

MEETING: CABINET MEMBER - CHILDREN'S SERVICES
DATE: Tuesday 13 April 2010
TIME: 9.30 am
VENUE: Town Hall, Bootle (this meeting will be video conferenced to the Town Hall, Southport)

Councillor

DECISION MAKER: P.Dowd
SUBSTITUTE: Fairclough

SPOKESPERSONS: M.Fearn Platt

SUBSTITUTES: Howe D.Jones

COMMITTEE OFFICER: Lyndzay Roberts
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The Cabinet is responsible for making what are known as Key Decisions, which will be notified on the Forward Plan. Items marked with an * on the agenda involve Key Decisions

A key decision, as defined in the Council's Constitution, is: -

- any Executive decision that is not in the Annual Revenue Budget and Capital Programme approved by the Council and which requires a gross budget expenditure, saving or virement of more than £100,000 or more than 2% of a Departmental budget, whichever is the greater
- any Executive decision where the outcome will have a significant impact on a significant number of people living or working in two or more Wards

If you have any special needs that may require arrangements to facilitate your attendance at this meeting, please contact the Committee Officer named above, who will endeavour to assist.

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A G E N D A

Items marked with an * involve key decisions

<u>Item No.</u>	<u>Subject/Author(s)</u>	<u>Wards Affected</u>	
1.	Apologies for Absence		
2.	Declarations of Interest Members and Officers are requested to give notice of any personal or prejudicial interest and the nature of that interest, relating to any item on the agenda in accordance with the relevant Code of Conduct.		
3.	Minutes Minutes of the meeting held on 23 March, 2010.		(Pages 5 - 10)
4.	Discretionary Awards Determination 2010 - 11 Report of the Business and Support Director – Children, Schools and Families	All Wards	(Pages 11 - 14)
5.	Sefton In-Year School Admissions Scheme 2010-11 Report of the Business and Support Services Director – Children, Schools and Families	All Wards	(Pages 15 - 28)
6.	Youth Opportunity Fund Report of the Strategic Director - Children, Schools and Families	All Wards	(Pages 29 - 34)
7.	Basic Need Allocation 2010/2011: Proposed Schemes Report of the Strategic Director - Children, Schools and Families	All Wards	(Pages 35 - 38)
8.	Forefield Junior School: Proposed Capital Scheme Report of the Strategic Director - Children, Schools and Families	Victoria	(Pages 39 - 42)
9.	Modernisation Funding 2010/11: Proposed Scheme Report of the Strategic Director - Children, Schools and Families	Kew	(Pages 43 - 48)

10.	Sure Start Early Years and Childcare Grant; Quality & Access 2009/10 - 2010/11 Report of the Strategic Director - Children, Schools and Families	All Wards	(Pages 49 - 54)
11.	Extended Schools Capital Allocation 2010/11 Report of the Strategic Director - Children, Schools and Families	Birkdale; Derby;	(Pages 55 - 58)
12.	The National Minimum Fostering Allowance 2010/11 Report of the Strategic Director - Children, Schools and Families	All Wards	(Pages 59 - 64)
13.	World Class Primary Programme Report of the Strategic Director - Children, Schools and Families	All Wards	(Pages 65 - 80)
14.	Serious Case Reviews Report of the Independent Chair, Sefton Local Safeguarding Children's Board	All Wards	(Pages 81 - 86)
15.	'Southwark Judgement' - Potential Implications for Sefton Council Report of the Strategic Director - Children, Schools and Families	All Wards	(Pages 87 - 94)
16.	Sefton Parenting Strategy Report of the Strategic Director - Children, Schools and Families	All Wards	(Pages 95 - 128)

THE "CALL IN" PERIOD FOR THIS SET OF MINUTES ENDS AT 12 NOON ON TUESDAY 6 APRIL 2010.

CABINET MEMBER - CHILDREN'S SERVICES

MEETING HELD AT THE TOWN HALL, BOOTLE ON TUESDAY 23 MARCH 2010

PRESENT: Councillor P.Dowd

ALSO PRESENT: Councillors P Dowd, M Fearn and D Jones
Mr.R.Gregson – Sefton Governors Forum

ALSO PRESENT: Councillor Hands

112. APOLOGY FOR ABSENCE

An apology for absence was received from Councillor Platt.

113. DECLARATIONS OF INTEREST

No declarations of interest were received.

