

CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE'S SERVICES

**Venue: Town Hall, Moorgate
Street, Rotherham.**

Date: Wednesday, 15 July 2009

Time: 8.45 a.m.

A G E N D A

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Apologies for Absence.
4. Minutes of the previous meeting held on 1st July 2009 (copy attached) (Pages 1 - 5)
5. Children and Young People's Services - Workforce Development Strategy (report attached) (Pages 6 - 46)

Julie Westwood and Warren Carratt, report authors

6. Children and Young People's Services - Revenue Budget Monitoring Report 2009/2010 (copy attached) (Pages 47 - 51)

Joanne Robertson, report author

7. School Balances Outturn 2008/2009 (report attached) (Pages 52 - 53)

David Ashmore and Vera Njegic, report authors

8. School Admissions Consultation for Entry in the 2011/2012 Academic Year (report attached) (Pages 54 - 60)

David Hill, report author

9. Government Response to the Lord Laming Report (report attached) (Pages 61 - 76)

Pam Allen, report author

10. EXCLUSION OF THE PRESS AND PUBLIC
The following items are likely to be considered in the absence of the press and public as being exempt under Paragraph 3 of Part 1 of Schedule 12A to the Local Government Act 1972 as amended (information relating to financial or business affairs)
11. Department for Children, Schools and Families - Quality and Access Capital Grant 2009 to 2011 - Criteria (report attached) (Pages 77 - 79)

Sheree Henchley, report author

12. Provision of Modular Unit for Extension to Rockingham Children's Centre (report attached) (Pages 80 - 83)

Brian Barrett and Kathryn Walton, report authors

13. Children and Young People's Health, Emotional Well Being and Short Break Centre - Development of Kimberworth Campus (report attached) (Pages 84 - 90)

Graham Sinclair, report author

14. Building Schools for the Future - Transforming Rotherham Learning - Strategy for Change Part 2
15. Children and Young People's Services - Restructuring (report attached) (Page 91)

**Date of Next Meeting:-
Wednesday, 9 September 2009**

**Membership:-
Cabinet Member:- Councillor S. Wright
Councillors Havenhand, Senior Advisor, Currie and Tweed, Advisors**

CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE'S SERVICES
Wednesday, 1st July, 2009

Present:- Councillor S. Wright (in the Chair); Councillors Currie and Havenhand.

An apology was received from Councillor Tweed.

20. MINUTES OF THE PREVIOUS MEETING HELD ON 17TH JUNE, 2009

Resolved:- That the minutes of the previous meeting held on 17th June, 2009 be approved as a correct record.

21. MINUTES OF A MEETING OF THE CHILDREN'S BOARD HELD ON 10TH JUNE, 2009

Resolved:- That the contents of the minutes of the meeting of the Children's Board held on 10th June, 2009 be noted.

22. APPOINTMENT OF LEA SCHOOL GOVERNORS

Pursuant to Minute No. C50 of January 2000, consideration was given to nominations received to fill Local Authority vacancies on school governing bodies.

Resolved:- That, with the effective date of appointment, the following appointments be made to school governing bodies, subject to satisfactory checks being undertaken:-

New Appointments

Anston Greenlands Junior and Infant	Mrs. B. Ireland	01.07.09
Badsley Moor Infant	Ms. L. Sylvester	01.07.09
Maltby Hall Infant	Mr. G. Walsh	01.07.09
Swinton Brookfield Primary	Mr. R. G. Smith	01.07.09
Wales Primary	Ms. L. Hibert	01.07.09
Woodsetts Primary	Councillor J. Havenhand	01.07.09
St. Joseph's Catholic R.C. Primary	Mrs. J. Hutchinson	01.07.09

Re-appointments

Bramley Sunnyside Infant	Mr. D. Tomlinson	11.10.09
Bramton Cortonwood	Councillor F. Hodgkiss	Deferred
Brinsworth Whitehill Primary	Mr. A. Buckley	11.10.09
Dinnington Community	Mrs. V. St. John	01.09.09
Greasbrough Primary	Mr. S. Collett	28.06.09
Herringthorpe Infant	Mr. G. Allan	30.10.09
Herringthorpe Junior	Rev. J Trickett,	30.10.09
Kilnhurst Primary	Mrs. P. B. Brain	11.10.09

Monkwood Community	Mrs. A. Young	11.10.09
Sitwell Infant	Mr. I. Barker	11.10.09
Swinton Queen Primary	Mrs. E. M. Wesley	30.10.09
Aston All Saints CE Junior and Infant	Mrs. D. Bennett	30.10.09
St. Joseph's Catholic (Dinnington)	Mr. B. Cottam	07.10.09
Aston Comprehensive	Mr. J. Sharman	28.06.09
Wingfield Comprehensive	Mrs. S. Sockett	11.10.09

23. PRIMARY SCHOOL LIFESTYLE SURVEY 2008

Consideration was given to a report presented by Ruth Bastin, Policy and Planning Team Manager, which provided details of the Lifestyle Survey, which was an annual survey, undertaken with both Primary and Secondary school pupils. The questions covered a range of issues, such as health, how pupils felt about school, how safe they felt, how pupils felt about the area in which they lived, bullying and how often they may smoke, drink or take drugs.

The Lifestyle Survey 2008 was open to all Rotherham's primary schools and designed online by RBT. A project group consisting of representatives from Children and Young People's Services, NHS Rotherham and Healthy Schools organised the design and implementation of the survey.

The primary survey period commenced on the 20th October, 2008 and concluded on 19th December, 2008.

748 Year 5 pupils took part in the survey in 2008. 53% were female pupils and 47% male.

The majority of pupils who did take part considered themselves to be from a White British ethnic group (73%), followed by 8% from an Asian or Asian British background.

Individual school reports and summaries were accessible to each school. The borough wide report and the relevant data tables were available on the intranet. A summary version of the report was also available on the Council website.

Discussion ensued on the results of the survey and clarification provided on the analysis shown in graphical form as set out in the report, particularly relating to:-

- Whether the results were shared with parents of the pupils who had taken part.
- Whether the Play Pathfinder would have an impact on future survey results.
- The number of schools that had participated and whether this was deemed value for money.
- The lack of opportunity for each child to have a voice and influence

on the survey and credibility of the sample.

- Timescales for survey input.
- Trend analysis and feedback reports to schools.

Resolved:- (1) That the report be received and those officers involved with the analysis be thanked for their input.

(2) That participating schools be sent a letter of thanks by the Cabinet Member for their input into the survey.

24. CHILDREN AND YOUNG PEOPLE'S PLAN 2007-2010 PROGRESS UPDATE

Consideration was given to a report presented by Ruth Bastin, Policy and Planning Team Manager, which summarised progress against the commitments within the Children and Young People's Plan 2007-2010.

The report also set out in detail the current progress, supporting data and the status of each of the commitments within the Children and Young People's Plan as at the end of March, 2009. It was clear that good progress was being made against most commitments. Additionally, some commitments have been completed such as establishing an integrated SEN and Disability Team and updating the sexual exploitation action plan. However, some commitments remained priorities for action, such as reducing the rate of teenage conceptions, attainment at Key Stage 2 and the development of Communication, Language and Literacy (0-19).

For the first time, attempts had been made to agree the status of individual commitments using Red, Green and Amber to describe progress. This had not been appropriate for all commitments, as a number did not have a set target, but were being monitored on an "ongoing" basis. Additionally, where commitments were deemed to be completed, it was proposed that they would not appear on future updates.

A summary of the status of the Children and Young People's Service commitments was provided and questions raised and answered relating to:-

- Underselling of the progress made when a commitment remained ongoing.
- Arrangements for relevant performance clinics.
- National drivers for NHS Rotherham.
- Need for most up-to-date information to be included.

Resolved:- That the report be received and the progress noted.

25. EUROPEAN STRUCTURAL FUNDS (ESF) 2007-2013

Consideration was given to a report presented by Anthony Evans, ESF

NEETs Response Fund Manager, which provided a quarterly update in the delivery of the ESF 16-19 NEETs Response Fund. The report set out key issues that had emerged since the previous progress report, an update on commissioning activity, performance management of contracts and development work to support management and delivery of the Response Fund.

The report referred to the key issues that had emerged since progress on the European Structural Funds (ESF) 16-19 NEETs Response Fund last reported in February, 2009.

Reference was also made to the Commissioned Activity and Contract Performance and Development Work and Next Steps to Support Implementation of the Programme.

Questions were raised as to whether the funding per person demonstrated value for money based on the 1% reduction of NEETs.

It was noted, however, that the programme was on track to meet its targets and outputs of 500 young people NEET receiving enhanced, targeted and bespoke support and provision to enable 65% to progress into mainstream education, employment, or training by March, 2010. As of 31st May, 2009, 181 young people engaged and 60 have progressed to mainstream EET. Provision had been commissioned to support up to 407 young people with a further commissioning round targeting young people with learning difficulties and disabilities planned for July, 2009.

The Learning and Skills Council (LSC) had also agreed, in principle, to the Council's proposal to access residual £500K of the 16-19 ESF NEETs Response Fund, which would take delivery activity to March, 2011. This would be managed through the established 16-19 ESF Commissioning Strategy and Framework. Commissioning activity would focus provision aimed at Pre-Entry to Employment (E2E), access to level 2, vulnerable young people and other projects agreed by the Widening Participation Strategy Group as an identified need.

Whilst the thirteen projects that had been commissioned were expected to deliver provision for a minimum of 407 young people, questions were raised about the employment opportunities that would be made available.

Resolved:- (1) That the report be received.

(2) That further progress reports be submitted to the Cabinet Member on a six-monthly basis.

(3) That further information be provided to the Cabinet Member with regards to the Phoenix GOALS Project and its work placement programme.

(Councillor S. Wright declared a personal interest in this item on the basis

that he was on the Board of Directors at Groundwork Dearne Valley)

**(THE CHAIRMAN AUTHORISED CONSIDERATION OF THE FOLLOWING ITEM
IN ORDER TO MAKE THE NECESSARY BOOKINGS)**

26. CONFERENCES

Consideration was given to a request for attendances at the following conferences:-

LGA Conference – Children's Social Services in the Spotlight – Where to Next? – Thursday, 24th September, 2009 – Local Government House, London.

Rising to the Challenge – Brighter Futures for All – National Children and Adult Services Conference - 21st to 23rd October, 2009 – Harrogate International Centre.

Resolved:- (1) That Councillor Burton be approved to attend the LGA Conference in London.

(2) That Councillor G. A. Russell be approved to attend the National Children and Adult Services Conference in Harrogate.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Children and Young People's Services Cabinet Member and Advisers
2.	Date:	Wednesday 15 th July 2009
3.	Title:	Children and Young Peoples Services Workforce Development Strategy
4.	Directorate:	Children & Young People's Services

5. Summary:

In line with DCSF requirements and guidance from the Children's Workforce Development Council, this Workforce Development Strategy has been authored to represent the strategic aims of the One Children's Workforce in Rotherham in regards to workforce development over the next three years, 2009 – 2012. The Strategy can be found at Appendix A.

6. Recommendations:

- (a) That the Cabinet Member for Children and Young People's Service approves this strategy.**
- (b) That the Cabinet Member refers this report to a future meeting of the Children and Young People's Board.**

7. Proposals and Details:

This Organisational Development and Workforce Planning Strategy, together with its supporting action plan, form part of the delivery vehicle which we are using to realise our vision and improve outcomes for children and young people in Rotherham.

The key local driver is our Children and Young People's Plan and this is supported by individual service plans. The overall direction is determined through Every Child Matters, Change for Children. In order to deliver against our vision, high impact priorities and core values, we need to transform our workforce to ensure we can meet the needs of today and be fit for the future.

The Children and Young People's Plan pulls together our shared vision, identity and purpose, through the use of common values and language.

We need to focus our activity under three broad headings; organisational development, workforce planning and workforce development. This strategy deals with the first two issues, and the detailed action plan contains the workforce development activity to support the delivery of the strategy. This strategy will also reflect how Rotherham will meet the requirements of the CWDC's One Children's Workforce Framework, as well as integrating the wider Corporate Strategies of RMBC and partners.

8. Finance:

There are no overt financial implications beyond the commitment of existing Workforce Development budgets mentioned within this strategy to be focused on the activity outlined in the plan.

Further investment may be made available either directly from the DCSF or via the CWDC, resulting from the recommendations from Lord Laming's report: The Protection of Children In England: A progress Report. However, the nature of any investment has been postponed until after the findings of the Social Work Taskforce in Autumn 2009.

9. Risks and Uncertainties:

The risks associated with the workforce strategy are those which threaten it's implementation. Financial resources are increasingly grant related rather than mainstream funding, in order to fulfil specific purpose. As we now have a great deal of this funding in Area Based Grants there is a risk of this being utilised for other things. This puts the whole strategy at risk but also has policy and performance implications which are detailed below.

10. Policy and Performance Agenda Implications:

There are a number of conflicting policy drivers which we have to consider in the development of any multi agency strategy and plan and these issues impact on our workforce, their practice and the learning and development that they receive. These are at a National and local level.

In addition, the increased emphasis on performance and unannounced inspections means that our workforce need robust learning, development and change management to underpin new ways of working and improved practice.

11. Background Papers and Consultation:

- CYPS Multi Agency Workforce Strategy Group
- Children and Young People – Feedback from Lifestyle Survey, Tell us Survey and Children's Rights Director
- Youth Cabinet – 11m Takeover
- Rotherham CYPS Teams
- RMBC Strategic HR
- RMBC Corporate Workforce Strategy
- Building Brighter Futures (DCSF Children's Plan)
- 2020 Workforce Strategy (DCSF)
- CYPS Children and Young People's Single Plan

Contact Name :

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Rotherham Children & Young People's Services

Workforce Development Strategy

2009-2012

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Foreword

This Organisational Development and Workforce Planning Strategy, together with its supporting action plan, form part of the delivery vehicle which we are using to realise our vision and improve outcomes for children and young people in Rotherham.

The key local driver is our Children and Young People's Plan and this is supported by individual service plans. The overall direction is determined through Every Child Matters, Change for Children. In order to deliver against our vision, high impact priorities and core values, we need to transform our workforce to ensure we can meet the needs of today and be fit for the future.

The Children and Young People's Plan pulls together our shared vision, identity and purpose, through the use of common values and language.

We need to focus our activity under three broad headings; organisational development, workforce planning and workforce development. This strategy deals with the first two issues, and the detailed action plan contains the workforce development activity to support the delivery of the strategy. This strategy will also reflect how Rotherham will meet the requirements of the CWDC's One Children's Workforce Framework¹, as well as integrating the wider Corporate Strategies of RMBC and partners.

Organisational development is concerned with the following components:

- Organisational Health
- Effectiveness
- Capacity to solve problems
- Ability to adapt and change
- Ability to create a high quality of life for employees

Organisational development uses a number of strategies to intervene, in order to facilitate learning. These steps include:

- Needs assessment
- Diagnosis
- Design
- Implementation
- Evaluation

Beyond this, any and all Learning & Development interventions will be underpinned by Harrison's Eight-stage approach to facilitate planned learning events².

