Public Health Service aimed to promote and protect the health and wellbeing of children, young people and their families from the antenatal period through to age 19 and to address inequalities in outcome. Fundamental to the aim of the Service was universal access to the Healthy Child Programme (HCP) and early identification of additional and/or complex needs. The service was led and managed by the Senior Manager and Clinical Lead accountable to the Director of Public Health. The service had integrated within the Health, Education, Care and Safeguarding service of the Authority and worked alongside Early Help and Vulnerable Families Teams with staff based within the four 0-19 locality teams. It was important to note that the service did not provide district nursing or address individual clinical needs of individual children and young adults.

As a provider of community health services the Authority was registered with the Care Quality Commission and the registered manager of the service was the Director of Public Health. The 0-19 Children's Public Health Service Governance Board met on a monthly basis to ensure that North Tyneside Council had effective policies and management arrangements covering all aspects of Governance and to scrutinise and review its systems under the following headings:

- Vision and Service Scope
- Leadership/Management Accountability
- Clinical Governance (7 Pillars)
- Risk Management
- Information and Systems Governance
- Finance
- Human Resources
- Performance
- CQC Requirements

A number of key developments had taken place within the service since the transfer which included: the development of a bespoke incident reporting scheme; the relocation of well baby clinics to accessible local authority venues; preparation for re accreditation of Baby Friendly Initiative to promote breast feeding across the borough; the integration of the service within the Multi Agency Safeguarding Hub (MASH) and a Health and Safety Audit. There had been good examples of improved integration and multidisciplinary working with housing, sport and leisure and children's services and there had been the successful recruitment of new staff including health visitors, staff nurses and midwives.

The Director of Public Health was notified in December that a two day announced 'short' Care Quality Commission inspection would take place on 6 and 7 March 2018. Preparations for inspection had been in place since the transfer of the service which had included an early meeting with the lead inspector; the completion of a self-assessment and

development of an improvement plan; and the convening of a working group to prepare and develop a project plan. Lead Members, Senior Leadership Team and staff had all been briefed and weekly preparation meetings were taking place.

In response to questions it was clarified that external scrutiny of the service was provided by the CQC and that the NHS pensions accrued by the staff previously employed by the NHS remained in place. Questions were asked and responded to regarding the work to tackle childhood obesity in the borough, children's tooth decay and the changes to the work of 'school nurses'.

The Chair thanked the Consultant in Public Health and the 0-19 Children's Public Health Service Matron/Area Lead for their presentation and attendance at the meeting.

It was **agreed** to note the information on the role and services provided by the 0-19 Children's Public Health Service.

CES56/02/18 Transforming Children's Services

At the meeting held on 19 September 2017 the sub-committee agreed that future reports on Transforming Children's Services would be a 'Red-Amber-Green' rated short summary of progress to date.

The Transforming Children's Services programme brought together a wide range of projects that were aimed at transforming the way children's services operated by increasing its ability to manage demand and, as a result, manage its resources in the most effective way whilst ensuring good outcomes for children, young people and families was maintained.

The work was arranged under five work streams, with a small number of projects grouped underneath each one. The five work streams were:

1. Keeping children, young people safe at home
2. Keeping children and young people in school
3. Looking after children and young people safely
4. Enabling Projects
5. Innovation and New Models.

The title of the projects underpinning the work streams were: Menu of Options; Dartington; Children with Disabilities; 5Q Model for Going Home; Mitford Gardens; Fostering; Elm House; Signs of Safety; Multi Agency Safeguarding Hub; Children and Young People's Mental Health and Emotional Wellbeing; Liquid Logic; Social Impact Bonds; and Regional Adoption Agency.

Of the thirteen projects: four had been fully implemented and rated as green; seven were amber; and one was red. The Social Impact Bonds project was finished but not categorised as green because a decision had been taken not to progress with the project because of the financial risk involved.

The Regional Adoption Agency (RAA) was the red rated project. This project responded to a national government directive to establish regional delivery arrangements for the management of adoption placements by 2020. This involved working with the five regional local authority partners to assess the most appropriate vehicle for the RAA. A business case had been received and was being considered to ensure that any changes the

Authority made were safe and did not place it at risk. The work was red rated because the original timescale to have it established would not be met. The sub-committee was reassured that there was no risk to the existing adoption services.

It was noted that the RAA was a project that might benefit from having a more in-depth examination by the sub-committee at a future date.

It was **agreed** to note the information on the progress made in implementing the projects in the Transforming Children's Services programme.

CES57/02/18 Transition from Children to Adult Services Sub Group Report

The sub-committee received a report from the Transition Sub Group on the Transition Process for Young People with SEND (special educational needs and/or a disability) from Children to Adult Services in North Tyneside. The sub-committee was requested to endorse the report and its recommendations and agree for it to be submitted to the next meeting of the Overview, Scrutiny and Policy Development Committee to request they approve the report for submission to Cabinet.

The sub group had been established in January 2017 with the intention of finding any gaps in provision or knowledge or processes which could disrupt a smooth transition and cause the experience for the young person and their families to be an unhappy one and then make recommendations to improve the experience. The sub group had met on a number of occasions to receive information and discuss their findings and also met with officers from the local authority. To gain an understanding of the services available in the borough the sub group also met with parents, representatives from the Clinical Commissioning Group and sought the opinion of young people who had been through the process.

The report included eleven recommendations to facilitate and progress improvements to the delivery of the service and the experience for the service users. Moving towards adulthood was an exciting time of new opportunities, new choices and increasing independence for all young people, whether they had additional support needs, or not and the sub group endorsed the service's message that "We want all young people with special educational needs and disabilities in North Tyneside to have the opportunities to live the life to which they aspire" and believed that the recommendations would go towards making this goal a reality.

The Chair, who had also served on the sub group, thanked Councillors J Cassidy, J O'Shea, J Wallace and the Rev. M Vine for their work.

It was **agreed** to endorse the report and its recommendations and approve its submission to Overview, Scrutiny and Policy Development Committee on 5 March 2018.

Meeting: Children, Education and Skills Sub-committee

Date: 19 March 2018

Title: North Gosforth Academy

Author: Angela James Tel: 0191 643 8511
Assistant Director Education, Learning and Skills

Stephen Ballantyne – Lawyer Specialist
Governance and Employment

Janice Gillespie - Head of Finance

Service: Health, Education, Care and Safeguarding

Wards affected: Weetslade

1. Purpose of Report

The purpose of this report is to provide information for sub-committee members on the transition of Seaton Burn College to North Gosforth Academy.

2. Recommendations

The sub-committee is recommended to note the information contained in this report.