114. MINUTES

RESOLVED:

That the Minutes of the meeting held on 19 January 2010 be confirmed as a correct record.

115. APPOINTMENT OF LA REPRESENTATIVES TO GOVERNING BODIES OF MAINTAINED SCHOOLS

Further to Minute No. 109 of the meeting held on 19 January 2010, the Cabinet Member considered the report of the Strategic Director of Children, Schools and Families regarding vacancies on the governing bodies of Community and Voluntary Aided schools.

RESOLVED:

That the undermentioned persons be appointed to serve on the Governing Bodies of the schools indicated for a period of four years:-

School	Governor(s)
AINSDALE WARD Shoreside Primary, Ainsdale	Mr. H. Preece
FORD WARD South Sefton Sixth Form College Litherland	Mr.I .Scott

Agenda Item 3

CABINET MEMBER - CHILDREN'S SERVICES- TUESDAY 23 MARCH 2010

116. PROPOSED CLOSURE OF ST GEORGE OF ENGLAND HIGH SCHOOL : OUTCOME OF THE CONSULTATION

Further to Minute No. 79 of the Overview and Scrutiny Committee (Children's Services) of the 16 March 2010, the Cabinet Member considered the report of the Strategic Director of Children, Schools and Families updating on the outcome of the consultation on the proposal to close St George of England High School with effect from 31 August 2013.

The Strategic Director, Children, Schools and Families explained that four responses, to the consultation were received. He reported that the proposal was part of a wider reorganisation of secondary education in Sefton, which would coincide with the Building Schools for the Future (BSF) programme.

It was further reported that pupil numbers in South Sefton had been falling for a number of years and projections show that that trend was likely to continue. It was highlighted that, more specifically, pupil numbers at St George of England High School had fallen by 300 pupils since 2003 with 411 pupils currently on the roll and 354 empty places.

The Cabinet Member agreed that the decision to close a school wasn't one that was taken lightly. However it was highlighted that the process had been extremely thorough, well planned, completely fair and extensive and shouldn't disrupte the Children.

Prior to the consideration of the report, The Committee considered the petition received and signed by 335 residents of the Borough, endorsed by Councillor Maher and outlined its purpose in the following terms:

'We as a community object to the closure of St Georges of England Specialist Engineering College, for the following reasons;

1. Disruption to education
2. Emotional impact on the children
3. School not in a central local for Bootle
4. Loss to the local businesses
5. The effects on homeowners

A variety of questions in relation to the petition and the proposals set out within the report were asked and responded to by the Strategic Director – Children, Schools and Families.

RESOLVED: That

- (1) the petition be noted;
- (2) the representations arising from the consultation process as detailed within the report be noted;
- (3) the Strategic Director of Children's Services be authorised to begin the statutory process for the proposal for the closure of St George of England High School.

117. SEFTON PRIMARY SCHOOLS ADMISSIONS SCHEME 2011/12

The Cabinet Member considered the report of the Business and Support Services Director – Children, Schools and Families that sought approval for the determined admission arrangements in relation to the Primary Schools Admissions Scheme for 2011/12.

RESOLVED:

That the determined scheme under the Schools Standards and Framework Act 1998 (as amended by the Education and Inspections Act 2006), detailed within the report, be approved.

118. SEFTON SECONDARY SCHOOLS ADMISSIONS SCHEME 2011/12

The Cabinet Member considered the report of the Business and Support Services Director – Children, Schools and Families that sought approval for the determined admission arrangements in relation to the Secondary Schools Admissions Scheme for 2011/12.

RESOLVED:

That the determined scheme under the Schools Standards and Framework Act 1998 (as amended by the Education and Inspections Act 2006), detailed within the report, be approved.

119. STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) ANNUAL REPORT

The Cabinet Member considered the report of the Strategic Director of Children, Schools and Families providing information on the activities and actions taken by the Standing Advisory Council on Religious Education (SACRE) as part of its statutory duties with Sefton Council.

Agenda Item 3

CABINET MEMBER - CHILDREN'S SERVICES- TUESDAY 23 MARCH 2010

RESOLVED:

That the report providing information on the activities and actions taken by the Standing Advisory Council on Religious Education (SACRE) be noted.

120. PARTICIPATION OF PARENTS

The Cabinet Member considered the report of the Strategic Director of Children, Schools and Families seeking approval for the Parents' Participation Plan' to support the participation of parents and carers.