The Every Child Matters agenda is challenging but in Rotherham we have been implementing our change programme for a number of years. We believe we now have the firm foundations in place and it is time to implement the reform that is needed to further embed our integrated working across all our partner organisations.

¹ Appendix C

² Appendix D

This document details our work so far, as well as the next steps in both our organisational development and planning in relation to our workforce.

We will develop a world class workforce to deliver our vision:

Changing lives – working together to build a brighter future for all children and young people in Rotherham

We know that in order to realise this vision it is essential that we have the **right people**, with the **right skills** in the **right place** at the **right time**.

This strategy sets out the opportunities and challenges for the partnership in Rotherham. Facilitating workforce reform will enable us to support every member of the children's workforce to demonstrate with confidence that they provide a support service that's right for each child and young person in Rotherham.

Our workforce really are our strongest asset and we must invest in planning and developing them to work in new ways, actually managing the change that is needed to meet the exciting challenges of working in an integrated partnership. Their skills and qualities are vital to the success of facing up to the challenges that some of our communities and individuals face, and we will equip them to the best of our ability throughout this journey. We will achieve this by reviewing business processes, and by identifying core and specialist skills. Our strength lies in the diversity of professions we are bringing together and whilst we will identify a core set of generic skills for everyone, we will guard against diluting the specialisms that are the key to high quality work. The emphasis on professional and vocational qualifications will assist in preventing such a dilution and enhance our expertise across the range of professions involved in our partnership work. We also recognise that there are varying skill sets required at different levels in the partnership, for example, leadership, middle management and front-line staff.

Rotherham Children and Young People's Partnership

We began our journey when Every Child Matters first came to the fore and we introduced a Children's Development Team to start to plan for the future. Our next major step forward was to be one of the first local authorities to appoint a Director and Lead Member for Children and Young People's Services and our visionary leadership has been fundamental to our great achievements to date.

We have a well established Children & Young People's Board which is chaired by the Cabinet Member for Children and Young People. Chief Executives from NHS Rotherham, Voluntary Action Rotherham, and the Council form part of the Board, with the Police Borough Commander and a non executive member.

The Children & Young People's Board is supported by the Partnership, which is made up of a broad range of executive level officers, including the LSC, Schools, Colleges, Probation, Local Authority, NHS and Voluntary Sector as well as other agencies.

The Children and Young People's Joint Leadership Team supports all the activity through day to day management and service delivery. We were among the first in

the country to embrace true partnership working and this multi agency team meets fortnightly. Membership includes Directors within the Council's Children and Young People's Service, NHS Rotherham, The Rotherham NHS Foundation Trust, Police, Fire & Rescue Service, and Voluntary Sector. We have a close alliance with our Culture and Leisure Department across a number of strands.

Our workforce strategy therefore spans the entire workforce and overlaps with the workforce strategies within each of these discreet organisations.

Our early integration involved the merger of the former Education department and children's Social Care. This brought together the workforce across inclusion, education welfare, youth services and social care. We were the first local authority to bring youth offending under our management structure.

We have further refined this integration and have now embarked on our co-location with health. We have four key provider strands: Health Services; Safeguarding & Corporate Parenting; Schools & Lifelong Learning, and CYPS Community Services. These are supported by the transformational departments of Building Schools for the Future and Resources, Planning & Performance.

Our strategy covers the entire workforce, which as outlined above, covers direct service provision. However our Business and Commissioning services are also vital to the organisation and the transformation includes these staff, from Early Years and the School Effectiveness Services, the latter of which is well established and has carried out highly regarded work related to the modernisation of the schools' workforce. We aim to utilise our experience and learning when establishing and embedding the change management required for the whole of the children's workforce.

In developing our strategy we have involved staff and the public. We pride ourselves in relation to our true voice and influence work with children and young people and they actively influence in so many ways, including consultation, commissioning, peer evaluation and recruitment and selection.

This strategy sets out our plans for the next three years. It will be reviewed and refreshed using the same timeline as for our Children and Young People's Plan, which currently runs until 2010.

We are confident that together we can and will make a difference.

Joyce Thacker
Strategic Director of Children and Young People's Services

1. Organisational Development

There are many tools that we can use to determine how our organisation has developed and is continuing to develop, in order to deliver improved outcomes for children and young people.

Our health is checked on a regular basis through a wide range of statutory and regulatory reviews and inspections.

We are never complacent and we are aware of areas where we need to further build on our capacity to improve, primarily Staying Safe, with a focus on Foster Care; and Enjoy and Achieve, with continued effort to improve attainment across all phases.

We have utilised the Children's Workforce Development Council's self assessment during the Summer of 2008, and during the development of this strategy we have used the toolkit released in the Autumn. This, together with other data, has given us a baseline position from which to plan more effectively for the future. We already have mechanisms in place at leadership level where we use case studies to improve our learning and to share good practice. This has been recognised at a national level.

We are a very lean service, and despite early investment and good foundation development, there is much to do in transforming the way we work. Resources are finite and diminishing, so our capacity is being continually stretched, but our strength is in our ability and willingness to work together to solve problems and our ability to make changes to bring about the necessary improvements.

We carry out bi-annual surveys across the workforce, and our 2008 survey has been analysed in order to feed into this strategy and action plan.

We have a Strategic Workforce Planning Group which drives forward the directional planning and monitors progress against targets in the action plan. Routine reports are made to the Joint Leadership Team and an annual update is made to the Cabinet Member for Children and Young People and to the Children & Young People's Board.

2. Workforce Reform

The Government's aim is to make our country the best place in the world to grow up and their commitment is made clear in the Children's Plan. In making these commitments they have recognised that the workforce is critical to the success. They have developed five key principles which include:

- Parenting
- Potential to succeed
- Enjoy childhood and prepare for adult life
- Responsive services shaped to meet needs
- Prevention and early intervention

There is no one agency or organisation that can deliver against these and so working in partnership has to be the cornerstone. However, this is not without its challenges.

To mark its commitment the Government has a number of mechanisms and bodies to oversee workforce reform. These will be referred to throughout the strategy and in a glossary at the end of the document.

One of the major challenges we face is the need to integrate our workforce and reduce duplication, but at the same time preserve the professional expertise in order to maintain the high standards of health, care, and attainment. Our strength will be in our diversity. By creating the "Team around the Child" we aim to reduce the number of separate interventions by multiple agencies, where these are overlapping and duplicating. In doing this we will be able to release resources and target specialist interventions much more effectively and efficiently, ensuring access to the right services at the right time. This will enable the shift to be made from crisis intervention, to early intervention and prevention. We have already seen the impact of this in our pilot of multi agency work and we are rolling out the learning in the new Locality Teams. We have also introduced multi agency panels which are focussed on problem solving between multi agencies at the front line.

Information and Communications Technology (ICT) is a vital tool to the success of our transformation, but ICT is very often mistaken as the key driver, rather than the business process. Practice changes are taking place and being embedded across assessments and information sharing across the workforce. Examples of practice and process include the Common Assessment Framework, Integrated Children's System and ContactPoint, supported by Electronic Social Care Records. This volume of practice change and the need to retrain staff in different ways of working, as well as utilising multiple electronic systems, is not without major challenges whilst at the same time maintaining a focus on the day to day work demands.

We also need to apply our strategic needs analysis to all our work. This is vital to planning our services and to the world of commissioning, but we need to develop future projections against our population in order to anticipate in advance, those areas where demands are likely to increase and decrease in relation to our

professional spheres and to ensure that our workforce is responsive to these changing needs.

Major investment is promised from Central Government, in order to help us achieve our goals. This includes:

- Investing in a package of proposals to improve training, recruitment and professional development of social workers
- Investing in Level 3 qualifications for play workers
- Investing in early years to provide graduate leadership in child care
- Investing in youth workforce reform to improve information, advice and guidance

In addition to the reform needed at the front line, everyone is facing the challenge of new ways of working. The increased emphasis on commissioning means that we have to develop new skills for our staff. The NHS, for example, is already directed by World Class Commissioning and are judged against competence criteria. It is essential that we identify through this strategy all of the areas where we need to develop and where we can, pool our resources and learn from each other to achieve our common goals. Similarly, we also need to consider how we work with other sectors such as Police, Fire & Rescue, and aligning our practices with those of the 3rd Sector, to ensure we have a consistent approach across the board whilst optimising the finite resources we share.

We must also examine the profile of our current workforce, in order to plan effectively for the future. Identifying skills and gaps is a key element of this profiling, but we need to be informed by volumes of human resource information, including sickness absence, qualifications and the age profile. An ageing workforce means that as they plan to retire, essential skills and experience can be lost and this can have an immobilising effect on the organisation. We must implement effective succession planning in a timely fashion, in order to maintain the high quality of professionalism and service provision. Other issues include those detailed below but this list is not exhaustive:

- Work-life balance
- Flexible working
- Worksmart (Agile working)
- Secondments
- Work placements and apprenticeships
- Trainees
- Specialist Qualifications
- Management Qualifications
- Use of agency staff
- Trade union issues – re-profiling of work, TUPE transfers, changes to terms and conditions
- Capability issues
- Disciplinary issues
- Health and Safety issues

The National Workforce Strategy is informed by local government white paper Strong and Prosperous Communities and the Comprehensive Spending Review. Key factors to the aspiration for transformation are:

- Partnering
- Business transformation
- Commissioning
- Skills analysis
- Succession planning
- Profile-raising of the public sector

The NHS Next Stage Review (2008) argues that workforce development should be focussed on the development of:

- Future practitioners
- An architecture for workforce planning
- Co-ordinated approach to funding and commissioning learning

The Department for Children, Schools and Families (DCSF) has established its objective to create a world-class workforce for Children Young People and their Families promoting a new approach to improve the quality of workforce planning.

Furthermore, they have developed a model descriptor to illustrate the qualities of a fragmented workforce versus those of one that is reformed and integrated. What integrated working means for people in the workforce is illustrated in the table in Appendix A.

3. Scope and Scale of the Reform in Rotherham

Our local authority front line children's workforce is made up of the following components and staff numbers:

Service Area	Agency	Number
Community Learning & Well-Being	Child Minders	315
	Children's Centre Staff	268
	Independent Child Care	12
	Private Child Care	750
	Lead Teachers	20
	Family Support/Outreach	40
	Family Intervention Project Officers	4
	Parent Support Advisors	9
	Extended Services	10
	Community Learning & Well-Being - Adult Family Learning - Children	94
	Early Years & Childcare	44
Schools		
	Teachers	2737
	Support Staff	1913
	Admin Staff	2852
Locality and Borough Wide		
	Social Care	842
	Health Visitors	70
	School Nurses	40
	Education Welfare	40
Targeted		
	Youth Workers	186
	Youth Offending Officers	7
	Social Care (LAC)	113
	Family Support	33
	Parenting	18
Inclusion		
	SEN/Disability	16
	Children & Families Special Needs Services	134
Culture and Leisure		
	Play workers	4
	Green Space Urban	11
	Country Park Rangers	6 (+ 6 RVCP)

Although these figures reflect staffing levels at the time of writing, these are subject to change on an almost daily basis, and therefore these figures are representative of the general staffing levels in the aforementioned service areas.

Skills audits for existing qualifications are being carried out corporately across RMBC as part of Strategic HR's devolvement of HR responsibilities to line managers, and a new ICT application – an extension to the existing "Yourself" tool - will be implemented in 2009/10 to capture this data.

A piece of work has also been commissioned by the Local Authority to carry out a skills audit of the 3rd sector in Rotherham, specifically those organisations working with Young People (aged 13-19), and the report which will be the primary outcome of this piece of work will be used to inform and prioritise future workforce development plans across this sector, to ensure practice is in line with the local authority and other partners.

4. Resources

Our resources can be broken down into several categories and the vast majority is ring fenced for a particular purpose. We have attempted here to capture the resources for the spectrum of the children's workforce across the partnership. However, it is recognised that more work needs to be done in this area as some partner organisations do not break down their finances in the same way.

In terms of the Local Authority, our resources (2009/10) are funded from:

- | | | |
|------------|---|--|
| • £82,810 | - | Core Learning and Development Budget for CYPS |
| • £198,828 | - | WPD Team Budget (Staffing) |
| • £103,962 | - | Social Care Grant Fund |
| • £375,000 | - | Early Years Funding |
| • £103,400 | - | TDA Grant for School Workforce Modernisation |
| • 105,800 | - | TDA Grant for School Support Staff Qualifications |
| • £223,100 | - | TDA Grant for "Golden Hellos" |
| • 103,666 | - | Standards Fund for School Support Staff |
| • £6,500 | - | TDA Grant Money for Project Work (09/10) |
| • £ 41,250 | - | CWDC Capacity Building Funds – regulation ring fenced for 2 years from 2009/10 |

The budgets available for staff development – where not specifically aimed at bespoke activities if indicated above – are used for the following:

- Higher Education Qualifications, including vocational progression.
- Team Development Activities
- Corporate Learning & Development activities
- CPD events and programmes
- Short Courses and Conferences
- e-Learning
- NVQ accreditation
- Distance Learning

It is acknowledge that budget pooling with partner organisations is virtually non-existent at present, with the NHS being the obvious partner to work more closely with in terms of financial resourcing for workforce development. The groundwork for establishing these links has been made with the formation of the Workforce Planning Group, which invites participation from NHS Rotherham and other Workforce Development leads and interested parties across the partnership, including the 3rd Sector.

Other positive work in commissioning joint services for development of the children's workforce is exemplified by the joint venture currently under way between the Voluntary and Community Sector Consortium and the Local Authority to invest in an e-Learning platform to help increase capacity and plug skills gaps in the 3rd Sector in Rotherham. This resource will be a vital tool in helping to develop small

organisations who struggle to release staff for development activity, or who cannot afford to access formal training events.

The development of a common CYPS Induction – open to the whole partnership – is also something that is being developed, based around the Common Core of Skills and Knowledge, but also personal to the needs of the workforce in Rotherham.

Team resource: The Workforce Planning and Development Team in Children and Young People's Services consists of:

Role	Employment Type
Workforce Strategy, Planning and Development Manager	Permanent Full Time
Central Learning & Development Coordinator	Permanent Full Time
Practice Learning Advisor	Permanent Full Time (Post under review)
Placements and Programmes Coordinator	Permanent Part Time (18.5 hours)
Senior Workforce Development Officer	Permanent Full Time
Worksmart and Integrated Working Project Manager	2 Year Secondment Part time (30 hours)
Training & Development Coordinator – Residential	Permanent Full Time
Training & Development Coordinator – Fostering	Permanent Full Time
Administrative Worker	Permanent Part Time (30 hours)

There are dedicated officers in other services and teams and this resource is illustrated below:

Job Role	Employer	Employment Type
Voluntary Sector Workforce Development Worker	VCS	Full Time
Community Learning and Well-Being Workforce Planning & Staff Development Team	RMBC	Varied
School Effectiveness Service	RMBC	Varied
Learning & Development Department	NHS Rotherham	Varied
Youth Services Development	RMBC	Varied – not a singular role; embedded in team practices.