3. Timeline in relation to the conversion of Seaton Burn College into South Gosforth Academy

October 2015	Seaton Burn College judged by Ofsted to be inadequate.
November 2015	The College received notification from the Regional Schools Commissioner that an Academy sponsor was being sought for it to convert it into an Academy.
March 2016	The Authority was informed that a sponsor had been found in Gosforth Academy.
April 2016	Academy Order for Seaton Burn College issued by the Regional Schools Commissioner on behalf of Secretary of State.
May 2016	Ofsted monitoring visit judged the College to be making progress towards the removal of Special Measures.

July 2016	Further information requested by Regional Schools Commissioner on viability of Seaton Burn College.
August 2016	Authority informed that the Regional Schools Commissioner was considering removing the Governing Body and replacing it with an Interim Executive Board.
September 2016	Executive Headteacher seconded from George Stephenson High School to support the Acting Headteacher
August / September 2016	Significant concern expressed to the Regional Schools Commissioner about the decision to implement an Interim Executive Board.
November 2016	Interim Executive Board implemented, Executive Headteacher removed and Gosforth Academy asked to provide school to school support.
January 2017	Gosforth implement new behaviour policy. Exclusions escalate.
March and July 2017	School Development Partner raises concerns with the Interim Executive Board about the application of the behaviour policy.
Throughout 2017/18	School Improvement support including School Development Partner continues to be provided by the Authority's School Improvement Service.
October 2017	School Improvement Service undertake a Progress Review of the College and whilst improvements noted, significant concerns are raised with the Interim Executive Board around pupil outcomes, attendance of disadvantaged pupils and those with special educational needs and the impact of leadership on the rate of school improvement.
November 2017	Ofsted monitoring visit judged the College to be making progress towards the removal of Special Measures.
January 2018	Seaton Burn College converts to North Gosforth Academy.

4. Assets

- 4.1 When the College converted from a foundation school to an Academy school, the Secretary of State made a Direction requiring the College's land to be transferred from the Learning Trust to Gosforth Federated Academies. Gosforth Federated Academies are the Academy Trust for North Gosforth Academy.
- 4.2 In transferring operation of the College to an Academy, Gosforth Federated Academies has acquired the assets of the existing school and secured the benefit of any relevant contracts relating to the College. The transfer of the contracts was undertaken through a Commercial Transfer Agreement and this Agreement was completed on 28 December 2017.
- 4.3 Access to the wildlife and forest areas has been investigated and it has been confirmed that there has been no historic direct right of access for the public to any of the land occupied by the former College including the wildlife/forested area. Therefore in the future any access by the public to the land under the control of North Gosforth Academy will be a matter for it to determine.

5. Admissions

- 5.1 Attached at Appendix A is the Determined Admission Policy for Seaton Burn College for September 2018. This Policy was determined last year whilst the College was still part of the North Tyneside Learning Trust.
- 5.2 The North Gosforth Academy is its own admissions authority and the September 2019 Admission Policy should have been determined by the Academy by the 28 February 2018 and put on their website. The Acting Headteacher has confirmed verbally that the criteria is going to stay exactly the same but the policy has not yet been published, therefore it is not possible to comment formally on how they will accept children into their school until they publish their arrangements.
- 5.3 Please see at Appendix B the catchment area for North Gosforth Academy which has not changed.

6. Exclusions

Attendance and Exclusions is a matter for North Gosforth Academy. If they exclude a pupil it will fall to the Authority in whose area the pupil resides to make arrangements for the pupil's continued education.

7. Financial Implications

- 7.1 When a maintained school becomes an academy, legislation sets out a process for the transfer of any surplus the school may have at the point of conversion. This guidance sets out what happens to a *surplus* balance when a school ceases to be maintained by the local authority (LA) and becomes an academy under the Academies Act 2010. It also sets out what happens to any *deficit* a converting school may have. It is intended to help LAs comply with their duties, and ensure that deficit or surplus balances are transferred within the statutory timescales. This guidance should be read alongside the legislation: the Academies Act 2010, the Academy Conversions (Transfer of School Surpluses) Regulations 2013 and the School and Early Years Finance (England) Regulations 2014.

- 7.2 Where a school with a deficit such as Seaton Burn is to join the Academy Trust (AT) of an external sponsor and open as a sponsored academy, the deficit remains with the Local Authority (LA), and is required to be funded from the LA's core budget. School deficits are not an allowable charge on the LA's schools budget (funded by its allocation of Dedicated Schools Grant); however, if the schools forum has agreed to de-delegate a contingency provision, then the deficit may be funded from that contingency, depending on the criteria agreed for its use. North Tyneside Schools Forum does not have such a contingency provision.
- 7.3 We are required to finalise the deficit position of the school within 4 months of the transfer taking place and are currently working through the details of that. We are required to work with the AT to reach an agreement on the determination within four months of the transfer date. However, should agreement not be possible, the AT has a right to apply to the Secretary of State (SoS) for a review.

History of the Deficit position

- 7.4 We have worked closely with the school throughout its period of deficit to minimise the impact to the authority, and once the Interim Executive Board was appointed met with a representative on a monthly basis until the conversion took place to discuss a range of matters including finance.
- 7.5 An analysis financial outturn position since 2011/12 is included as Appendix C for reference.
- 7.6 In 2011/12 Seaton Burn was initially unable to set a balanced budget and required the local authority to agree deficit approval. This was granted and deficit approval was agreed and set at £204.2k. During the financial year the school was able to improve its financial position and the actual outturn as at the 31st March 2012 was a deficit of £111.3k, an improvement of £93k in year.
- 7.7 During budget setting for 2012/13 the school had again forecast an initial deficit outturn position of £4.8k. However, this did not materialise and the actual outturn as at 31st March 2013 was a surplus of £24.8k an improvement of £29.6k from initial estimates.
- 7.8 In 2013/14 and 2014/15 the school forecast was for a surplus in both financial years with 2013/14 actual outturn being much higher than expected. The school achieved a surplus outturn of £120k against an initial forecast of £44k. 2014/15 showed a deteriorating position however, as the surplus had fallen by 83% from £120k to £20.6k.
- 7.9 This deterioration continued in 2015/16 with the school once again requiring deficit approval having been unable to set a balanced budget. The deficit approval required was £169k. The school also made an application for additional funding from the local authority to support the financial pressures and this was granted at a level of £8.5k. Despite receiving this additional funding the school failed to achieve its forecast deficit position or make an improvement during the year and the final outturn for 2015/16 was a deficit of £183.7k.
- 7.10 The School was unable to put forward a balance budget in 2016/17 and following initial forecast estimates required deficit approval of £555.5k. This was granted following the usual deficit approval process. The school also sought approval for additional funding to support the increasing financial pressures. An amount of £26.8k was agreed from falling rolls and schools in financial difficulty funding. It should be noted that the school did achieve an improved position from the initial forecast estimate in 2016/17. The actual deficit position at year end was £484.2k, an improvement of £71.3k in year.