RESOLVED:

That the Parents' Participation Plan' to support the participation of parents and carers be approved.

121. YOUTH OPPORTUNITY FUND

Further to Minute No. 108 of 19 January 2010, the Cabinet Member considered the report of the Strategic Director of Children, Schools and Families that advised of the proposed spend of the first round of Youth Opportunities Fund bids in 2010/11.

RESOLVED:

That the expenditure of £16,462.50 funded by the Youth Opportunities Fund, as detailed within the report, be approved.

122. SEFTON YOUTH SERVICE

Further to Minute No. 71 of the Overview and Scrutiny Committee (Children's Services) of the 9 February 2010, the Cabinet Member considered a recommendation from the Overview and Scrutiny Committee (Children's Services)

"That the Cabinet Member – Children's Services be requested to examine the staffing arrangements across the Youth Service specifically looking at "Worker in Charge" staff vacancies for the Borough with a view to the closure of the Youth Centres being avoided"

RESOLVED:

That the request of the Overview and Scrutiny Committee (Children's Services) to examine the staffing arrangements across the Youth Service specifically looking at "Worker in Charge" staff vacancies for the Borough with a view to the closure of the Youth Centres being avoided be noted.

123. REVENUE AND CAPITAL EXPENDITURE MONITORING TO 31 DECEMBER 2009

Further to Minute No. 80 of the Overview and Scrutiny Committee (Children's Services) of 16 March 2010, the Cabinet Member considered the report of the Strategic Director, Children, Schools and Families which detailed the forecast position, based on information as at 31st December 2009, in relation to the Children, Schools and Families Portfolio 2009/10 Revenue Budget and Capital Programme.

Annex A to the report detailed the Children, Schools and Families Portfolio Revenue Budget that was monitored and reported on the risk-assessed basis; whilst Annex B detailed the Portfolio schemes within the Capital Programme 2009/10 - 2012/13.

RESOLVED: That

- (1) the progress on the Children's Services Portfolio's revenue budgets that are subject to risk-based monitoring be noted;
- (2) the position regarding the Children's' Services Department's required savings for the year be noted; and
- (3) the progress made on the schemes within the portfolio's element of the Council's Capital Programme be noted.

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Agenda Item 4

REPORT TO: CABINET MEMBER, CHILDREN, SCHOOLS & FAMILIES

DATE: 13TH APRIL 2010

SUBJECT: Discretionary Awards Determination 2010-11

WARDS AFFECTED: ALL WARDS

REPORT OF: GRAHAM TAYLOR, BUSINESS AND SUPPORT SERVICES
DIRECTOR, CHILDREN, SCHOOLS & FAMILIES

CONTACT OFFICER: JANE CLARK (0151 934 3487)

**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

To ask the Cabinet Member to make a determination in relation to discretionary grant-making powers for 2010-11 academic year

REASON WHY DECISION REQUIRED:

In order to retain the power to make discretionary awards to post 16 students in schools and Specialist Colleges, plus the remaining Local Authority Higher Education student finance applications, it is necessary to make an annual determination before April 1st of the year in question.

RECOMMENDATION(S):

The cabinet member is asked to make the following determinations under the School Standards and Frameworks Act 1998 and the Local Authority (Post Compulsory Education Awards) regulations.

1. To decide to exercise power to make awards to new Further Education applicants (including those with Special Needs) generally and to consider applications from all students, but in accordance with existing policies on eligibility.
2. To decide to exercise power to make awards to post-16 pupils generally and to consider applications from all students, but in accordance with current policies on eligibility.
3. To make awards to the remaining Higher Education student finance applicants in accordance with current policies on eligibility.

KEY DECISION: No

FORWARD PLAN: Not appropriate

IMPLEMENTATION DATE: Following the expiry of the "call-in" period for the Minutes of the Cabinet Member meeting.

Agenda Item 4

ALTERNATIVE OPTIONS:

IMPLICATIONS:

Budget/Policy Framework: None.

Financial: None.

<u>CAPITAL EXPENDITURE</u>	2009/ 2010 £	2010/ 2011 £	2011/ 2012 £	2012/ 2013 £
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton Funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal: N/A.