5. Responding to Local Needs

In 2005/6 we carried out our Audit of Need and in turn this has informed a number of activities (currently being updated in 2009/10). It played a key role in shaping our Children and Young People's Plan and helped us design our integrated workforce structure. Rotherham has 7 Area Assemblies each of which contains both diverse and common characteristics. The Council's neighbourhood management and Safer Neighbourhood Teams (including the Police, Health Visitors and School Nurses) are already configured to deliver services to these localities.

Within each Area Assembly there are multiple neighbourhoods and communities. Some are affluent, whilst many suffer from severe multiple deprivations. In 2007 Rotherham improved its score against the index of multiple deprivation, meaning that we no longer qualified for SRB and NRF. When assessed in the Child Well being Index, Rotherham has the highest deprivation in the country. As an illustration, in Rotherham we have 65,000+ children and young people, where at KS1 level:

- 27% of which live in one of the 10% most disadvantaged areas nationally
- 44% of which live in one of the 20% most disadvantaged areas nationally
- 57% of which live in one of the 30% most disadvantaged areas nationally.

This impact's on their life chances and increases the challenges we face in ensuring the workforce are sufficiently able to meet their needs.

Our response was to create 7 multi agency locality teams to bring children and young people's workers together. Each of these seven areas has a Locality Manager, and a multi agency team aimed at pulling together as many universal services as possible under that umbrella.

Many of our children and young people are vulnerable and have specific needs and we have responded to this by developing Targeted Services, for example Fostering, Adoption, Looked After Children, Youth Offending, Youth Work.

A number of services do not fit into either of these models and some teams are so specialist or small that the sensible approach was to group them together as Borough Wide Services.

We have developed Locality Plans for each of these areas which pull together the activity and targets specific to each locality and to translate the higher level priorities in the Children and Young People's Plan into practical issues to tackle, based on the prevalence of for the target priority within that locality. For example, some areas have a higher incidence of teenage conception or youth crime.

Many of our National drivers have been translated into particular local focus. For example, School performance and pupil attainment, attendance and exclusions: A great deal of attention is focussed on progress as measured by contextual value added indicators and in closing the gaps between pupil attainment in Rotherham and

the National Average. Work has been underway for some time in relation to school workforce reform, to support the attainment agenda, and to improve the skills of other members of the school workforce. These changes are designed to allow teachers to focus on their teaching.

In addition, our Annual Performance Assessment and Inspections have informed the need for greater activity in some areas to ensure our workforce can respond appropriately. We have a shortage of Foster Carers and despite intensive recruitment campaigns we have not been able to significantly increase the number. In part this is due to our concurrent drive to improve the quality, and so some foster carers have been de-registered as a consequence. It is also due to the age profile of our foster carers and retiring from the service. In addition, we have a number of children from large sibling groups, and this has resulted in us placing more children within a foster family, over and above prescribed numbers. Even though we feel this was still in the best interests of the child we have had to reduce these placements and in order to alleviate this problem in the short term we have had to increase our out of authority placements. In addition, our foster carers must meet stringent standards and we have responded by increasing the drive on National Vocational Qualifications as well as marketing and recruitment. To support this work we have a dedicated Training & Development Coordinator as part of our Workforce Planning & Development Team, who works within the Fostering unit and is establishing the role and raising awareness amongst our Foster Carers of the training and development requirements of their role.

There are a number of common issues to tackle across the workforce, and yet again many of these are driven by different organisational requirements. Some are related to development and some are related to HR requirements. The following serve to illustrate:

- World Class Commissioning – competencies and upskilling for the whole cycle, including responding to tenders and ensuring contractors meet workforce skill requirements
- Procurement
- Leadership and Management
- ICT – Skill and capacity issues related to Electronic Social Care Records, Integrated Children's System, eCAF (Common Assessment Framework), Contact Point/eGovernment for RMBC, and SystmOne and ESR for Health.
- Information Security/Governance and Data Protection
- Multi agency safeguarding
- CPD & Qualifications
- Cultural Barriers
- Organisational Development
- CRB/List 99 requirement
- Worksmart/Agile/Flexible/Home/Hot Desking/Work life balance
- Employee Survey responses
- Terms and Conditions
- Succession Planning, secondments, mentoring, coaching
- PDRs
- Performance Measures

- Shared systems
- HR Policies, procedures, supervision.
- Mapping against the new criteria for teaching in the adult learning sector.

Beyond these skills, there is also a requirement for all staff working in a Children’s Trust to develop a Common Core of Skills and Knowledge. This Common Core underpins the content of this Workforce Strategy, and is an intrinsic part of the future development plans for the workforce as a whole. A debilitating factor at present is that the Common Core is currently being reviewed by the CWDC, and therefore will be updated by the end of 2009. However; Rotherham’s Workforce Strategy will still strive to meet the current outline Common Core of Skills and Knowledge, namely:

1. Effective communication and engagement with children, young people and families.
2. Child and young person development
3. Safeguarding and promoting the welfare of the child
4. Supporting transitions
5. Multi-agency working
6. Sharing Information

Nationally, the TDA has embedded the Common Core in its revised professional standards for teachers and higher level teaching assistants and in the new occupational standards for supporting teaching and learning. Skills for Health have also mapped the Common Core to the NHS Knowledge & Skills Framework.

However, this Common Core has yet to be fully embedded at Rotherham, and the Workforce Plan herein indicates where each activity will help further this.

In addition, there are specific areas which need our focussed attention:

ECM Area	Issue
<u>Be Healthy</u>	Skills for Health
	Child Health Promotion Programme – Health Visitors, School Nurses, Midwives GPs, Sure Start
	CAMHS
	NSFs – Obesity, Teenage Pregnancy, Sexual Health
	Complex Care – Pallative Care, End of Life, Continuing Care, Aiming High for Disabled Children
	DH Next Steps – Darzi
	Vital Signs
	Health & Safety

	Food Hygiene
<u>Stay Safe</u>	<p>Fast track work based social work route</p> <p>Standards and competency framework</p> <p>Public Law Outline</p> <p>Common Assessment Framework</p> <p>Multi agency teams – need for qualified social worker/lead worker</p> <p>Quality Standards</p> <p>Foster Carer NVQs</p> <p>Residential Care Worker NVQs</p> <p>Supervision</p> <p>Thresholds</p> <p>MARAC</p> <p>IMR/SCR</p> <p>Child Protection</p> <p>Risk Assessment</p>
<u>Enjoy and Achieve</u>	<p>A lead practitioner to Early Years Professional Status (EYPs) in children centres by 2010 and also an EYP in full day care settings by 2015.</p> <p>70% of staff in Early Years settings to Level 3 by 2010.</p> <p>TDA requirements for teaching/learning and pastoral – NPQ for headship, CPD</p> <p>FE – Qualifications for teachers and Principals – QTLS and PQP</p> <p>Parenting /NAPP</p> <p>Family and Community Learning?</p> <p>School organisation and planning</p> <p>Aiming High</p> <p>EWB in PSHE curriculum</p>
<u>Positive Contribution</u>	Young People's workforce reform

	Information advice and guidance
	Youth Justice/Police
<u>Achieve Economic Well Being</u>	LSC Transfer
	Work based learning
	Apprenticeships
	Skills for Life
	Adult Tutor Qualifications

6. Future Skill Development

The ever evolving society in which we live in means that change is a necessary constant for the services we provide; change in the way we deliver, to meet the changing needs of the children, young people and families we interact with. However, change is not solely led by the needs of the service user: As a region with the highest aspirations possible for the services we provide, those members of the Children's Trust in Rotherham need to ensure there is the right thought put into those skills needed to allow us to be our own agents of change. Ongoing national projects (such as the Youth Taskforce, Socialwork Taskforce, CWDC related initiatives and ongoing school modernisation), means that the requirement for future skills development has the potential to come from many different areas, driven by numerous agencies beyond the local area.

In our ambition for being a national leader in Building Schools for the Future, there will be specific skills needed to help facilitate the cultural change this bold new direction will need. The advent of "World Class Commissioning" in the NHS is an indicator for the future of all commissioning of services in the Public Sector, and there is a huge need in Local Authority and across the partnership for a modernised approach to commissioning, so that all commissioners have the skills to guarantee optimal value for money is achieved.

Having a flexible workforce which has sound work-life balance and is happy and productive is at the heart of the Worksmart programme, and building leadership and management skills to allow effective practice at a distance is another challenge for the future.

In response to the government white paper 'Raising Expectations, enabling the system to deliver' (DCSF, DIUS 2008), some of the responsibilities of the soon to be dissolved Learning & Skills Council will be devolved to Local Authorities by 2010, principally 16-19 funding. These "Machinery of Government" changes will require new skill development within the local authority, as new relationships will be built and new methods of operating will be established.

Co-located teams and shared services across the Children's Trust is now commonplace in Rotherham, though the potential to build on this will continue to be explored. The pooling of resources – both in terms of finance and human capital – is an agenda which needs to be driven by senior management, but is nonetheless something which will impact on all leaders and managers in the organisation, and the culture change which comes with this cannot be ignored.

Both "Big Lottery Fund" and the DCSF are keen to see Play worker training elevated to level 3, a target also supported by Play England. Whilst no plans have been specifically made in this strategy to undertake this workforce development, it is also another consideration for future skills development.

Finally, the ICT revolution we are currently experiencing shows no sign of abating, and therefore it is anticipated that future skills development will always be intrinsically linked to the development and availability of new, emergent ICT

solutions. The recent report “Digital Britain” (June 2009) explicitly states the Government’s ambition to have universal broadband access investment by 2012, and with a high reliance already on such ICT systems as SWIFT, ICS, Yourself (RMBC only) and others, the constant development of these skills remains a priority for the Children’s workforce in Rotherham.

7. Linking the agendas together.

At a regional level we will continue to actively participate in the Children’s Service Network, Children’s Workforce Development Council, Training and Development Agency etc.

At a local level we have Strategic Workforce Planning Group which involves partner agencies coming together to discuss workforce issues and to inform the strategy. The leadership is given by the Director for Commissioning, Policy and Performance, who is a member of the Joint Leadership Team. This enables strategic issues to feed into the wider partnership and the Children’s Board. This is supported by operational groups which oversee requests for training and development activity, considering whether they are in line with strategic requirements and areas identified in individual or group performance and development reviews. Further support is gained from a core development group which focuses on integrating appropriate human resource policies, terms and conditions and business processes, to align the work activity within our Provider Services.

We are exploring the possibilities of adapting the model of the schools’ Local Social Partnership Working to effectively engage all stakeholders. This model has been established in relation to the modernisation of the schools’ workforce, and has proved to be beneficial. There is also a charter for workforce development which encourages schools to work towards and gain accreditation, and this could be adapted for the partners of the wider children’s workforce.

Links are made between a range of organisational strategies including (but not exclusive to) the Council’s Workforce Strategy and the NHS Organisational Development Plan.

8.Priorities for Workforce Planning

Year	Priority
2008/9	<p>Introduce and implement the planning tools being introduced by CWDC</p> <p>Take a snapshot to baseline where we are against the framework.</p> <p>Identify where additional support is needed using the OCW Summary Report.</p> <p>Utilise the report to inform updates to this workforce strategy and CWS 2020 requirements (to be published Autumn 2008)</p> <p>Ensure we are in a position to complete the 2008/9 Integrated Working Self Assessment.</p> <p>Ensure that participation mechanisms are in place to enable children, young people, parents, carers and staff are further developed and refined to enable informed influence on workforce planning.</p>
2009/10	<p>Develop a workforce reform planning cycle linking to other planning cycles.</p> <p>Embed integrated working practices and workforce planning within a reforming approach using information generated in 2008/9.</p>
2010/11	<p>Continue to embed reform mechanisms established in 2008/9 and 2009/10.</p>

9. The Plan

What action is to taken	Why is this action being taken	When is the deadline for this	Who has lead responsibility for this	Where does this map to the Common Core	How will this be achieved
Establish a leadership and management programme for all current and future leaders across the OCW.	To ensure we have capable and competent leaders driving the service forward	Autumn 2009	Workforce Planning & Development Team	1 - 6	Commissioning of an in-house programme externally accredited by a HE Institution which is part of a broader development pathway.
Establish a Post Qualifying framework for Social Workers to provide clear progression routes and support CPD	PQ is a key recruitment and retention tool for social work, and the DCSF have already stated their intention to review the expected qualification standard of practising social workers.	To commence September 2009	Workforce Planning & Development Team	1, 3	Local Universities will be piloted in 09/10 academic year, with stakeholder evaluation feeding into a commissioned provider(s) for 2010 onwards.

What action is to taken	Why is this action being taken	When is the deadline for this	Who has lead responsibility for this	Where does this map to the Common Core	How will this be achieved
Roll out a CYPS Induction programme across the partnership, bringing the diverse workforce to a shared learning environment	To ensure that from day one in the service, new staff are aware of how professional boundaries	Autumn 2009	Workforce Planning & Development Team	1-6	An in-house Induction programme will be authored with input from lead officers representing all partners, and will be delivered on a multi-agency basis.
Development of Locality Team working	To help deconstruct professional barriers within multi-agency teams and enhance partnership working	Ongoing	Workforce Planning & Development Team	1, 5, 6	Targeted development events at each of the 7 Locality teams, specific to the individual needs of that team.
Roll out of Safeguarding e-Learning package across the partnership	To ensure existing resources are optimised across the partnership and a consistent training message is being delivered.	Spring 2010	Safeguarding Operational Unit, NHS Rotherham, Workforce Planning & Development Team	3, 5	Rotherham NHS to assess relevance of this for NHS staff. Model of Safeguarding training to be revised by Strategic Safeguarding Manager.