2017-18 Deficit

- 7.11 At the start of 2017/18 the initial forecast outturn estimate was a deficit of £668k, the autumn monitoring position did not indicate any change to this. As stated earlier we are working to finalise the overall position at 31 December 2017, with a draft position expected by 31 March 2018.

8. Responsibilities of the Local Authority

- 8.1 The revised DFE Schools Causing Concern Guidance February 2018 states 'RSCs will address underperformance of academies on behalf of the Secretary of State.'
- 8.2 The Children and Families Act 2014 introduced a number of local authority duties with regard to children and young people. To comply with these duties, a local authority must identify all children and young people in the area who have (or may have) a special educational need or disability, and ensure that the integration between education and training provision and health and social care provision is suitable. This includes making arrangements with partner commissioning bodies about the education, health and care provision to be secured for SEND children.
- 8.3 Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area, regardless of the types of educational settings they attend. Where a local authority has concerns about an academy safeguarding arrangements or procedures (arising as a result of investigations about individual children or otherwise), these concerns should be raised to the Education and Skills Funding Agency (ESFA) who have responsibility for ensuring that academy trusts comply with their Funding Agreements.

9. Service Offer

Gosforth Academy will be given the opportunity to purchase a full range of service level agreements including School Improvement from the Authority. It is anticipated that some services will be provided through Gosforth Federated academies such as Human Resources and Finance. North Gosforth Academy has not yet indicated their intentions from April 2018.

10. Appendices

Appendix A - Determined Admission Policy for Seaton Burn College for September 2018
Appendix B - Appendix B the catchment area for North Gosforth Academy
Appendix C - Analysis financial outturn position since 2011/12

11. Background documents

[DFE Schools Causing Concern](#) - Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers.

**ADMISSION POLICY FOR MIDDLE AND HIGH LEARNING TRUST SCHOOLS
FOR SEPTEMBER 2018**

SCHOOL	PAN	
Marden Bridge Middle School Lovaine Avenue Whitley Bay, NE25 8RW	150	
Monkseaton Middle School Vernon Drive Monkseaton, NE25 8JN	96	
Valley Gardens Middle Valley Gardens Whitley Bay, NE25 9AQ	192	Increase in PAN
Wellfield Middle School Kielder Road, South Wellfield Whitley Bay, NE25 9WQ	60	
Burnside Business Enterprise College St Peters Road Wallsend, NE28 7LQ	260	School has a sixth form
Churchill Community College Churchill Street Wallsend, NE28 7TN	190	School has sixth form
George Stephenson High School Southgate Killingworth, NE12 6SA	228	School has sixth form
John Spence Community College Preston North Road North Shields, Ne29 9PU	177	
Longbenton Community College Halisham Avenue Longenton, NE12 8ER	180	School has sixth form
Marden High School Hartington Road North Shields, NE30 3RZ	181	
Monkseaton High School Seatonville Road Whitley Bay, NE25 9EQ	240	School has sixth form
Norham High School Alnwick Avenue North Shields, NE29 7BU	90	
Seaton Burn Community College Dudley Lane Seaton Burn, NE13 6EJ	169	School has sixth form
Whitley Bay High School Deneholm Whitley Bay, NE25 9AS	362	School has sixth form Increase in PAN

In each school the Governing Body is the Admissions Authority and is responsible for determining the school's admissions policy.

The planned admission number (PAN) for each school is given in the table shown.

Where the school receives more applications than places available the following admission criteria are used to decide on admission to Learning Trust Schools.

All Learning Trust Schools operate an equal preference system for processing parental preferences.

In accordance with the Education Act 1996, children with a Statement of Special Educational Needs are required to be admitted to the school named in the statement and with effect from September 2014 those children with an Education Health and Care Plan (EHCP). Thereafter the following oversubscription criteria will apply.

Oversubscription Criteria

1. Looked after children in the care of a local authority or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. **See Note 1 below.**
2. Pupils who live within the catchment area of the school (pupils in this category with a sibling link (an older brother or sister) who will be attending the school in September 2018 will be given priority).
3. Sibling link (an older brother or sister) to include adoptive siblings, half siblings, step siblings and long term fostered children residing at the same address and who will be attending the school in September 2018. The sibling link does not apply to pupils proposing to return to years 12 and 13 of a school (sixth form).
4. Shortest distance measured as a straight line from a single fixed central point of the home address (including flats) to the central point of the school using the Local Land and Property Gazetteer and the Council's Geographical Information System (GIS) system.

N.B The above distance measurement will also be used as a 'tiebreaker' within each criterion, if necessary. In the case of flats if there is more than one home address with the same measurement the flat with the lowest number will be offered the place. In all other cases of the same measurement, random allocation will be used.

NOTE 1

A looked after child is a child who is in the care of a local authority in accordance with section 22 of the Children Act 1989 at the time the application for admission to school is made and whom the local authority has confirmed will still be looked after at the date of admission.

An **adoption order** is an order made under section 46 of the Adoption and Children Act 2002

A **residence order** is an order outlining the arrangements as to the person with whom the child will live under section 8 of the Children Act 1989

A **special guardianship order** is an order appointing one or more individuals to be a child's special guardian or guardians.

Closing Date

In determining admissions, priority will be given to those applications where the parental application is received by the published deadline date **Friday 27 October 2017**.

Late Applications

If you return your application after the closing date your application will be classed as Late unless exceptional circumstances exist. The Local Authority will consider your reasons, provided they are received before 08 January 2018 and if they are exceptional, consider your application along with those received on time. Examples of what may be considered as exceptional circumstances are a family who have just moved into the area (proof of ownership or tenancy agreement will be required). If your reasons are not exceptional then your application will not be processed until after **1 March 2018**. You should be aware that this will reduce your chance at gaining a place at the school you want.

Offer Date

On **1 March 2018** parents will be notified of the outcome to their application. If you applied online you will be sent an email on this day if you completed a paper application then a letter will be sent out by 2nd class post on this day.

Equal Preference System

The Governing Body of each school operates an equal preference system for processing applications. This means at the first stage there will be no distinction between first, second or third preference applications. Therefore all applications will be considered equally against the admission criteria. If a pupil qualifies for a place at more than one school the parent's highest ranked preference will be offered and any lower ranking offers will be disregarded.

Parental Responsibility

When considering your application the Governing Body will use the parental home residence of the Parent/Carer who receives or would have received the child benefit for the child/ren.

Waiting lists

If you have been refused your preferred school(s), you will have the opportunity to place your child's name on a waiting list(s). You may wish to place your child's name on a waiting list for more than one school. Children are placed on the waiting list according to the oversubscription criteria regardless of when their application was received. Within each criterion their place is ordered by shortest distance to the school measured in a straight line, from a single fixed central point of the home address (including flats) to the central point of the school using the Local Land and Property Gazetteer and the Council's Geographical Information System (GIS), with those living closer to the school receiving higher priority.