Risk Assessment: N/A

Asset Management: N/A

CONSULTATION UNDERTAKEN/VIEWS

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	√		
2	Creating Safe Communities		√	
3	Jobs and Prosperity	√		
4	Improving Health and Well-Being		√	
5	Environmental Sustainability		√	
6	Creating Inclusive Communities	√		
7	Improving the Quality of Council Services and Strengthening local Democracy		√	
8	Children and Young People	√		

LINKS TO ENSURING INTEGRATION:

Not applicable.

IMPACT UPON CHILDREN, SCHOOLS & FAMILIES TARGETS AND PRIORITIES:

CYPP

- 3.1 Parents and Carers receive support in helping their children Enjoy and achieve.**
- 3.4 Children and Young People are enabled and encouraged to attend and enjoy school and achieve highly.**

LAA

- 8 Educational Achievement and Training**

<p>LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT None</p>
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Agenda Item 4

ANNUAL DETERMINATION TO RETAIN DISCRETIONARY GRANT MAKING POWERS

1. Background

- 1.1 Under the terms of the legislation referred to above, LA's are required to make an annual determination in order to retain the power to make discretionary awards to students in the Higher Education and the Further Education sectors, and to post 16 students in schools.
- 1.2 Due to the Government centralisation of the Student Loans application process, all first and second year applicants in 2010 will apply directly to the Student Loans Company via Student Finance England. Sefton will continue to administer and make awards for returning third year students only.
- 1.3 This report does not propose any changes to the Authority's criteria for granting discretionary major awards, or to the eligibility criteria for Learner Support Funds to post 16 students in Sefton schools.

2. Proposals

- 2.1 Any discretionary awards that are made as a result of this determination will be approved under the terms of the existing policy, or by an appeal in the usual way.

3. Recommendations

- 3.1 By approving the recommendation, the Cabinet Member will simply be retaining the power to make new discretionary awards in accordance with existing agreed policies and budgets.

Agenda Item 5

REPORT TO: CABINET MEMBER, CHILDREN, SCHOOLS & FAMILIES

DATE: 13TH APRIL 2010

SUBJECT: SEFTON IN -YEAR SCHOOL ADMISSIONS SCHEME 2010-11

WARDS AFFECTED: ALL WARDS

REPORT OF: GRAHAM TAYLOR, BUSINESS AND SUPPORT SERVICES
DIRECTOR, CHILDREN, SCHOOLS & FAMILIES

CONTACT OFFICER: JANE CLARK (0151 934 3487)

**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

To ask the Cabinet Member to approve the determined admission arrangements in relation to the introduction of the new co-ordinated In- Year Admissions Scheme and arrangements within Sefton for 2010-11 academic year

REASON WHY DECISION REQUIRED:

The Cabinet Member has delegated powers to approve to the Sefton In- Year Admissions Scheme and arrangements 2010-11

RECOMMENDATION(S):

The Cabinet Member is asked to approve the following determined scheme under the Schools Standards and Framework Act 1998 (amended by the Education and Inspections Act 2006 and the School Admissions Code 2009).

KEY DECISION: No

FORWARD PLAN:

IMPLEMENTATION DATE: Following the expiry of the "call-in" period for the Minutes of the Cabinet Member meeting.

Agenda Item 5

ALTERNATIVE OPTIONS:

IMPLICATIONS:

Budget/Policy Framework: None.

Financial: None.

CAPITAL EXPENDITURE	2009/ 2010 £	2010/ 2011 £	2011/ 2012 £	2012/ 2013 £
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
REVENUE IMPLICATIONS				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton Funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal: None.

Risk Assessment: N/A

Asset Management: N/A

CONSULTATION UNDERTAKEN/VIEWS

A consultation exercise was undertaken throughout December 2009 and January 2010 in relation to the composition of the new scheme and arrangements. The exercise involved consultation with:

- All schools in Sefton;
- Neighbouring Local Authorities;
- The Church of England Diocese;
- The Catholic Archdiocesan Schools Department;

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	√		
2	Creating Safe Communities	√		
3	Jobs and Prosperity	√		
4	Improving Health and Well-Being	√		
5	Environmental Sustainability	√		
6	Creating Inclusive Communities	√		
7	Improving the Quality of Council Services and Strengthening local Democracy	√		
8	Children and Young People	√		

LINKS TO ENSURING INTEGRATION:

Not applicable.