What action is to taken	Why is this action being taken	When is the deadline for this	Who has lead responsibility for this	Where does this map to the Common Core	How will this be achieved
Evaluation of "Team around the Child" working	To evaluate working practices and establish strengths and weaknesses of methodology	Spring 2010	Workforce Planning & Development Team	2, 5	Integrated Working Project Manager to work with teams currently employed.
Establish a programme of work placements for Young People in Rotherham to experience CYPS from an employee perspective.	To provide long-term workforce planning and ensure that the Young People in Rotherham are fully engaged on shaping service provision.	Autumn 2010	Workforce Planning & Development Team	2, 4	Work with local colleges in Rotherham and Sixth Forms to look at taking work placements for students interested in working in any area of CYPS.
Evaluate issues with Social Work recruitment and retention specific to Rotherham	Rising vacancy factors are having a perpetuating effect for stress on caseloads and demands on remaining staff.	Summer 2009	HR Manager Workforce Planning & Development Team Locality Services SLT	1-6	Event planned in July 09 for consultation with staff.
Complete phase	To increase	Spring 2010	Voluntary Sector Workforce	1-6	Ensure CWDC

What action is to taken	Why is this action being taken	When is the deadline for this	Who has lead responsibility for this	Where does this map to the Common Core	How will this be achieved
three of the workforce development project plan of the VCS	capacity in the 3 rd Sector in Rotherham and include all VCS partners in the wider workforce reforms.		Development Worker		funding is invested appropriately by competing project plan year 3 activities.
Continue reforms of the Young People's workforce within the LA.	To carry out government let modernisation plans for the Young People's Workforce	Ongoing	Workforce Planning & Development Team	1-6	CWDC grant money already being used to provide development activity. Development group to be established to focus specifically on the needs of the whole Young People's Workforce.
Complete skills audit of the Young People's workforce in the 3 rd sector.	To ensure holistic view of Young People's workforce is included in LA workforce reforms.	Winter 2009	Workforce Planning & Development Team (via external contractor)	5	Contract already agreed with Independent Local Solutions to work with 3 rd sectors orgs to collate this information.
Jointly commission an e-Learning	To help increase partnership	Summer 2009	Voluntary Sector Workforce Development Worker	1 – 6	e-Learning platform to be provided by

What action is to taken	Why is this action being taken	When is the deadline for this	Who has lead responsibility for this	Where does this map to the Common Core	How will this be achieved
system between the LA and 3 rd Sector	working and manageable cost, whilst also increasing capacity in 3 rd sector.				identified business and packages to be developed "in-house" by nominated leads in both 3 rd Sector and LA.
Establish a formal and centrally coordinated work shadowing scheme	To support staff from across the OCW to engage with colleagues and other professionals.	Spring 2010	Workforce Planning & Development Team	5, 6	WPD Team to structure a system of centrally coordinating a shadowing scheme across the Children's Trust, in partnership with appropriate area lead.
Workforce Planning Matrix to be completed annually by all CYPS managers employed in the LA and for these plans to be embedded in annual service plans.	To meet requirements of Investor in People's Award and to ensure robust workforce plans are in place for each service area.	Annually	Workforce Planning & Development Team	5,6	WPD Team to work with service and team managers to ensure CYPS has 100% return rate for Workforce Planning Matrices and that these are embedded into annual service plans by working in partnership to author this.

What action is to taken	Why is this action being taken	When is the deadline for this	Who has lead responsibility for this	Where does this map to the Common Core	How will this be achieved
Implementation of Worksmart across LA and co-located teams	To ensure work practices are in line with RMBC policies towards working styles.	Rolling	Workforce Planning & Development Team, RBT	5	Appointment of Worksmart & Integrated Working Project Manager is first step to having a dedicated resource for this. Consultation with teams will be carried out across the service with transition to Worksmart being made incrementally.
Establish a mentoring scheme to allow for more effective succession planning.	To ensure that skills are not lost as staff leave or retire from the service.	Summer 2010	Workforce Planning & Development Team, Strategic HR	4, 6	Consultation will take place with service managers and staff groups to identify best way forward in implementing this scheme.
Increase the number of Foster Carers	To ensure children are placed in care within the local area.	Ongoing	Fostering Recruitment Team	1-6	Through advertising campaigns and engagement with families in Rotherham.
Increase the	To ensure that	Ongoing	Workforce Planning &	1, 2, 3, 4	Work already

What action is to taken	Why is this action being taken	When is the deadline for this	Who has lead responsibility for this	Where does this map to the Common Core	How will this be achieved
development of Foster Carers in Rotherham	existing and newly recruited Foster Carers have the capacity and skills to provide Gold Standard care for the children and young people in their care.		Development Team, Fostering Team		underway, with appointment of Training & Development Coordinator for Foster Care. Establishment of a calendar of learning & development events and responses to training requests are already happening in practice. Needs to be embedded into a formalised review process for Foster Carers. Use of CWDC Induction workbooks is already underway.
Ensure all staff across CYPS are operating in line with best practice in	To ensure government targets are met as set out in the	Ongoing	Workforce Planning & Development Team, Strategic HR	1-6	Through targeted learning interventions and support materials.

What action is to taken	Why is this action being taken	When is the deadline for this	Who has lead responsibility for this	Where does this map to the Common Core	How will this be achieved
relation to Equality & Diversity.	Equality Bill 2009				
Implement the changes led by the TDA in regards to school modernisation and development of teaching and support staff professions.	To ensure that the schooling service children and young people receive is of the highest possible standard, meeting the five outcomes of ECM	Ongoing	School Effectiveness Service	1-6	Through ongoing investment in the development of Heads, teachers and support staff.
Ensure at least one graduate Early Years Professional is leading the learning and development of children in every full day care setting.	To further up-skill the early years workforce and make it a profession of choice.	2015	Early Years Workforce Development Team	1-3	Ongoing work of area lead.
Development of Play workforce, including the having a service led by professionally	To help ensure the outcomes of ECM are achieved in	Ongoing	Area Lead	1-3	Through guidance from the CWDC and Skills Active.

What action is to taken	Why is this action being taken	When is the deadline for this	Who has lead responsibility for this	Where does this map to the Common Core	How will this be achieved
trained graduates.	Play, as this is integrally important to a child's quality of life.				
Provision of key Health related interventions for frontline staff.	To ensure staff working directly with children and young people have appropriate awareness and knowledge of Health related topics.	Winter 2009	Workforce Planning & Development Team, NHS Rotherham	1,2,3,5	Through the development of a programme of study for front line staff offering awareness on Health areas such as Sexual Health, Teenage Pregnancy, CAMHS, Alcohol Drug and Substance misuse etc.
Roll out awareness across the LA of the "Prevent" Agenda.	To ensure that extremism is identified at the earliest stage possible, and the appropriate referrals can be made.	Winter 2009	Prevent Gold, Silver and Bronze Groups.	3, 5, 6	Through national and local resource tailored appropriately to the target audience.
Implementation of	To ensure	2012	Children & Families Special	1-3	Through the

What action is to taken	Why is this action being taken	When is the deadline for this	Who has lead responsibility for this	Where does this map to the Common Core	How will this be achieved
Aiming High for Disabled Children strategy.	government requirements are met and the outcomes of ECM are achievable for all children.		Needs Service		publication of the AHDC Strategy and the subsequent actions coming from this.
Upskilling of voluntary Play workers	An appropriately trained and supported community workforce will add great value to the overall play agenda.	Ongoing	Principal Project Development Officer	1-4	Through changes in recruitment methods, only appointing staff with a level 3 NVQ qualification or above into paid Play worker roles, to incentivise attainment of qualifications.
Work towards pooling of budgets.	To help enhance partnership working and deliver consistent workforce development across the OCW.	2011	Senior Managers from LA, NHS, 3 rd Sector and other partners	1-6	Through agreement of development priorities and joint commissioning ventures where aligned budgets lead to value for money for all.

10. Communications

Communication of this strategy will be widespread. Following submission to Cabinet and subsequent approval, this strategy will be made available on both the intranet and internet of RMBC, NHS Rotherham and other partners. The communication e-bulletin "Outcomes" will carry notification of the strategy's publication to the children's workforce employed by the Local Authority, and NHS Rotherham's own communication e-bulletin will be used to cascade awareness to Health colleagues. The 3rd Sector will be engaged directly via the Voluntary Sector Workforce Development Worker, for dissemination of this strategy to all interested parties in the 3rd sector.

As lead officer for this strategy, the Workforce Strategy, Planning & Development Manager will also ensure it is referenced in any and all development events where appropriate, to ensure that word of mouth publicity is being carried out parallel to e-based methods.

11. Capacity to deliver the strategy

As with any initiative during an economic recession, the greatest risk to the successful implementation of this strategy is diminishing resources and budgets: With a general election due in the next 12 months and the potential for Public Sector funding to be cut by 10%, the corporate pressures on Children's Services within the Local Authority and NHS could lead to re-allocation of funding to more immediate concerns, at the expense of long-term development initiatives. High vacancy factors in crucial service areas such as social work and health visiting mean that the availability of time and engagement in development could be marginalised significantly, feeding the vicious circle of low retention figures and barren recruitment periods. Clear engagement with all stakeholders and a cycle of evaluation and evidence based commissioning of services is of paramount importance if resources are to be prioritised corporately during times of budgetary pressure.

Emergent government initiatives, in response to such reports as the Laming Review (2009), also have the potential to shift the playing field of organisational development, as reflexive demands have the potential to supersede the priorities identified herein, and this could therefore impact on our capacity to deliver this strategy.

Failing to pool/align budgets has the potential to limit investment in holistic workforce development, and the maintaining and building upon of existing relationships across the partnership is a vital part of the achievement of pooled or aligned resources becoming a reality.

Maintaining active participation in the workforce planning group is an imperative as a failure of full representation by partners at this forum poses a significantly high risk to active input and influence from the diverse sectors of the Children's workforce in ongoing workforce development.

Ongoing consultation with children, young people and families should underpin the services we provide across the partnership and a failure to continue with this would result in a high risk of service provision departing from the needs and wants of service users.

Effective annual budget management and forecasting will help manage any unidentified risks within a finite financial sphere, and the use of systems such as Risgen (RMBC) will help prioritise risk to the service and manage this on an ongoing basis.

Review and Evaluation

This strategy will be reviewed periodically by the strategic workforce group. The group will take account of changing legislation and regulation, community needs and will monitor progress against the action plan. We have developed a suite of indicators to measure the success of integration and many of these are national indicators that require partnership working. Two indicators are local perception based measures and we are collecting baseline information about these during 2009. We are also working with staff, parents and young people to determine the questions to be included in the surveys.

For more information on this strategy, please contact Warren Carratt, Workforce Strategy Planning & Development Manager on 01709823203 or warren.carratt@rotherham.gov.uk

Notes:

CWN Members

General Social Care Council (GSCC)

General Teaching Council (GTC)

Nursing and Midwifery Council (NMC)