If pupil numbers fall below the published admission number the place will be offered to the child at the top of the waiting list. This means a child who is on the waiting list will move down the list if another late application is received that falls within a higher priority under the oversubscription criteria.

Waiting lists for schools will be held for one term in the academic year i.e. 31 December 2018; no formal list will be held by any individual school or the Local Authority after this date.

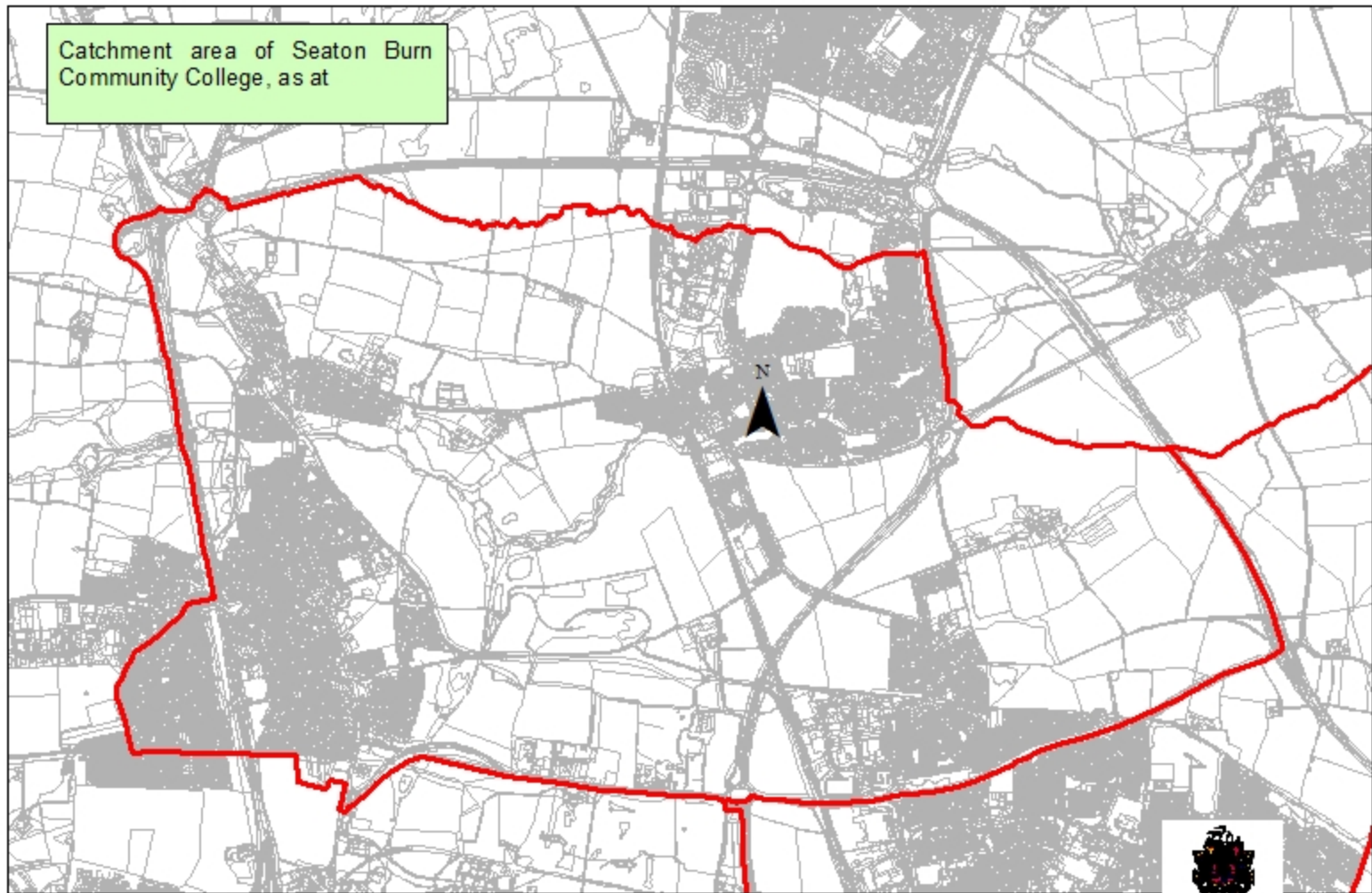
Catchment Areas

All Learning Trust Schools have a defined geographic area called a catchment area. To find out which catchment area you live in log onto www.northtyneside.gov.uk or contact the Access Team on telephone number 0191 643 8724

Sibling Link

If your child has a brother or sister residing at the same address (including adoptive siblings, half siblings, step siblings, long term fostered children) attending your preferred school in September 2018, the Governing Body will consider this as a sibling link. However, no guarantee is given that siblings can transfer to the same school where the school is oversubscribed. The sibling link does not apply to pupils proposing to return to years 12 and 13 of a school(sixth form).

Catchment area of Seaton Burn
Community College, as at



Appendix C

School	2011/12			2012/13			2013/14			2014/15			2015/16			2016/17			2017/18
	Forecast Outturn Surplus / (Deficit)	Actual Outturn Surplus / (Deficit)	Forecast Movement	Forecast Outturn Surplus / (Deficit)	Actual Outturn Surplus / (Deficit)	Forecast Movement	Forecast Outturn Surplus / (Deficit)	Actual Outturn Surplus / (Deficit)	Forecast Movement	Forecast Outturn Surplus / (Deficit)	Actual Outturn Surplus / (Deficit)	Forecast Movement	Forecast Outturn Surplus / (Deficit)	Actual Outturn Surplus / (Deficit)	Forecast Movement	Forecast Outturn Surplus / (Deficit)	Actual Outturn Surplus / (Deficit)	Forecast Movement	Forecast Outturn Surplus / (Deficit)
Seaton Burn	(204,245)	(111,257)	92,988	(4,796)	24,833	29,629	44,222	119,895	75,673	393	20,584	20,191	(169,020)	(183,653)	(14,633)	(555,532)	(484,201)	71,331	(680,200)

Meeting: Children, Education and Skills Sub-committee
Date: 19 March 2018
Title: Corporate Parenting - Leaving Care Outcomes Update

Author: Jodie Henderson, Senior Manager Tel: 0191 643 7388
Service: Health, Education, Care and Safeguarding
Wards affected: All

1. Purpose of Report

In 2000, the government introduced The Children (Leaving Care) Act, intended to improve the life chances of care leavers through:

- delaying their discharge from care until they were prepared and ready to leave, with the expectation that most children would remain in care until the age of 18;
- improving assessment, preparation and planning for leaving care (through pathway plans);
- giving better personal support to young people leaving care (through personal advisers); and
- improving financial arrangements for care leavers.