Sector Skills Council – established CWDC

TDA – Training and Development Agency for Schools

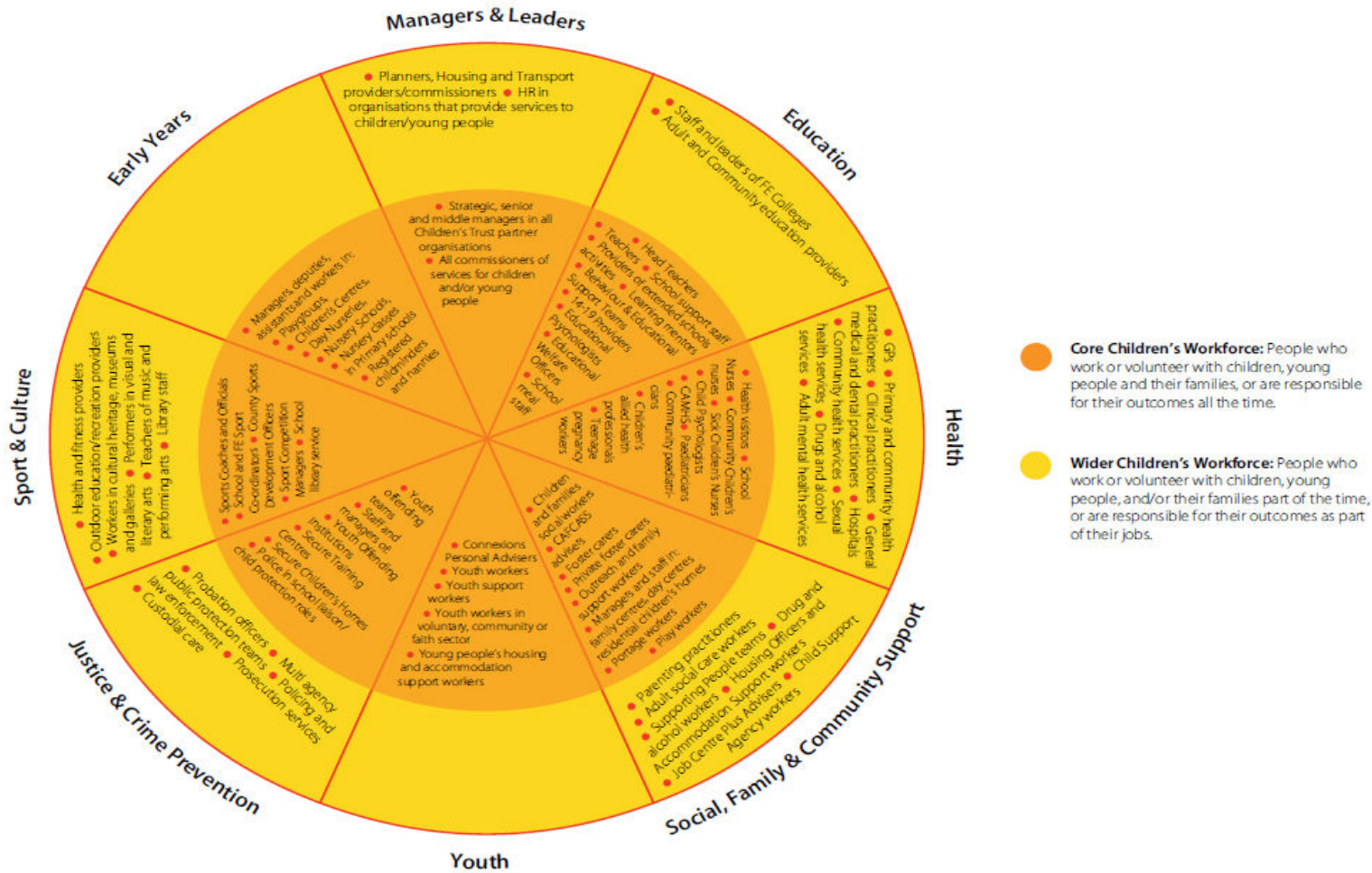
Appendices

Appendix A - Integrated Working – What it means for people in the workforce

Who I work with	I work with both adults and children	I work in a universal service (e.g. a school, FE college, youth club, hospital, GP practice, playgroup, after-school club)	I work in a universal service, but have specific responsibility for, or have a lot of contact with, children and young people with additional needs	I work in a specialist role with children and young people with additional needs (e.g. children in care, children and young people with disabilities, teenage parents, young offenders)	I work closely with others to deliver a defined integrated service (e.g. targeted youth support; Sure Start children's centre; extended school) or to support a locality or group of children and young people	I lead or manage a team or service	I am a senior strategic leader in my organisation
What I need to do	<p>To do the best for children, young people and their families, I need to</p> <ul style="list-style-type: none"> ● Feel part of a children's workforce, and that my contribution is valued ● Understand the roles and responsibilities of others in the workforce ● Share with the rest of the workforce a common core of skills and knowledge relevant to working with children and young people, including how to work in partnership with parents/carers ● Share with the rest of the workforce common values and a common language ● Understand and fulfil my statutory duties and responsibilities in relation to safeguarding and promoting the welfare of children and young people ● Have an understanding of the local community and their needs ● Understand my role in relation to corporate parenting 						
I may need to	<ul style="list-style-type: none"> ● Be able to identify a child with additional needs or a Child in Need (Children Act 1989) ● Know how to raise a concern about a child's welfare, and who to do it with – and have the space and support to do this ● Know how and when to share information ● Know broadly what support and services are available in my area and what I need to do to access them for a child or young person ● Understand the common approach to assessment of need used in my local area 	<ul style="list-style-type: none"> ● Contribute to a Common Assessment Framework or pre-CAF ● Contribute to assessment, planning, intervention and review for a child in need 	<ul style="list-style-type: none"> ● Use ContactPoint ● Initiate, or contribute to, a Common Assessment Framework or pre-CAF ● Take part in multi-agency panels/meetings to assess need, agree a support package and monitor/review progress ● Be part of a virtual team around the child ● Understand when it is appropriate for me to act as a Lead Professional and what action this entails 	<ul style="list-style-type: none"> ● Know how to raise a concern about a child, and who to do it with – and have the space and support to do this ● Know how and when to share information ● Use ContactPoint ● Complete and assessment using the relevant framework ● Have a clear understanding of my role in multi-agency panels/meetings to assess need, agree a support package and monitor/review progress; be able to negotiate resources from my own organisation to contribute to this package ● Influence people for whom I do not have line management responsibility ● Understand when it is appropriate for me to act as a Lead Professional and what action this entails 	<ul style="list-style-type: none"> ● Create a culture that supports integrated working ● Make space and time for my staff to understand and use integrated working approaches and tools ● Support and encourage multi-agency training and development ● Understand and manage the professional supervision and management requirements of different professions 	<ul style="list-style-type: none"> ● Create an organisational culture that supports integrated working ● Ensure my Children's Trust assesses its progress in integrated working, monitors the impact on outcomes and develops and implements a plan to address challenges ● Set shared priorities with partners and agree allocation of resources 	
Some of the tools that help me do this are	<ul style="list-style-type: none"> ● Common core of skills and knowledge ● Children's Workforce Network statement of values for integrated working for children and young people ● A common approach to induction ● Multi-agency training and development opportunities, including those focused specifically on skills for integrated working ● Legislation and regulatory frameworks ● Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2006) ● What to do if you are worried that a child is being abused 						
I might be a (these lists give examples of job roles and are not intended to be comprehensive)	<ul style="list-style-type: none"> ● Adult mental health worker ● Allied Health Professional; FE lecturer; GP ● Housing officer ● Nurse ● Police officer ● Sports coach 	<ul style="list-style-type: none"> ● Early years/childcare worker ● Health visitor ● Playgroup worker ● Teacher ● Teaching assistant ● Youth worker 	<ul style="list-style-type: none"> ● Allied Health Professional Designated teacher for looked after children ● Health visitor; Midwife ● School nurse ● SENCO ● Teaching assistant ● Youth worker 	<ul style="list-style-type: none"> ● Allied Health Professional CAMHS worker; Drugs and alcohol worker; Educational Psychologist; Learning Mentor ● Midwife; Paediatric nurse ● Social worker; Virtual School Head; YOT worker 	<ul style="list-style-type: none"> ● Drugs and alcohol worker ● Educational Psychologist ● Education Welfare Officer ● Social worker ● YOT worker ● Youth worker 	<ul style="list-style-type: none"> ● Head of children's centre ● Head teacher; Local authority manager; Local authority head of service; Health service manager ● Senior clinician; Senior police officer ● Social Worker 	<ul style="list-style-type: none"> ● Children's workforce reform framework and toolkit ● Commissioning support programme ● Working Together to Safeguard Children ● Information Sharing Guidance for Managers

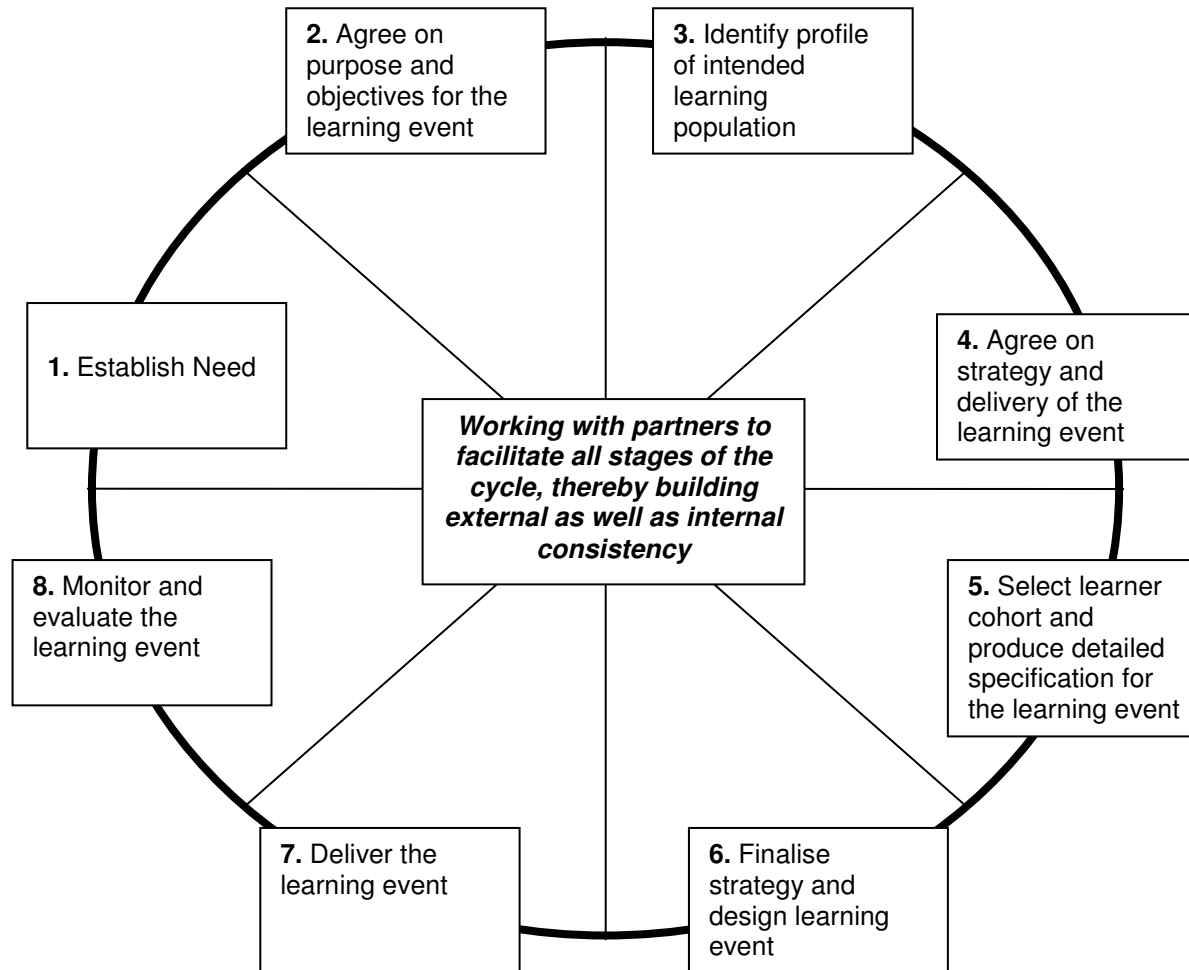
Appendix B - Children's Workforce Diagram – Circular

The Children's Workforce





Appendix D - Harrison's Eight-stage approach to facilitate planned learning



1.	Meeting	Children and Young People's Services Cabinet Member and Advisers
2.	Date	Wednesday 15th July 2009
3.	Title	Revenue Budget Monitoring Report as at 31st May 2009
4.	Directorate:	Children and Young People's Services

5. Summary

This report provides details of expenditure, income and the net budget position for the Children and Young People's Service compared to the profiled budgets for the period ending on 31st May 2009 and the projected year end outturn position.

Currently the Directorate is forecasting an overspend of £2,444k.

6. Recommendations

Members are asked to note:

The current forecast outturn position for the Directorate based on actual costs and income to 31st May 2009 and forecast costs and income to 31st March 2010.

7. Proposals and Details

7.1.1 Strategic Management – Forecast overspend £385k

The current forecast overspend of £385k is due to overspending on printing, ICT charges and staffing.

7.1.2 Youth and Community – Forecast overspend £69k

The current forecast overspend is as a result of a forecast under-recovery of income from the Outdoor Education Service. Plans are being implemented to mitigate this under-recovery.

7.1.3 Commissioning and Social Work – Forecast overspend £128k

This is mainly due to Prevention of Children Entering Care (Section 17) payments and expenses relating to Looked After Children (Section 23) and agency costs. This is as a result of the increase in referrals in relation to looked after children.

7.1.4 Children Looked After – Forecast overspend £1,862k

The number of children in residential placements has risen to 18, two placements have ended and another 2 commenced, resulting in a net increase of 2 above the budgeted number of placements.

The number of children in Independent Foster Care placements has risen to 97, a net increase of 20 above the budgeted number of 77.

The number of looked after children requiring placements has since risen to 410 from 386 in January 2009 an increase of 24.

Plans continue to be progressed to increase the number of in house foster carers. There have been 7 new foster placements since January 2009 3 of which have taken on 3 newly placed children. It is expected that a minimum of 14 placements will be finalised by October, of which 7 are expected to foster children currently in independent foster care.

7.1.5 The above pressures are partially offset by a redistribution of Dedicated Schools grant and forecast underspends on the Complex Needs budget. The Department for Children, Schools and Families confirmed the final Dedicated Schools Grant allocation on the 25th June and there is some discrepancy between this and estimates included in this report. This may result in an increased overspend. This cannot be confirmed at this time and is being investigated as a matter of urgency.

7.1.6 The Directorate will make every effort to ensure continued strict budget management and monitoring is maintained to try to achieve a balanced outturn position.

7.1.7 Details of the revenue budget position for the Children and Young People's Directorate for the monitoring period ending on 31st May are shown in Appendix A attached.

7.1.8 A simplified version of Appendix A is included at Appendix B.

8 Finance

The financial issues are discussed in section 7 above and included in Appendix A and B.

9 Risks and Uncertainties

There is a risk that the DCSF will confirm, after investigations are completed, that our Dedicated Schools Grant allocation is lower than the amount included in current estimates.

Other principal risks and uncertainties relate to the needs led budgets for looked after children.

The number of looked after children has increased since last year and we would hope that this growth will not continue.

The recruitment of in house foster and adoptive carers remains a challenge and we must always ensure a high quality of placements. However, 12 new foster carers have been recruited and it is expected that a minimum of 14 children will be placed with these carers by Autumn 2009/10.

A Resource Panel is now in place which will be reviewing 4 children's placements per week. It is expected that the initial reviews will focus on those placed in In-house residential placements with a view to moving children currently in expensive out of authority placements in to In-House.

Our decisions to place children with independent fostering agencies and in residential out of authority establishments will always be in the context of the best interests of our children. The budget need can only be an estimate given its volatile nature. For example, one out of authority residential placement can cost up to £250,000 per annum.

Legal costs will also remain at a high level. If children assessed as being in need of protective care are not made subject to Interim Care Orders, and subsequently Care Orders, the local authority is leaving children potentially at risk of significant harm.

10 Policy and Performance Agenda Implications

The delivery of the Council's Revenue Budget within the revised limits determined in January 2009 is vital in achieving the objectives of the Council's Policy agenda. Financial performance is a key element within the assessment of the council's overall performance.

11 Background Papers and Consultation

- Report to Cabinet on 25 February 2009 –Proposed Revenue Budget and Council Tax for 2009/10.
- The Council's Medium Term Financial Strategy (MTFS) 2008 - 2011.

This report has been discussed with the Strategic Director of Children and Young People's Service and the Strategic Director of Finance.

Contact Name:

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Financial Services

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CHILDREN'S AND YOUNG PEOPLE'S SERVICES																		
Last Reported Projected Net Variance £000	Service Division	EXPENDITURE/INCOME TO DATE (As at 31st May 2009)						NET PROJECTED OUT-TURN										
		Expenditure			Income			Net			Annual Budget	Projected Out-turn	Current projected year end Variance Over (+)/ Under (-) spend	Current Financial RAG Status	Financial Impact of Management Action	Revised Projected Year end Variance Over(+)/Under(-) spend	Revised Financial RAG Status	* Note
		Profiled Budget	Actual Spending	Variance (Over (+) / Under (-) Spend)	Profiled Budget	Actual Income	Variance (Over (+) / Under (-) Recovered)	Profiled Budget	Actual Spend	Variance (Over (+) / Under (-) Spend)								
0	Individual Schools Budget - Dedicated Schools Grant	25,483	25,483	0	(395)	(395)	0	25,088	25,088	0	0	0	0	Green				
0	Non-Schools - Dedicated Schools Grant	2,201	2,211	10	(450)	(447)	3	1,751	1,764	13	286	296	10	Green	(10)	0	Green	1
0	Strategic Management	458	444	(14)	(17)	(9)	8	441	435	(6)	5,405	5,790	385	Amber		385	Amber	2
0	School Effectiveness	304	253	(51)	(66)	(1)	65	238	252	14	1,126	1,126	0	Green				
0	Access to Education	375	364	(11)	(13)	(1)	12	362	363	1	3,587	3,587	0	Green				
0	Special Education Provision	1,668	1,694	26	(14)	0	14	1,654	1,694	40	1,577	925	(652)	Green	652	0	Green	3
0	Specific Grant Support	1,742	1,671	(71)	(305)	(272)	33	1,437	1,399	(38)	25	25	0	Green				
0	Youth & Community	1,092	1,075	(17)	(223)	(171)	52	869	904	35	2,750	2,819	69	Amber		69	Amber	4
0	Student Support / Pensions	791	760	(31)	(12)	(22)	(10)	779	738	(41)	1,671	1,676	5	Green	(5)	0	Green	5
0	Delegated Services	1,745	1,759	14	(701)	(659)	42	1,044	1,100	56	(170)	(170)	0	Green				
0	Commissioning & Social Work	1,235	1,309	74	(23)	(12)	11	1,212	1,297	85	7,802	7,930	128	Amber		128	Amber	6
0	Children Looked After	2,132	2,188	56	(5)	1	6	2,127	2,189	62	10,105	12,770	2,665	Red	(803)	1,862	Red	7
0	Family Support Services	1	0	(1)	0	0	0	1	0	(1)	0	0	0	Green				
0	Youth Justice	150	137	(13)	0	(17)	(17)	150	120	(30)	597	597	0	Green				
0	Other Children & Families Services	202	188	(14)	0	0	0	202	188	(14)	2,637	2,466	(171)	Green	171	0	Green	8
0	Support Services & Management Costs	111	101	(10)	0	0	0	111	101	(10)	571	576	5	Green	(5)	0	Green	9
0	Asylum Seekers	0	1	1	0	(5)	(5)	0	(4)	(4)	0	0	0	Green				
0	Children & Families Grant	211	190	(21)	(5)	0	5	206	190	(16)	0	0	0	Green				
0	Total for Service	39,901	39,828	(73)	(2,229)	(2,010)	219	37,672	37,818	146	37,969	40,413	2,444		0	2,444		

Reason for Variance(s), Actions Proposed and Intended Impact on Performance

NOTES

Reasons for Variance(s) and Proposed Actions

NOTES	Reasons for Variance
1	Reduced requirement for Dedicated Schools Grant
2	Overspend on printing, ICT charges and staffing
3	Reduced requirement for Complex Needs placements
4	Under recovery of income on Outdoor Education venues
5	Early retirement costs
6	Overspend on staffing & agency costs & Section 17 & 23 spend - needs led
7	Overspend on Out of Authority Fostering and Residential placements - needs led
8	Supporting People contribution confirmed
9	Increased accommodation costs
	Proposed Actions to Address Variance
1	Underspend on Grant income to cover overspend elsewhere
2	Spend to be continuously reviewed to try to reduce overspend
3	Forecast underspend to be used to cover overspend elsewhere
4	Forecast overspend to be partially covered by underspend elsewhere & additional sources of income to be investigated
5	Forecast overspend to be covered by underspend elsewhere.
6	Plans are in place to review all placements and increase foster care recruitment
7	Plans are in place to review all placements and increase foster care recruitment
8	Forecast underspend to be used to cover overspend elsewhere
9	Forecast overspend to be covered by underspend elsewhere.

Performance

There is no adverse impact on Performance Indicators as a result of the forecast underspend on these grants.
There is no adverse impact on Performance Indicators as a result of the forecast underspend on these grants.
There is no adverse impact on Performance Indicators as a result of the forecast underspend in this area.
There is no adverse impact on Performance Indicators as a result of the forecast overspend in this area.
There is no adverse impact on Performance Indicators as a result of the forecast overspend in this area.
There is no adverse impact on Performance Indicators as a result of the forecast overspend in this area.
The related Performance Indicator is NI 62 - Stability of Placements of looked after children. The Directorate will continue to support the aim to meet this performance indicator.
There is no adverse impact on Performance Indicators as a result of the forecast underspend in this area.
There is no adverse impact on Performance Indicators as a result of the forecast overspend in this area.

CHILDREN'S AND YOUNG PEOPLE'S SERVICES

EXPENDITURE/INCOME TO DATE (As at 31st May 2009)		NET PROJECTED OUT-TURN							
Last Reported Projected Net Variance £000	Service Division	Annual Budget £000	Projected Out-turn £000	Current projected year end Variance Over (+)/ Under (-) spend £000	Current Financial RAG Status	Financial Impact of Management Action £000	Revised Projected Year end Variance Over(+)/Under(-) spend £000	Revised Financial RAG Status	* Note
0	Individual Schools Budget - Dedicated Schools Grant	0	0	0	Green				
0	Non-Schools - Dedicated Schools Grant	286	296	10	Green	(10)	0	Green	1
0	Strategic Management	5,405	5,790	385	Amber		385	Amber	2
0	School Effectiveness	1,126	1,126	0	Green				
0	Access to Education	3,587	3,587	0	Green				
0	Special Education Provision	1,577	925	(652)	Green	652	0	Green	3
0	Specific Grant Support	25	25	0	Green				
0	Youth & Community	2,750	2,819	69	Amber		69	Amber	4
0	Student Support / Pensions	1,671	1,676	5	Green	(5)	0	Green	5
0	Delegated Services	(170)	(170)	0	Green				
0	Commissioning & Social Work	7,802	7,930	128	Amber		128	Amber	6
0	Children Looked After	10,105	12,770	2,665	Red	(803)	1,862	Red	7
0	Family Support Services	0	0	0	Green				
0	Youth Justice	597	597	0	Green				
0	Other Children & Families Services	2,637	2,466	(171)	Green	171	0	Green	8
0	Support Services & Management Costs	571	576	5	Green	(5)	0	Green	9
0	Asylum Seekers	0	0	0	Green				
0	Children & Families Grant	0	0	0	Green				
0	Total for Service	37,969	40,413	2,444		0	2,444		

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Children and Young People’s Services Cabinet Member and Advisers
2.	Date:	Wednesday 15th July 2009
3.	Title:	School Balances 2008/09
4.	Directorate:	Children and Young People’s Services

5. Summary

This report summarises the 2008/09 position on school surplus balances and proposes that the Cabinet Member follows the procedure as described in Rotherham’s Fair Funding Scheme

6. Recommendations

1. **To note the overall position in Rotherham of school balances.**
2. **To convene a sub-group of the Schools Forum to review surplus balances and report back to Cabinet Member Children and Young People’s Services in September 2009.**

7. Proposals and Details

Local authorities already have clear powers to redistribute excessive and uncommitted surplus revenue. The DCSF guidance judges ‘excessive’ as a secondary school carrying over more than 5% of its annual school income at the end of the financial year; and 8% of a primary or special school’s income. These thresholds are nationally set figures and local authorities cannot set them higher locally.

Rotherham’s scheme for ‘Controls on School Balances’ was developed in accordance with DCSF principles and agreed through the Schools Forum. The scheme recognises that schools will on occasions need to carry forward surplus balances to meet changing circumstances however these need to be justified and in accordance with the criteria identified within the scheme.

At the end of 2007/08, Rotherham’s School balances stood at £8,102,535. By March 2008, the net balances of schools had fallen by 31.8% to £5,526,310.

Rotherham’s surplus balance as a percentage of planned budget as at 31 March 2008 (5.98%) was lower than our statistical neighbours average (7.57%), the metropolitan district authorities average (7.50%) and the national average (7.05%).

However, despite the falling trend in balances, there still remain a number of schools with balances exceeding the DCSF thresholds. It is proposed that a sub-group of the Schools Forum be convened as in 2008/09 to review the explanations provided by those schools with excessive balances and make recommendations to the Cabinet Member on action to be taken.

8. Finance

This is described in section 7.

9. Risks and Uncertainties

School's individual circumstances and medium-term financial planning need to be factored in to decisions taken on reductions of surplus balances as per the RMBC's Fair Funding Scheme.

Schools face higher insurance charges in 2009/10 from the Authority and many are also set to see substantial increases in costs from RBT for payroll and HR services in 2010/11.

10. Policy and Performance Agenda Implications

Rotherham's performance in respect of surplus balances compares favourably with that of our statistical neighbours, the metropolitan authorities averages and national averages for each of the 3 years 2006-2008. The rising trend in Rotherham's balances between 2006 - 2008 has been arrested for 2009 with a fall of 31% from the previous year. Equally the proportion of schools exceeding the DCSF thresholds has fallen by 50% in the last year. There is more to do and the aim is to reduce the surpluses even further by 2010 and have no school exceeding the thresholds without prior planning and approval being agreed i.e. for specific capital projects or for other reasons as cited in the Council's policy.

11. Background Papers and Consultation

School Balances Letter to Director of Children's Services, Audit Commission, 14th May 2009.

Rotherham Fair Funding Scheme for Financing Schools – Controls on School Balances.

Schools Forum meeting, 26 June 2009.

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ROTHERHAM BOROUGH COUNCIL - REPORT TO MEMBERS
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1.	Meeting:	Children and Young People's Services Cabinet Member and Advisers
2.	Date:	Wednesday 15th July 2009
3.	Title:	Admissions Consultation in respect of entry in the 2011/12 academic year. (All Wards)
4.	Directorate:	Children and Young People's Services

5. Summary

All admission Authorities must consult by 1st March, in the determination year, on the admission arrangements for those schools which they are responsible for. The consultation must take place for a minimum of 8 weeks between 1st November and 1st March and a final determination made by 15th April. This report advises on the proposed admission policy/coordinated scheme for the admission year 2011/12, this is in relation to the criteria used where a school is oversubscribed and any changes required as a consequence of requirements arising under the new Admissions Code of Practice published by the Department for Children, Schools and Families (DCSF).

6. Recommendations:

It is recommended that:

- i) **Consideration is given to the changes outlined in this report.**
- ii) **The report is forwarded to the Local Admissions Forum for information/comment.**
- iii) **The appropriate consultation with School Governing Bodies/other Local Authorities (LAs) takes place, as usual, mainly in the Autumn Term, 2009 and up to 1st March 2010 and**
- iv) **A further report is presented on any feedback from the annual admissions consultation in March 2010.**

7. Proposals and Details

All admission Authorities must consult by 1st March, in the determination year, on the admission arrangements for those schools for which they are responsible. The consultation must take place for a minimum of 8 weeks between 1st November and 1st March and a final determination made by 15th April.

Admission Criteria for Community Schools

The current admissions policy for the community schools for 2010/11 is attached as Appendix 1. The policy was revised last year to give higher priority to pupils with 'Social and Medical needs' and also to give higher priority for younger siblings resident within a school's catchment area. These changes were successfully implemented. The new code of practice advises that Admission Authorities must clearly explain how priority is given to younger siblings and our current policy meets these requirements. No changes are proposed to the admission criteria for 2011/12.

Co-ordinated Admission Arrangements

The Authority currently co-ordinates admission arrangements during the normal admission round. The new code of practice requires this to be extended to cover in-year admissions for all year groups with effect from 2011/12. Our co-ordinated scheme will be amended to take account of the revised requirements. The co-ordination of schemes simplifies the admission process for parents which reduces the likelihood of a child being left without a school place

Waiting Lists

The Authority currently maintains waiting lists for pupils applying during the normal admission round. The new Admissions Code of Practice requires that waiting lists are in place from September 2009 and continue for at least the first term of the academic year. As the change is statutory and applies to applications in the current admissions round we have already advised schools of a necessary amendment to the admissions procedures. The change extends the secondary school waiting list which will now be maintained until 31st December. We are also proposing to extend the waiting list for Primary Schools until the end of the Summer term. This will provide a much fairer allocation of places to infant pupils who may have been denied a school place under the 'infant class size legislation' at their preferred school. We will consult further during the Autumn Term on the above changes to the waiting list

Catchment Areas

The Authority is required to consult on the details of any catchment areas to be used as part of the admission process. The current catchment areas are published on the RMBC website and available in hard-copy from the admissions team. No changes are proposed to the school catchment areas for 2011/12.

Fair Access Protocol

- The new admissions code of practice requires the Authority to have in place a fair access protocol. The fair access protocol exists to ensure that access to education is secured quickly for children who have no school place but for whom a place at a mainstream school is appropriate, and to ensure that all schools in an area admit their fair share of pupils with challenging behaviour, including children excluded from school. **This includes admitting children above the admission number to schools that are already full.** All schools and Academies in the authority must participate in the scheme. The scheme must be monitored, include timescales and be included in the annual report to the school's adjudicator. The Authority currently has a fair access scheme in place, published in both the Primary and Secondary schools booklet. The new code of practice also requires the current fair access protocol to be amended to include timescales. These should include existing and new categories. Existing Categories are:
 - Children attending Pupil Referral Units who should be reintegrated back into mainstream education;
 - Children who have been out of education for longer than one school term;
 - Children of refugees and asylum seekers;
 - Homeless children;
 - Traveller children;
 - Relevant looked after children:

The new categories that need to be included are:

- Children whose parents have been unable to find them a place after moving to the area, because of a shortage of places;
- Children withdrawn from schools by their family, following fixed term exclusions and unable to find another place;
- Children with unsupportive family backgrounds, where a place has not been sought;
- Children known to the police or other agencies;
- Children without a school place and with a history of serious attendance problems;
- Children who are carers;
- Children with special educational needs (but without a statement);
- Children with disabilities or medical conditions;
- Children returning from the criminal justice system; and
- Children of UK service personnel and other Crown Servants.

The authority's current protocol will need to be amended to include timescales and **must** include all of the above categories (as a minimum).

Statutory Closing Dates

The new code of practice introduces national closing dates for both Primary and Secondary applications for the admission round in 2011/12. The date for Secondary is the 31st October and the date for Primary is the 15th January. A date by which the Admission Booklet has to be published has also been introduced and this is the 12th September.

Report to the Schools Adjudicator

The admissions authority is required to submit on an annual basis a report to the Schools Adjudicator by the 30th June on how the admissions arrangements have operated in the previous year. A template has been provided by the Schools Adjudicator for this purpose and the report has been submitted by the Authority to meet this deadline.

8. Finance

The proposed changes are unlikely to have any significant effect in terms of the allocation of places to individual children. Some children may, under a Fair Access Protocol gain a place at a school which they otherwise would not have. In the latter case, there could be costs for the school especially if the young person presents significant demands. Normally, however the school would receive the age weighted pupil unit for those children following the January census.

9. Risks and Uncertainties

As in all admissions matters, there is always a risk of challenge. The new School Admissions Code has a stronger statutory basis than its predecessors and all admission authorities are now required **to act in accordance with** rather than simply **having regard to** the provisions, as was the case with earlier versions. The Code seeks to promote equity and fair access and the setting of fair oversubscription criteria.

10. Policy and Performance Agenda Implications

Any changes to admissions criteria/ co-ordinated schemes could have consequences for individual pupils. However, the proposed changes seek to provide a fair, equitable and sustainable solution to the admissions process. It is unlikely that the proposed changes will have any significant impact on published performance indicators.

11. Background Papers and Consultation

The School Admission Arrangements Regulation 2008. The new DCSF Admission Code of Practice (February 2009). The Authority's current admissions criteria for community schools is shown in Appendix 1. There is annual consultation on admissions arrangements, which takes place with school governing bodies and other LAs each Autumn Term and up to 1st March. The Authority's website contains detailed information on admission arrangements.

Contact Names:

Report Author – David Hill, Manager, School Organisation Planning and Development, tel. 822536 , email david-education.hill@rotherham.gov.uk

Proposed admission criteria for community and controlled schools – 2011/12

Primary Reception

Places will be allocated in the following order of priority:

Those who on the closing date are:

- i) Relevant looked after children (see note 2 below).
- ii) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**.
- iii) Children with a compelling social reason which the Authority is satisfied makes attendance **at that particular school essential**. The kinds of overriding social reasons which could be accepted are where there is evidence that the pupil's education would be seriously impaired if he or she did not attend the preferred school.
- iv) Children living in the catchment area of the school as defined by the Authority who will also have an older brother or sister on the roll of the preferred school or its associated junior school at the time of their admission.
- v) Children living in the catchment area of the school as defined by the Authority.
- vi) Children living outside the catchment area of the school as defined by the Authority whose older brother or sister will be on the roll of the preferred school or its associated junior school at the time of their admission.
- vii) Children who live nearest to the school measured in a straight line on a horizontal plane (as the crow flies).