The concept of Corporate Parenting was introduced in The Children Act 2004, and places collective responsibility on local authorities to achieve good parenting for all children in public care. "Corporate Parent" defines the collective responsibility of the council, elected members, employees and partner agencies for providing the best possible care and safeguarding for the children who are looked after in public care.

2. Recommendations

It is recommended that the sub-committee:

- a) note and approve the progress made in relation to the Corporate Parenting Plan devised by officers to address the recommendations of the annual report to Corporate Parenting Committee; and
- b) note the actions requiring further progress during the next six month period.

3. Information

3.1 In respect of accountability for children leaving care, there are a number of processes in place to ensure the Local Authority fully discharges its responsibilities to young people who leave our care:

- There are regular meetings between the Lead Member for Children and Young People and the Senior Management Team for Children's Social Care.
- Regular meetings are also held between representatives of the Children in Care Council with the Lead Member, Senior Managers for Children's Social care and the

Director of Children's Services.

- There is also attendance by Participation Team representatives at the Corporate Parenting Committee to ensure that the voice of Looked After Children (LAC) is heard throughout the system.
- The bi-monthly MALAP (Multi Agency Looked After Child Partnership) group, which is chaired by the Senior Manager (Looked After Children's Resources). The purpose of this group is to ensure the actions of the Corporate Parenting Committee are implemented in practice.
- The bi-monthly Corporate Parenting Committee is chaired by the Lead Member for Children and Young People with cross party Member representation. This committee provides scrutiny of regular reports directed by the Corporate Parenting Committee.

3.2 In the year 2016-17 the Corporate Parenting Committee has provided scrutiny and challenge in relation to:

- Quarterly Performance Data-the Committee Members scrutinised the performance reports and commented on areas of strength and development.
- Adoption and Fostering reports (bi-annual and quarterly) – the Committee members considered information about the general management of the adoption service and fostering service and how they are achieving good outcomes for children.
- OFSTED Inspection report and resulting action plan to ensure progressive positive development of service delivery.
- Annual Independent Reviewing Officer Report - The IRO manager presented the annual report on the service and outcomes for children, describing progress through the year and advising on the developments in the service and response to the requirement to evidence challenge where required to care planning.
- Annual Report of Educational Outcomes – The Committee members considered information on the attainment of Looked After Children and the plans for future improvements.
- Quarterly reports from the Children in Care Council reflecting participation and child's voice in care planning and service development.
- Placement Stability for Looked After Children. Committee members requested assurance that all actions necessary were being undertaken to promote placement stability on consideration of the data provided.

4. Current Situation

4.1 Under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she:

- is provided with accommodation for a continuous period for more than 24 hours

- is subject to a care order; or
- is subject to a placement order

4.2 A looked after child ceases to be looked after when he or she turns 18 years old. On reaching his or her 18th birthday, the status of the child changes from being looked after to being a young adult eligible for help and assistance from the local authority. In North Tyneside these young people are identified as 'Care leavers' and have a named Personal Adviser from the Leaving Care team.

4.3 We currently have 299 LAC and the vast majority (72.8%) of those have stable placements where they have remained for the last 2 years. Placement stability is linked to best outcomes for children and young people as this provides them with a platform from which they can engage in all of the other activities associated with successful childhoods. This includes stability of education provision. 250 of the children looked after by North Tyneside Council children's services live in foster care, prospective adoption placements or with their birth families.

4.4 In addition, we have 116 young people open to the Leaving Care service. The Leaving Care service is staffed by a team manager and 6 Personal Advisers. The Personal Adviser is introduced to the young person by their 17th birthday to allow the development of the relationship over a reasonable period of time, with the Personal Adviser taking case responsibility when the young person is 18 years and retaining that until they are 21 years. Support will be extended to Care Leavers up until the age of 25 years, and currently in North Tyneside, care leavers are supported emotionally at any age.

4.5 Outcomes for young people who are Leaving Care are measured linked to the suitability of the accommodation they have, their education and/or employment status and the support they are offered by their named personal assistant.

5 Support

5.1 One of the measures for Care Leaver outcomes is the extent to which the Leaving Care service retains contact with the young people. Within North Tyneside all young people eligible for a service are contacted and offered a visit from their Personal Adviser. This has been identified as a positive activity and the tenacious and thoughtful manner in which relationships are maintained was acknowledged. Currently, there are 14 young people who have declined to be visited within the last 12 weeks. However, Contact is maintained with them to ensure that any needs are met.

5.2 All young people in receipt of Leaving Care support are helped to develop financial management skills. The local authority supports each young person with 'setting up costs' up to a maximum of £3000, to aid them to furnish their home. In addition, and until such time as the young person is in receipt of wages and/or benefits, they are provided with a personal allowance. This allowance is paid from their 16th birthday and they are also supported with an individualised pathway plan to develop the skills needed to be able to manage their household finances as they mature.

6 Accommodation

6.1 In North Tyneside, all but one of the Care Leavers we currently support are assessed as being in suitable accommodation. The one that is not is as a result of a prison sentence. The accommodation offer to North Tyneside Care Leavers includes support to remain in foster placement under the 'Staying Put' scheme. This effectively supports the

continuation of the supportive substitute family arrangement the young person has experienced in Foster Care until such time as the young person is ready to leave home. This is recognised as being in the best interests of many young people and is actively promoted.

- 6.2 For those young people who have been looked after in residential care we have developed our own dedicated provision linked to the Children's Homes, described as a 'Staying Close' provision. This allows the continuation of relationships and support for young people as they take steps towards independence. This service is provided at Elm House on the Riverside Centre site and has 6 beds.
- 6.3 In addition, we have 3 supported accommodation services, Starting Point & Edmond House, which are divided by gender and 5 & 2 bedroomed flats at Mitford Gardens. Between these services, we provide an additional 15 beds to young people who require additional support to develop the skills and confidence required to live independently. Currently, Mitford Gardens flats are used as solo occupancy for young people who require a higher degree of support. It is acknowledged that these flats could support Care Leavers to live in friendship groups, or as young families if required, and we are currently exploring that possibility.
- 6.4 As a progression from these services many young people move to one of the 15 flats available to Care Leavers with continued support from starting point staff. This supports the progress and development of independent living skills within a solo flat prior to taking on a tenancy in their own right.