Year 3

Places in Year 3 at a Junior School will be allocated in the following order of priority:-

Those who on the closing date are:

- i) Relevant looked after children (see note 2 below).
- ii) Children in attendance at Y2 in the associated Infant School.
- iii) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**.

- iv) Children with a compelling social reason which the Authority is satisfied makes attendance **at that particular school essential**. The kinds of overriding social reasons which could be accepted are where there is evidence that the pupil's education would be seriously impaired if he or she did not attend the preferred school.
- v) Children living in the catchment area of the school as defined by the Authority who will also have an older brother or sister on the roll of the preferred school at the time of their admission.
- vi) Children living in the catchment area of the school as defined by the Authority.
- vii) Children living outside the catchment area of the school as defined by the Authority whose older brother or sister will be on the roll of the preferred school at the time of their admission.
- viii) Children who live nearest to the school measured in a straight line on a horizontal plane (as the crow flies).

Secondary Year 7

Places will be allocated in the following order of priority:-

Those who on the closing date are:

- i) Relevant looked after children (see note 2 below).
- ii) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular** school essential.
- iii) Children with a compelling social reason which the Authority is satisfied make attendance **at that particular** school essential. The kind of overriding social reasons which could be accepted are where there is evidence that the pupil's education would be seriously impaired if he or she did not attend the preferred school.
- iv) Children living in the catchment area of the school as defined by the Authority who will also have an older brother or sister on the roll of the preferred school at the time of their admission
- v) Children living in the catchment area of the school as defined by the Authority.
- vii) Children living outside the catchment area of the school as defined by the Authority whose older brother or sister will be on the roll of the preferred school at the time of their admission.
- vi) Children who are on the roll of one of the associated Primary/ Junior/Junior and Infant schools as identified by the Authority.

- vii) Children who live nearest to the school measured by a straight line on a horizontal plane, (commonly known as measurement, “as the crow flies”).

Notes

1. Where the admission number for any school is likely to be reached mid category, places will be prioritised within that category by reference to the distance between the home address and the school. Highest priority will be given to those living closest to the school measured in a straight line on a horizontal plane (commonly known as measurement, “as the crow flies”).
2. Where any final place at a school is available and two or more pupils are judged to be living equidistant from the school (e.g. in flats), the final place will be allocated by the drawing of lots by officers of the authority.
3. A ‘relevant looked after child’ is a child that is looked after by a local authority in accordance with Section 22 of the Children Act 1989 at the time an application for admission to a school is made, and also the local authority has confirmed will still be looked after at the time when he/she is admitted to the school.
4. Places will be allocated in accordance with the LEA’s co-ordinated admissions schemes for Primary and Secondary schools. In assessing preferences, the LEA will operate an ‘equal preference’ system, which means that no priority will be given according to the ranking of the preference, except where a potential offer can be made in respect of more than one school. In that situation, the final offer of a place will be made at the highest ranked of the potential offer schools.
5. Children issued with a statement of Special Educational Needs will gain a place at the school named in the statement as part of that process.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1. **Meeting:** Children and Young People’s Cabinet Member and Advisers
2. **Date:** Wednesday, 15th July, 2009
3. **Title:** Government’s Response to Lord Laming Report
4. **Directorate:** Children and Young People’s Services
5. **Summary**

On 12th March, 2009, Lord Laming’s report, ‘The Protection of Children in England: A Progress Report’, was published. The Government published an immediate response to Lord Laming’s Report on the same day. They accepted all his recommendations and announced some immediate actions and were committed to developing a more detailed response and Action Plan to drive forward implementation.

The attached Action Plan has been given a ‘RAG Status’ (Red, Amber, Green) based on an initial assessment of Rotherham’s current position.

6. Recommendations

That Cabinet Member for Children and Young People’s Services endorses the plan:-

- **That the Safeguarding Board Members undertake to consider their Agency’s required actions following an assessment of the current position.**
- **That the Safeguarding Board Manager undertakes to collate the Action Plan and monitor accordingly.**
- **That the Safeguarding Board Manager updates the Lead Member at quarterly intervals of progress to date.**

7. Proposals and Details

Each Member Agency considers each recommendation and assesses actions required and determines timescales for identified actions. The Safeguarding Board Manager will co-ordinate the Action Plan.

8. Finance

To date, the Government has not released any specific ring-fenced grants or additional budgets for implementation of the Laming Plan.

9. Risk and Uncertainties

The Board needs to risk assess each Agency's current provision and quality of services against the Action Plan.

10. Policy and Performance Agenda Implications

The introduction of the Comprehensive Area Assessment and the children's component introduces new inspection arrangements for Safeguarding. The organisation of duty, referral and assessment processes will be assessed by Ofsted as will Looked After Children's Services and Safeguarding Services. The framework and grade descriptors for these Inspections were published by Ofsted at the end of May 2009.

11. Background and Consultation

- The Protection of Children in England: Action Plan (May 2009)
- Comprehensive Area Assessment: Annual Rating of Council Children's Services for 2009 (May 2009)

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Government's Response to Laming Action Plan

Rec No	Recommendation	RAG Status and Lead Officer	Comment
24	Every Children's Trust will be expected to undertake a thorough needs assessment of their local population as part of their Children and Young People's Plan; to make improvements in leadership, staffing, training, supervision and practice across all services; to raise the profile of safeguarding and child protection across children's services, health and police; to develop better local performance management; to lead a change in culture across frontline services that enables them to work more effectively to protect children; to work with existing organisations to create a shared evidence base about effective practice including evidence-based programmes, early intervention and preventative services; and to support the implementation of the recommendations of Serious Case Reviews and put in place systems to learn the lessons at local, regional and national level.	Amber Safeguarding Board Manager	Children's First Review would inform review of services.
31	Ofsted have designed more rigorous inspection arrangements for safeguarding and will shortly be publishing a new framework for a rolling programme of inspections of safeguarding and looked after children in all areas and covering the role of all partners, on a three year cycle. They will also be publishing a framework for a new annual inspection of child protection in local authority children's services.	Amber Locality Managers	Each social work team has had a presentation by the Locality Manager on the specific area of interest for CAA.
32	Ofsted have also designed the new school inspection framework which will apply from September 2009 so that it will have a stronger focus on safeguarding. The current inspection framework already includes a judgement about whether safeguarding arrangements in schools are	Amber Operational Safeguarding	Operational Safeguarding Unit to develop a position statement - September 2009.

Rec No	Recommendation	RAG Status and Lead Officer	Comment
	satisfactory but this will be strengthened in the new framework with a grading on a scale from 1 (outstanding) to 4 (inadequate) for a school's safeguarding arrangements. Any school which receives a grade of 4 will also be likely to be awarded an inadequate grade for its overall performance and will need therefore to make urgent improvements. These arrangements will 'raise the bar' about the importance of safeguarding for schools and will also facilitate the identification and dissemination of best practice.	Unit Manager	
34	Ofsted will share copies of Serious Case Reviews in confidence with partner inspectorates so that the implications for frontline inspections and for joint safeguarding inspections can be fully assessed and learned.	Amber Safeguarding Board Manager	M case has raised queries with Ofsted Evaluator (PA investigating other documents which may assist Ofsted in their evaluation). LM case overview report - additional work required being undertaken by Catherine Hall. CB - Extension sought from Ofsted.
35	Ofsted have confirmed that they will produce regular six monthly reports covering the lessons of Serious Case Reviews. One of these each year will be a summary report covering all Serious Case Reviews in the year and will consider the format of the second interim report to enable more in-depth analysis where this would be beneficial.	Safeguarding Board Manager	Information provided by Ofsted to be presented to LSCB.
36	The Care Quality Commission (CQC) is committed to working in partnership with Ofsted to inspect and assess the health-related elements of its programme and thus provide leverage alongside Strategic Health Authorities (SHAs) to improvement of practice and outcomes, and will work closely with Ofsted to ensure that its inspection framework is sound, workable and adaptable for the health element of the inspection programme. In addition, the CQC's own Annual Health Check of all NHS trusts in England includes assessing the quality of safeguarding arrangements against core standards criteria. By 1 May, all NHS bodies	Amber Director of Health Services and Director of Locality Services	Position statement to be developed by Safeguarding Board Manager - September 2009.

Rec No	Recommendation	RAG Status and Lead Officer	Comment
	had declared compliance or otherwise against national standards including a specific standard relating to child protection arrangements. The Commission will be rigorous in its assessments of services and will take follow-up action against non-compliance where necessary.		
42	The Chief Inspector of Probation has consistently promoted the inspection of actual work involved in safeguarding and public protection. Implementation of Lord Laming's recommendation will simply build on existing practices. Historically, to support this, HMI Probation has used inspectors on secondment from Ofsted. In addition, there is an existing agreement in principle between Ofsted and HMI Probation for Ofsted to continue to assist with safeguarding for newly appointed Inspectorate staff.	Amber Safeguarding Board Manager	Position Statement to be developed by Safeguarding Board Manager - September 2009
43	The Apprenticeships, Skills, Children and Learning Bill, currently before Parliament, sets out the Government's proposals to strengthen Children's Trusts. Every Children's Trust should have a Board on which the partners and the local community are represented. Subject to the passage of legislation, the Children's Trust Board will have responsibility for producing a Children and Young People's Plan for the local area, informed by a needs analysis and full consultation, including with children, young people and their families.	Green Director of Commissioning, Policy and Performance	Position Statement - September 2009
44	The Children's Trust Board – drawing on support and challenge from the Local Safeguarding Children Board – will ensure that the Children and Young People's Plan covers strengths and weaknesses in the area, what has been achieved in the last year and what more needs to be done by each partner to improve outcomes in safeguarding. The Plan should also include clear targets for improving outcomes for keeping children safe. The Government will work with partners to review the range of safeguarding indicators, following Lord Laming's recommendation, and will publish a new set of national indicators by the end of September 2009. These revised indicators will form the basis of the targets set by Children's Trusts.	Green Amber Director of Commissioning, Policy and Performance Safeguarding Board Manager	Position Statement - September 2009

Rec No	Recommendation	RAG Status and Lead Officer	Comment
46	<p>The Government’s immediate response to Lord Laming’s report accepted his recommendations on the respective roles and responsibilities of LSCBs and Children’s Trusts which stressed the importance of a “clear distinction between the roles and responsibilities between LSCBs and Children’s Trusts to ensure appropriate challenge, scrutiny and impartiality”. Local Safeguarding Children Boards should include membership from the senior decision makers from all safeguarding partners. Lord Laming also recommended that the Children’s Trust and the Local Safeguarding Children Board should not be chaired by the same person and that the LSCB chair, who must be of sufficient stature and authority, should be selected with the agreement of a group of multi-agency partners and should have access to training to support them in their role.</p>	Green	Advert currently being developed by Catherine Hall and HR for new LSCB Chair.
47	<p>We went further to ensure that there is complete clarity about local accountabilities underpinned by effective local challenge. We are therefore taking action to put in place the following arrangements:</p> <ul style="list-style-type: none"> <p>The Children’s Trust and the LSCB have important but distinctive roles in keeping children safe. The Children’s Trust is accountable for ensuring that services deliver better outcomes, with the Children’s Trust Board being specifically accountable for overseeing the delivery of the Children and Young People’s Plan. The LSCB should be responsible for challenging every member of the Children’s Trust, through the Children’s Trust Board, on their success in ensuring that children and young people are kept safe. The LSCB should publish an annual report on the effectiveness of arrangements locally, and the contribution and activities of each local partner, for keeping children safe, as recommended in Lord Laming’s report. The complementary roles of the two bodies – and the challenge of the LSCB to the Children’s Trust – will only work effectively if the two bodies are chaired by different people. There will now be a presumption that the LSCB is chaired by someone</p> 	Green/Amber	Children’s Board and LSCB need to consider governance arrangements.

Rec No	Recommendation	RAG Status and Lead Officer	Comment
	<p>independent of the local agencies so that the LSCB can exercise its local challenge function effectively. We accept, however, that it may take time to develop sufficient availability of suitable independent chairs and we are therefore proposing to work towards this arrangement over time. This will be an early priority for the new Chief Adviser and the Unit.</p>		
	<ul style="list-style-type: none"> Directors of Children’s Services (DCSs) and Lead Members for Children’s Services have central roles. Directors of Children’s Services have lead responsibility for improving outcomes for children in their area. Lead Members for Children’s Services are politically accountable for ensuring that the local authority fulfils its legal responsibilities for safeguarding and promoting the welfare of children and young people, and should provide the political leadership needed for the effective co-ordination of work with other relevant agencies with safeguarding responsibilities (such as the police and the health service). Lead Members should also take steps to assure themselves that effective quality assurance systems for safeguarding are in place and functioning effectively. Both the DCS and the Lead Member should always be members of both the Children’s Trust Board and the Local Safeguarding Children Board. 	<p>Green/Amber Locality Service Managers Director of Children’s Services</p>	<p>Lead Member/Director of Children’s Services and new Chair of Board to develop position statement - September 2009</p>
	<ul style="list-style-type: none"> Local Authority Chief Executives and Council Leaders also have critical roles to play. Chief Executives are responsible for satisfying themselves that the Directors of Children’s Services are fulfilling their managerial responsibilities for safeguarding and promoting the welfare of children and young people, including in particular by ensuring that the relationship between the Children’s Trust and the LSCB is working effectively; that clear responsibility has been assigned within the local authority and among Children’s Trust partners for improving services and outcomes; and that targets for improving safeguarding and progress against them are reported to 	<p>Amber Chief Executive and Director of Children’s Services</p>	<p>Chief Executive, Lead Member/Director of Children’s Services and new Chair of Board to develop position statement - September 2009</p>

Rec No	Recommendation	RAG Status and Lead Officer	Comment
	<p>the Local Strategic Partnership. Every year, as part of the Children's Trust annual report, the Chief Executive and the Leader of the Council should make an assessment of the effectiveness of local governance and partnership arrangements for improving outcomes for children and supporting the best possible standards for safeguarding children.</p>		
	<ul style="list-style-type: none"> • The wider public also has an important role to play, as keeping children safe is everyone's responsibility. It is right that Children's Trust Boards should actively seek the views of the local community and consult children, young people and their families when drawing up Children and Young People's Plans. We believe Local Safeguarding Children Boards arrangements should be opened up to wider public scrutiny through the appointment of two lay members drawn from the local community to the LSCB and we have brought forward an amendment to the Apprenticeships, Skills, Children and Learning Bill to require this. This will support stronger public engagement in, and understanding of, children's safety issues. The voice and experiences of young people should also strongly inform the LSCB's work. 	<p>Amber Director of Children's Services Safeguarding Board Manager</p>	<p>Safeguarding Board Manager, Chair of LSCB and Director of Children's Services to develop a position statement - September 2009</p>
52	<p>It is also vital that managers in frontline practice have the necessary development and support to enable them to provide strong leadership. We have asked the Children's Workforce Development Council (CWDC) to develop a programme of intensive support and coaching for social work team leaders and first line managers, particularly those working in child protection and safeguarding. The Government expects the NCSL to be closely involved in this urgent work, contributing their advice and expertise.</p>	<p>Amber Director of Commissioning, Policy and Performance</p>	<p>Manager, OD, to take key role in developing position statement - September 2009</p>
59	<p>All services that have contact with children or with members of their families need to be alert to signs that a child has additional needs, whether as a result of the child's disability or special educational need, or because adults</p>	<p>Amber Director of Inclusion</p>	<p>Position Statement - September 2009</p>