7. Education and Employment.

- 7.1 Currently, over 60% of the young people in receipt of Leaving Care services from North Tyneside are in Education Employment or training. 11 of these young people (9.5%) are in higher education. Young people are supported to remain in education to meet their personal goals academically.
- 7.2 In addition we have had the 'Care to Work' scheme which has targeted young people who require additional support to gain and/or retain education or employment placements. The 'Young Apprentice of the Year' (2017) was a Care Leaver. The support available to explore interests and to gain employability skills was noted in the OFSTED inspection as positive and productive support to young people.
- 7.3 Ofsted judged the experiences and progress of care leavers in North Tyneside to be 'Outstanding'. Ofsted define this grading as being achieved when Inspectors find work of the highest quality which is delivering improved outcomes that exceed expectations.

8. Background Papers

Background papers used in the production of this report include:

- Children 'Leaving Care' Act (2000)
- Children Act (2004)
- North Tyneside: Inspection of Services in need of help, Children looked after and Care Leavers (Ofsted 2017)

Meeting: Children, Education and Skills Sub-committee

Date: 19 March 2018

Title: Narrowing Disadvantaged Gaps

Author: Angela James
Assistant Director Education, Learning and Skills

Tel: 0191 643 8511

Service: Health, Education, Care and Safeguarding

Wards affected: All

1. Purpose of Report

The purpose of this report is to inform committee members on the work being undertaken to narrow gaps in educational achievement for disadvantaged students.

2. Recommendations

The sub-committee is recommended to note the contents of this report.

3. Pupil premium funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to diminish differences between them and their peers. In 2016/17 financial year schools received the following funding for each pupil registered as eligible for free school meals at any point in the last 6 years (FSM6):

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Schools also received £1900 for any pupil who had left authority care as a result of adoption, a special guardianship order or a child arrangements order.

The local authority received £1900 for any pupil who was in local authority care and this money is managed by the Virtual School Headteacher, Jane Pickthall.

Over the past four years the disadvantaged pupil cohort at the end of Key Stage 2 has increased from 637 to 731. Over the same period the cohort at the end of Key Stage 4 has decreased from 600 to 508.

4. Outcomes in 2017 for disadvantaged pupils

Key Stage	Measure	Not Eligible for Free School Meals	Eligible for Free School Meals	Gap
EYFS	Good Level of Development	73%	59%	-13.7%
		Not Eligible for FSM6	Eligible for FSM6	Gap
KS1	Expected standard in reading, writing and maths	73%	53%	-20.0%
KS2	Expected standard in reading, writing and maths	74%	47%	-27.0%
KS4	Grade 4+ (standard pass) in English and maths	75%	37%	-38.0%

5. Use of pupil premium funding

Pupil premium funding is given to schools to spend on a variety of strategies to improve the performance of disadvantaged pupils. Each year, schools must publish on their websites how they have spent this money to improve the attainment and progress of disadvantaged pupils. Here are some examples of how North Tyneside schools have used their Pupil Premium funding.

Primary schools:

- Funding additional staff in order that intervention support is available for example employing specialist teachers for Reading Recovery, phonics, maths and speech and language specialists.
- Employing a family links coordinator, learning mentor or care, guidance and support officer to support vulnerable children and groups.
- Professional development and training for staff enhancing their ability to deliver quality first teaching in reading, writing and maths for example Talk for Writing, Every Child a Reader, Every Child Counts, Read Write Inc, First Class @ Number, Digi Smart, Success at Arithmetic, Reciprocal Reading and Write Away Together.
 - Funding the Better Reading Partnerships programme.
 - 1:1 tuition
 - Purchasing ICT hardware and software such as iPADS, Notebooks, Mathletics, Lexia and Clicker.
 - Breakfast clubs and promoting healthy eating.
 - Funding towards cultural and enrichment opportunities such as school clubs, visits and experiences

Secondary schools:

- Literacy and numeracy support in class.
- Employing additional staff including teaching assistants and specialist English, maths and science teachers.
- Professional development training for staff.
- Additional support for year 11 students including revision sessions.
- Alternative Curriculum provision.
- Running transition programmes for Key Stage 2 to Key Stage 3 and Key Stage 4 to Key Stage 5.
- Purchase of ICT hardware and software to support students.
- Rewards for students.
- First day response provision.
- Guidance and support through funding of family support workers and education welfare officers.
- Providing counseling for students.
- Funding of pupil premium champions within senior leadership teams.
- Funding towards cultural and enrichment opportunities such as school clubs, visits and experiences.

6. Monitoring the pupil premium spending

- 6.1 Schools must publish their strategy for using the pupil premium funding on their website.
- 6.2 Ofsted school inspections report on the attainment and progress of disadvantaged pupils who attract pupil premium funding. Inspectors will consider the impact of what a school is doing to reduce any differences in progress and attainment between disadvantaged pupils and other pupils. They will evaluate how well leaders and governors have spent the pupil premium funding, their rationale for their spending and its intended impact.
- 6.3 The local authority also monitors the effectiveness of the school's use of the funding through the Strategy for Support and Challenge to Schools. Each school is allocated a School Development Partner who makes a judgement on a termly basis about the school's performance based on discussions with the Headteacher, Governing Body and key leaders and through reviewing a range of evidence. These judgements are based on the Ofsted criteria and include an evaluation of the use of pupil premium funding. The Early Years and School Improvement Service also carries out 1 and 2 day assisted school reviews that monitor school performance and provide a written report to school leaders and governors. These reviews include a focus on the achievement of disadvantaged pupils.
- 6.4 The National College of Teaching and Leadership awarded Churchill Community College the status of Pupil Premium Champion School in 2016. There is a recognised need for local schools seeking an externally commissioned Pupil Premium Review to have the assurance that this would be a purposeful and robust process. As such, working in collaboration with the Early Years and School Improvement Service and other successful leaders from North Tyneside schools, a 'bank' of trained pupil premium reviewers has been established, alongside a quality assurance process to ensure rigour. Any school can commission a pupil premium review to look at its pupil premium strategy and identify

ways that they can use the funding more effectively. Ofsted will recommend that a school commissions a pupil premium review if they identify concerns with the school's provision for disadvantaged pupil.

7. Narrowing the gap workstream developments

- 7.1 The Early Years and School Improvement Service seconded an experienced Headteacher Angela Hunter for 2 days a week from 8th January 2018 to lead our work on narrowing outcomes for disadvantaged pupils. A steering group of headteachers has been established to support Angela Hunter in her work.
- 7.2 Support and challenge visits to first, primary and middle schools with wide gaps have been undertaken and action plans developed.
- 7.3 The headteacher briefing on 23rd March 2018 will be used to promote the support available and identify any gaps in provision.
- 7.4 A conference 'Going the Extra Mile' will take place at the Langdale Centre on April 26th 2018 to share best practice from this work stream and the Keeping Children in School work stream.
- 7.5 A recently retired senior HMI has been commissioned to undertake a review of all secondary school's pupil premium strategies and to share best practice with headteachers. This will include a workshop for headteachers and pupil premium leads on 23 May 2018.
- 7.6 The Early Years and School Improvement Service appointed a behaviour and attendance adviser in September 2018 who has been providing challenge and support to schools in tackling the attendance issues of disadvantaged pupils.
- 7.7 Research is being used to support school leaders in identifying the most appropriate actions to address the challenge. The Education Endowment Foundation (EEF) has published a report - The Attainment Gap - which assesses the gap through the lens, first, of children and young people; and secondly, of schools, as well as early years and post-16 settings. It highlights what it believes to be the key issues, and how the analysis of them informs practical work with teachers and senior leaders. Meetings have also taken place with the leaders of the Transforming Tees project to identify any lessons that can be learnt from their work.
- 7.8 A training programme and a resource pack are being developed to support school leaders and governors.

8. Background documents

Education Endowment Foundation – [The Attainment Gap January 2018](#)

Meeting: Children, Education and Skills Sub-committee

Date: 19 March 2018

Title: Child Sexual Exploitation

Author: Majella Tallack Tel: 0191 643 7982
Senior Manager
Safeguarding and Children's Services

Service: Health, Education, Care and Safeguarding

Wards affected: All

1. Purpose of Report

The purpose of this report is to provide an update and overview of the current local picture in relation to work being undertaken with respect to Child Sexual Exploitation (CSE).

2. Recommendations

The sub-committee is recommended to note the information provided and make any recommendations.

3. Update

- 3.1 8 young people are currently identified as high risk of CSE and are monitored through the Missing, Sexually Exploited and Trafficked Panel (MSET), this is the multi-agency panel which is chaired by the police and vice chaired by Children's social care. The panel reviews the risk assessment and the risk reduction plans for our high risk young people.
- 3.2 1 of the 9 young people is in secure accommodation for 3 months due to the risk of CSE. This secure order will allow the local authority to assess the level of risk and consider what interventions are required to reduce the risk and ensure the young person is not exposed to further harm. There is a multi-agency team around this young person with the police and social care as the lead agencies.
- 3.3 The processes within the Front Door have been reviewed and all cases where there is a risk of CSE will be assessed through the multi-agency safeguarding hub to gather information from all partners to explore the risk and determine the correct level of intervention required.
- 3.4 North Tyneside and Northumberland Safeguarding Boards are working together to promote the CSE awareness day on 18th March, 2018.
- 3.5 CSE risk assessment workshops have been scheduled for social workers and family partners across the service to ensure that everyone has a good understanding of how to identify and respond to CSE.

4 Sanctuary update

North Tyneside continues to second a social worker to the Sanctuary project; the allocated worker is Holly Wildman. Holly's role includes:

- Working with 12 of North Tyneside's highest risk young people (most of whom are discussed at MSET).
- Since Jan 2017 Holly has worked with 29 young people.
- Attend MSET and pre- MSET panel; undertake research and feed into risk reduction plans
- Provide advice and support to social workers
- Undertake direct work with foster carers.
- Deliver workshops to schools. So far workshops have been delivered in Moorbridge and Longbenton with a plan to roll out to further schools. PALS and Valley Gardens Middle have expressed an interest in the workshops being delivered; other schools are considering.
- Presentation at the head teachers briefing to promote CSE awareness workshops
- Deliver presentations to GP's to increase awareness
- Work alongside Sanctuary police in order to undertake joint visits to potential victims.
- Attend Sanctuary team meetings /briefings etc.
- Feed intelligence into Sanctuary.
- Developed resources for practitioners.

5. Ofsted Inspection Framework.

- 5.1 In January 2018, Ofsted introduced 'ILACS' (Inspection of Local Authority Children's Services) to replace the 'SIF' (Single Inspection Framework) inspection process by which services for children in need of help and protection, children in care and care leavers will be inspected. As part of the framework Joint Targeted Area Inspections (JTAI) will continue with the next schedule beginning February 2018, initially focusing on two key areas; CSE and Domestic Abuse followed by a familial sexual abuse in September 2018.
- 5.2 The JTAI process includes inspectors from Ofsted, the CQC, HMI Constabulary and HMI Probation, plus data analysts and QA staff from Ofsted. This multi-agency inspection seeks to establish the quality and impact of assessment, planning and decision making in response to notifications and referrals; the partnership response at the point of identification and the leadership and management of this work (including the LSCB).
- 5.3 The JTAI will include an evaluation of the multi- agency 'front door' for child protection when children at risk of harm first become known to local services. The inspection will include a deep dive of a selected number of cases with a focus on children and young people
- Who are at risk, or who are experiencing sexual exploitation
 - Who are at risk , or experiencing criminal exploitation through association or involvement with gangs
 - Who have been missing from home, care or education.

6. County Lines

- 6.1 County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move

drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

- 6.2 County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.
- 6.3 County lines is being explored in all cases of missing episodes for children and young people.
- 6.4 Guidance has been posted on the North Tyneside Children's Safeguarding Board website.

7. Unseen Children; Elective Home Education

A working group is being set up to consider how Children's social care work together with Education, Health and the police to ensure that children who are missing from education are seen and are safe. The risk from invisibility of electively home educated children is widely reported on in national publications and specifically mentioned in a triennial analysis of serious case reviews as a serious issue:

*"Being at school can promote good overall development and provide a buffer against adversities for the child both within and beyond the home. Children who are not regularly in school, due to poor attendance, **home schooling** or exclusion, can be vulnerable due to their invisibility and social isolation. Where neglect or maltreatment is already occurring, absence from school increases the child's risk of further harm..."*

8. Training

- Since starting the CSE briefings (in 2013) we have delivered multi-agency training to 903 people. The CSE briefings after April 2018 will be updated to reflect changes in the CSE Guidance document and new risk assessment tool.
- Since starting the Preventing Sexual Exploitation for Transport Services' e-learning for **Taxi Drivers 91 drivers** have successfully completed the module.
- Nine taxi drivers had their licenses suspended and a further three revoked after they did not complete training on how to spot signs of child sexual exploitation.

- The NSPCC delivered a multi-agency workshop 'Working with children who display harmful sexual behaviours' this is also informed by the Daisy and Erica case as those girls displayed harmful behaviours towards their peers. 20 people attended this event. Some of the learning from this has been used to inform the planning of an LSCB conference in June, focusing on the impact of trauma on children's behaviour (a common theme in children who display harmful behaviours).
- A joint e-learning module Sexual Exploitation of children and adults is under development and will be ready in the next few months.

Meeting: Children, Education and Skills Sub-committee
Date: 19 March 2018
Title: Update on the Recommendations of the Elective Home Education Sub Group

Author: Barbara Patterson
Senior Manager
Facilities and Fair Access
Tel: 0191 643 8340

Service: Attendance and Placement

Wards affected: All Wards

1. Purpose of Report

The purpose of this report is to update the committee on the progress made on recommendations from the sub committee report into Elective Home Education.