Rec No	Recommendation	RAG Status and Lead Officer	Comment
	<p>in the family face problems that affect their capacity to parent effectively, or because of a combination of these factors. Disabled children can be particularly vulnerable and it is important that practitioners communicate with them and are alert to their particular needs. Schools and children's centres which have more regular contact with children than other services have a particularly important role to play in early intervention. In our forthcoming 21st Century Schools White Paper we will set out a national framework for early intervention to meet children's additional needs which will set out the roles and responsibilities of schools and other services.</p>	<p>Services Operational Safeguarding Manager</p>	
60	<p>Sure Start Children's Centres are already demonstrating how early intervention can work in practice. They are a new universal service, providing a welcoming local centre where all parents can easily find the services they need – from pregnancy through into their children's early years – and meet a range of health and other professionals. Any problems that are detected can easily be followed up by the multi-agency team. And staff from the centres will be reaching out to families who are not making use of the centre, visiting them at home to check there are no problems and to encourage them to use the services provided.</p>	<p>Green Director of Learning Services Director of Locality Services</p>	<p>Current arrangements in place to ensure good delivery of service.</p>
62	<p>Effective information sharing is key to delivering better, more efficient services co-ordinated around the needs of children, young people and families. Building understanding and confidence in information sharing is essential to support early intervention and preventative work as well as for safeguarding children and promoting their welfare. Most decisions to share information require professional judgement. Practitioners must feel confident about when and how information can be shared legally and professionally, and that they will have the support of their managers and organisations. Lord Laming recommended that Children's Trusts should ensure that the Government's Information Sharing guidance⁷ is applied consistently by all partners. In order to achieve this, organisations should have in place appropriate and consistent governance frameworks to</p>	<p>Green/Amber Director of Commissioning, Policy and Performance Director of Locality Services</p>	<p>Good systems in place. Further improvement in new induction programme - September 2009</p>

Rec No	Recommendation	RAG Status and Lead Officer	Comment
	promote and support good practice in information sharing as well as ensuring that the guidance is embedded in training and education for frontline staff and their managers.		
63	ContactPoint is a national online directory for people who work with children and young people. It is a tool designed to help improve the wellbeing of all children and young people, to help keep them safe and ensure that no child slips through the net. ContactPoint provides a quick way for a practitioner to find out who else is working with the same child thereby enabling practitioners across the children’s workforce to work together when they need to, and provide a more co-ordinated approach to meet a child’s needs. The delivery of ContactPoint is being phased in across England. Nineteen ‘early adopter’ organisations (seventeen local authorities in the North West plus Barnado’s and KIDS) have trained their ContactPoint management teams on the system and are making it ready for practitioner use. All other local authorities will train their management teams later this year.	Amber Director of Commissioning, Policy and Performance	October 2009
64	The Children’s Workforce Development Council will shortly be issuing updated guidance on the Common Assessment Framework and have developed a range of web-based material to help local authorities and their Children’s Trust partners to implement CAF as part of the development of integrated working locally.	Amber Locality Service Manager, Rother Valley West	Locality Management arrangements have been revised. Anne Deeney has taken up post in Rother Valley West and will lead on further CAF development.
65	The Police play an important part in child safety. Working with the Association of Chief Police Officers, the Association of Police Authorities, and the National Police Improvement Agency the Home Office will be developing a new Strategic Framework for delivering Protective Services that will, for the first time, provide a clear structure for driving the delivery of all protective services – those services which are not so visible to the public but are crucial to ensuring that local communities are protected from a wide range of potential threats such as organised crime or major crime. Child	Green/Amber	(Peter Horner advised that) Awaiting further guidance from National Police Improvement Agency.

Rec No	Recommendation	RAG Status and Lead Officer	Comment
	Protection will be one of the first priorities for implementation of the new Framework, making clear that nationally the Police Service, including every Police Force, must ensure that they have the right arrangements and the right levels of resource in place locally to protect children and young people from abuse.		
69	Lord Laming's report challenged us to build further on the commitments we have already set out in <i>Healthy lives, brighter futures</i> : to develop the health visiting workforce further, to provide leadership and expert practice for the Healthy Child Programme, and to use health visitors' specialist skills in supporting vulnerable families and making their contribution to safeguarding. He called for immediate action to increase the numbers, confidence and competence of health visiting staff.	Amber Director of CYPS, Rotherham Health	September 2009
72	In parallel, Dr Sheila Shribman, the National Clinical Director for Children, Young People and Maternity Services is working closely with NHS and professional leaders to build on existing work and respond to Lord Laming's recommendations on other areas of training, development and support for staff on safeguarding children, recognising the important contributions that GPs, practice nurses, paediatricians, A&E staff, mental health staff, ambulance staff and others who engage with children and families have to make.	Amber Designated Nurse, Child Protection	September 2009
75	In response to Lord Laming's report, we asked the Social Work Task Force to advise on how those of his recommendations which relate to social work should be implemented. We are grateful to Moira Gibb and her colleagues on the Task Force for writing to us ¹¹ to set out their early findings and recommendations. We particularly welcome the Task Force's advice that, in implementing Lord Laming's recommendations, we must go further and deeper to address, comprehensively, the challenges that are facing both adults' and children's social work. We are also very pleased that the Task Force is beginning to develop a leadership role within the sector,	Red Director of Locality Services Human Resource Services	Social work vacancy factor is 30% vacancy factor and front line social work posts. Recruitment and Retention Strategy being developed as a matter of urgency, assisted by Pearson Recruitment Agency.

Rec No	Recommendation	RAG Status and Lead Officer	Comment
	stimulating the debate – and solutions – which will shape the future of the profession and involving social workers themselves, but also service users and other professions.		
76	The Task Force will report fully to the Government in October and we are committed to bringing forward a comprehensive programme of reform for the profession at that time. Lord Laming’s report, however, painted a picture of the pressures in the system which reinforces the need for immediate action. The Government is therefore announcing today measures we will take to reform the Integrated Children’s System, and a new Social Work Transformation Fund which will support immediate improvements and support.	Red Director of Locality Services Director of Commissioning, Policy and Performance	ICS programme of implementation since September 2008 is proving very challenging for social work time. Social Workers are experiencing further competing priorities in gathering and inputting electronic information.
77	The Social Work Task Force says that effective record-keeping is an essential part of good social work; that in the 21st century this requires an effective IT approach; and that the ICS undoubtedly has the potential to deliver this. However, the Task Force also highlights a number of current problems with the local implementation of ICS systems and says these have been exacerbated by overly prescriptive national requirements . The intense frustration with ICS that the Task Force has found among many frontline workers is, it explains, the unfortunate result.	Red Director of Locality Services Director of Commissioning, Policy and Performance	ICS programme of implementation since September 2008 is proving very challenging for social work time. Social Workers are experiencing further competing priorities in gathering and inputting electronic information.
78	The Task Force makes a series of recommendations which, it believes, will rapidly have a positive impact on how frontline workers experience ICS. The Task Force says its proposed changes will enhance the positive elements of the system by making it more flexible and by supporting its record-keeping capacity, while stripping out other, unnecessary features.	Red Director of Locality Services Director of Commissioning, Policy and	ICS programme of implementation since September 2008 is proving very challenging for social work time. Social Workers are experiencing further competing priorities in gathering and inputting electronic information.

Rec No	Recommendation	RAG Status and Lead Officer	Comment
		Performance	
79	We accept the Task Force's advice in this area and we will act immediately to put it into effect.	Red Director of Locality Services Director of Commissioning, Policy and Performance	ICS programme of implementation since September 2008 is proving very challenging for social work time. Social Workers are experiencing further competing priorities in gathering and inputting electronic information.
80	We will do so because we think it is essential that any such local system supports effective social work practice as frontline practitioners themselves see it. We believe it is crucial that social workers feel the ICS is a tool that supports them, as professionals, in the difficult work they do with children and families. So we will work with local authorities to provide them with more effective support in commissioning and developing high quality local ICS systems.	Red Director of Locality Services Director of Commissioning, Policy and Performance	ICS programme of implementation since September 2008 is proving very challenging for social work time. Social Workers are experiencing further competing priorities in gathering and inputting electronic information.
82	We agree with the Social Work Task Force that, over time, the ICS should be reformed to reflect the Task Force's forthcoming advice on roles, practice and support in social work. We will therefore work closely with the Task Force over the coming months to come to ensure that happens.	Red Director of Locality Services Director of Commissioning, Policy and Performance	ICS programme of implementation since September 2008 is proving very challenging for social work time. Social Workers are experiencing further competing priorities in gathering and inputting electronic information.

Rec No	Recommendation	RAG Status and Lead Officer	Comment
85	<p>It is clear that the recruitment and retention of children and families' social workers are issues of key concern, and particularly severe in local authorities. To improve supply into social work, the Government has announced a Return to Social Work scheme to help former social workers move back more easily into the workforce. It will be delivered by the Children's Workforce Development Council (CWDC) working in partnership with the General Social Care Council (GSCC) and the Local Government Association (LGA). The campaign will start this month, with former social workers able to access information on line, and from July, through a telephone helpline which will help returning social workers to identify their support and training needs. Our aim is that there should be 500 social workers back in the workplace from this autumn, supported by refresher training where they need it.</p>	<p>Red Director of Locality Services Human Resources Staff</p>	<p>The Authority has not felt any benefits of retired Social Workers expressing interest to return to front line practice. The Social Workers in the area are taking up posts with social work agencies. Plans are in place for a Recruitment and Retention Day on 2nd July, 2009, and improved recruitment processes via partnership with recruitment agency.</p>
86	<p>We want to support more high achieving graduates to train to be social workers. We announced in March that we would sponsor a new cohort of the Graduate Recruitment Scheme. We are pleased to announce that 200 high quality social work students will be able to train to join the profession through this scheme in September. CWDC will deliver this, working in partnership with employers and universities.</p>	<p>Amber Director of Commissioning, Policy and Performance</p>	<p>Manager, OD exploring opportunities with CWDC.</p>
87	<p>It is critical that new social workers are well supported in their first year of practice – Lord Laming and the Social Work Task Force have told us that this is not happening consistently at present. Last year, DCSF launched the Newly Qualified Social Worker pilot programme to better support the transition from training to practice. In his report, Lord Laming recommended that all newly qualified social workers should receive this level of support and the Government agreed, announcing on 12 March that the programme will be available to all new social workers in statutory children and families' services and the third sector from September 2009. New funding has been made available to support the delivery of this programme, much of which</p>	<p>Amber Director of Locality Services Director of Commissioning, Policy and Performance</p>	<p>We are trying to adhere to the need for protected caseload management for newly qualified Social Workers. The challenging is ensuring good outturn for performance indicators, specifically referenced to the Safe PIs.</p>

Rec No	Recommendation	RAG Status and Lead Officer	Comment
	will go to employers through CWDC.		
88	At the other end of the spectrum it is important that the expertise of experienced social workers is retained on the front line and that there are suitably recognised roles to enable this. On 12 March the Government announced the Advanced Social Work Professional (ASWP) status which will create senior practice-focused roles for excellent and experienced social workers in local authority children's services. CWDC, working with local authorities, will begin to assess candidates for the new status in October and they will be in post and making a difference on the front line soon after.	Amber Director of Locality Services Human Resources Staff	The Authority has got posts of Principal Practitioners and Principal Social Workers which are competency based. We offer to develop a fast track approach and annual recruitment drive. Neighbouring Authorities paying higher salary for these posts.
89	No matter the stage of career, continually seeking to further knowledge, skills and expertise is a critical function of being a social worker. That is why we have announced a practice-based Masters in social work. We have asked GSCC, CWDC and Skills for Care to work together to define and consult on this and expect to pilot the new Masters degree from early 2011.	Green/ Amber	
90	Effective leadership at all levels in the system will be essential if we are going to drive forward improvements. The National College for School Leadership is beginning to make a big difference to the support available to senior leaders in children's services and CWDC are also piloting a support scheme for middle managers of children's social care services. Good leadership on the front line is also vitally important and the additional support for frontline managers that we announced on 12 March will help them develop their leadership, management and supervision skills from this autumn.	Amber Director of Locality Services Human Resources OD Manager	Team Manager Development programmes have been priority in 2008 and 2009, although these have been primarily in-house providers.
91	We are writing today to all frontline social workers to explain how these actions will make a difference to those on the ground.	Red	Front line staff not feeling supported by Government initiatives.
92	The Ministry of Justice is working closely with the Department for Children,	Amber	The Authority is averaging 80 sets of

Rec No	Recommendation	RAG Status and Lead Officer	Comment
	<p>Schools and Families to establish a system-wide target for reducing delays that draws in all participants within the care proceedings system. Whilst the detail is yet to be finalised with the relevant key partners, the intention is to have an overarching objective, related to the timetable for the completion of care proceedings for an individual child, supported by a suite of Key Performance Indicators (KPIs) owned by individual participants in the system. This will include commitments to continuous performance improvement in order to avoid unnecessary delay by Her Majesty's Courts Service, the Legal Services Commission, and the Children and Family Court Advisory Support Service. Improvement and success will be measured in a Balanced Scorecard.</p>	<p>Director of Locality Services</p>	<p>care proceedings. The challenge for timely conclusion is reliant upon available resources from Legal services and Health services, eg a second Adoption Panel, which will assist in progressing care plans more in line with the child's best interest decision. A new Panel to be in place by July 2009.</p>
95	<p>In line with Lord Laming's recommendation, the Ministry of Justice has appointed Francis Plowden to conduct a review of court fees, and to establish whether or not court fees act as a deterrent when local authorities decide whether or not to commence care proceedings.</p>	<p>Green Legal Services Director of Locality Services</p>	<p>The issue around Court fees has not been a deterrent for application for care proceedings.</p>
96	<p>Francis Plowden has already commenced work and is expected to present his findings to the Lord Chancellor and Secretary of State for Justice by mid September 2009. His report is expected to present evidence on the impact of court fees in a local authority's decision-making process, including in relation to how budgets are allocated and managed within any local authority area and how and by whom decisions regarding care proceedings are made.</p>	<p>Green Legal Services Director of Locality Services</p>	
97	<p>Appropriate steps would then be taken to implement changes which Mr Plowden might recommend in light of the conclusions he draws as to whether or not there is clear evidence that fees are a deterrent to a local authority commencing care proceedings.</p>	<p>Green</p>	

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