2. Recommendations

It is recommended that the sub-committee note the progress made in regard to the implementation of the recommendations from its report on Elective Home Education.

3. Information

At a meeting in July 2016, the Children, Education and Skills Sub-committee received a report which set out background information in relation to Elective Home Education.

It was agreed that a review be undertaken to look at the current practices and local authority role in relation to home educating.

The Sub group met with officers in the Attendance and Placement Team to gather information on the role that the Authority has in relation to Elective Home Education and the powers available to the Authority in ensuring an appropriate education is provided. The Sub group also obtained information relating to why parents choose home education and the latest figures.

A report was taken to Cabinet on 12 June 2017 and the recommendations of the report were accepted.

A summary of progress regarding the recommendations of the Children, Education and Skills Sub-committee is attached (Appendix 1).

4. Background documents

The following documents were referenced in the creation of this report.

(1) Overview & Scrutiny Report: Elective Home Education March 2017

http://www.northynteside.gov.uk/pls/portal/NTC_PSCM.PSCM_Web.download?p_ID=568584

(2) Elective Home Education – Guidelines for Local Authorities
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288135/guidelines_for_las_on_elective_home_educationsecondrevisev2_0.pdf

(3) Cabinet Report of 12 June 2017
http://www.northtyneside.gov.uk/pls/portal/NTC_PSCM.PSCM_Web.download?p_ID=569329

5. Appendices

Appendix 1 - A summary of progress regarding the recommendations of the Children Education and Skills Sub-committee

APPENDIX 1

Overview, Scrutiny and Policy Development Committee Recommendations

Elective Home Education Action Plan

In accordance with Section 21B of the Local Government Act 2000, Cabinet are required to provide a response to the recommendations of the Overview, Scrutiny and Policy Development Committee within two months. In providing this response Cabinet are asked to state whether or not it accepts each recommendation and the reasons for this decision. Cabinet must also indicate what action, if any, it proposes to take.

Overview, Scrutiny and Policy Development Committee Recommendations	Officer Commentary	Cabinet Decision (Accept or reject)	Action to be taken (if any) and timescale for completion
<p>Recommendation 1: The Mayor write to the Minister for Education asking for a change to the law which would give local authorities guaranteed access to children being home educated and provide a clear definition of a 'suitable' and 'efficient' education, along with some minimum educational standards and also encourages other Leaders, Elected Mayors and Executive Members for Education at other Local Authorities to do the same.</p>	<p>Officers agree with this recommendation</p>	<p>Accept</p>	<p>The Mayor to write to the Minister by 1 September 2017</p> <p>ACTION COMPLETE Letter to Secretary of State for Education sent 15 August 2017.</p>
<p>Recommendation 2: Cabinet ask officers in the Attendance and Placement Team to establish a 'notice board' page on the relevant section of the Council's website to allow parents to share advice and tips in relation to elective home education.</p>	<p>The Attendance and Placement Team will work with Officers in ICT to establish a "notice board" for Officers to post information to support parents in relation to elective home education.</p>	<p>Accept</p>	<p>The Attendance and Placement team will arrange a meeting to discuss and prepare an implementation plan. To be online by 1 October 2017</p> <p>This will be progressed as part of the Customer Journey / web projects and is one of a number of priorities for the team.</p>

<p>Recommendation 3: Officers in the Attendance and Placement Team liaise with schools to explore the possibility of offering, for a small cost, surplus text books and equipment to electively home educating parents.</p>	<p>The Attendance and Placement Team will contact schools to encourage them to make such books and equipment available to parents who electively home educate. Information on how parents can collect these items directly from schools will be posted on the new "notice board". Any charges would be arranged between the school and the parent.</p>	<p>Accept</p>	<p>The Attendance and Placement Team will update schools at Head teacher Briefing by 31 October 2017.</p> <p>ACTION COMPLETE Briefing provided on 20 October 2017. Including a request to ensure children returning from EHE are supported to transition back into school through a buddy system in each school.</p>
<p>Recommendation 4: Cabinet ask officers in the Attendance and Placement Team to review (and establish a continuous review process) all forms of written correspondence with parents electively home educating to ensure that material is clear, jargon free and demonstrates mutual respect.</p>	<p>The Attendance and Placement Team will review all written correspondence as recommended.</p>	<p>Accept</p>	<p>ACTION COMPLETE</p> <p>The Attendance and Placement Team will maintain regular contact with EHE parents and seek to consult on any new documentation before it is put into use, ensuring it is jargon free and clear whilst demonstrating mutual respect.</p>
<p>Recommendation 5: Cabinet ask officers in the Attendance and Placement Team to review the consultation processes currently in place, with a view to increasing the feedback the authority gets from electively home educating parents</p>	<p>The Attendance and Placement Team will review the consultation process in place as recommended.</p>	<p>Accept</p>	<p>ACTION COMPLETE.</p> <p>The Team have reviewed the current process and have implemented a number of changes. During feedback meetings, information will record details of how contact is made (in writing, by e-mail, or by telephone or face to face meetings with some family or the whole family including the child(ren). Currently all parents / carers are contacted 2 x per year and requested to send in information</p>

			<p>regarding their child / children's work. This will increase to 3 x per year. All documentation has been reviewed to reflect on feedback received. The team will also contact parents to undertake an annual survey in relation to EHE. The Authority has appointed a new Attendance Officer (commencing 19 February 2018). This post will take a lead on EHE and will collate the information gathered from parents/ carers to shape future improvements.</p>
<p>Recommendation 6: Cabinet ask officers in the Attendance and Placement Team to arrange for information on inoculations to be sent to all electively home educating parents on an annual basis.</p>	<p>The Attendance and Placement Team will ensure this information is made available to all parents.</p>	Accept	<p>ACTION COMPLETE The team have worked with colleagues in Health and have been provided with an inoculation timetable. This has been forwarded to EHE parents by post and e-mail. When Recommendation 2 is completed, this information will be posted on the website.</p>
<p>Recommendation 7: Cabinet ask officers in the Attendance and Placement Team to liaise with colleagues in Public Health to ensure that all public health messages sent out via schools are also circulated to families that are home educating.</p>	<p>The Attendance and Placement Team will ensure this information is made available to all parents.</p>	Accept	<p>ACTION COMPLETE See above</p>
<p>Recommendation 8: Cabinet ask officers in the Attendance and Placement Team to write to all schools in the borough to establish whether a buddying system is already in place and if not to enquire if schools would consider such a system in future especially in circumstances of home educated young people returning to school.</p>	<p>The Attendance and Placement Team will contact each school regarding a buddying system for children returning to school from home education.</p>	Accept	<p>ACTION COMPLETE See Recommendation 3</p>