IMPACT UPON CHILDREN, SCHOOLS & FAMILIES TARGETS AND PRIORITIES:

CYPP

- 3.1 Parents and Carers receive support in helping their children Enjoy and achieve.**
- 3.4 Children and Young People are enabled and encouraged to attend and enjoy school and achieve highly.**
- 3.8 Children with Young People with Learning difficulties and Disabilities are helped to enjoy and achieve.**

LAA

- 8 Educational Achievement and Training**
- 9 Looked After Children**

<p>LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT None</p>
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Agenda Item 5

SEFTON IN-YEAR SCHOOLS ADMISSIONS SCHEME AND ARRANGEMENTS 2010-11

1. Background

- 1.1 Under the terms of the legislation referred to above, Local Authorities are required to formulate, agree and determine a new In Year Admissions Scheme in order to implement the full co-ordination of all admission applications to schools (in year applications) commencing from September 2010
- 1.2 In accordance with guidelines issued within the New Schools Admissions Code 2009, the consultation exercise and formulation of the scheme has been undertaken in December 2009 and January 2010.
- 1.3 After this period of consultation, the arrangements have been presented to the Sefton Admissions Forum, who have agreed the scheme on 25th February 2010

2. Proposals

- 2.1 The Cabinet Member is asked to approve the enclosed determined In Year Admissions Scheme and arrangements commencing September 2010.

3. Recommendations

- 3.1 The Cabinet Member is asked to approve the following determined scheme under the Schools Standards and Framework Act 1998 (as amended by the Education and Inspections Act 2006 and the School Admissions Code 2009).

**SEFTON METROPOLITAN BOROUGH COUNCIL
CO-ORDINATED ADMISSIONS SCHEME FOR ADMISSIONS OUTSIDE OF
NORMAL TRANSFER ROUND
(In-Year admissions)**

SECTION 1

Outline Timetable September 2010

Applications available throughout the academic year to
parents/carers
from the School Admissions Team

Approaches to all schools direct from parents **MUST** be
forwarded to Sefton MBC school Admissions Team.
Schools **MUST** ask parents to apply using the
application process as agreed within the scheme

Application received by Sefton MBC date stamped and
recorded on to system

School Admission Team confirm/input details within the
application on to the database (ONE) within 3 school
days of receipt.
School Admissions Team pass details of applicant to
Voluntary Aided Schools and where appropriate other
local authorities.

Voluntary Aided schools process application if places
available. If full, School to use Admissions criteria to
add applicant to school waiting list in criteria order.
Response to LA **must** be received within 5 school days
(see paragraph 2.5). Place on waiting list if not able to
offer and inform local authority.

Sefton School Admissions Team to make offers of
places for **all** Sefton schools (including VA admission
authorities), stating parent's right to appeal in letter,
copy to own relevant school or admission authority.

If first preference not available, local authority will
coordinate with second and third preference schools
until a place can be offered either at one of the
preferences or at the nearest alternative school to
applicant's home address with places available.

Agenda Item 5

SECTION 2 - Elements of the Scheme

2.1 Regulations

*2010-2011 admissions – In Year applications (where mandatory requirements are imposed by the code or by statutory provision the code states **must**,)*

The School Admissions Code states:

*From the 2010-2011 academic year, local authorities **must** formulate schemes for co-ordinating applications made during the academic year and applications for admission to age groups other than the normal year of entry (“in year applications”).*

*They **must** formulate in year schemes for the 2010-2011 academic year by 1st January 2010. Such schemes **must** comply with the requirements set out in paragraphs 3.6 to 3.18 below.*

CO-ORDINATION OF ALL SCHOOL ADMISSIONS FROM 2011-2012 ONWARDS

*3.6 For admissions to schools in the academic year 2011-2012 onwards, local authorities **must** formulate schemes for co-ordinating all applications to maintained schools and Academies from parents in their area, whenever received, and for whichever age group, under one scheme.*

*3.7 The following paragraphs reflect the law as it applies to in-year applications for 2010 onwards, and to all applications for admission in 2011 onwards. While it is for each local authority to decide the scheme that best suits its residents and its schools, they **must** ensure that they:*

*a) comply with law and regulations, including all the procedural requirements (for example, the scheme **must** require a common application form to be completed, allowing at least three preferences, the scheme **must** provide for information sharing with other local authorities, and it **must** ensure, so far as is reasonably practicable, that the local authority sends out not more than one offer to all parents seeking places at its schools); and*

b) do not disadvantage families resident in other local authorities who apply for schools in their area (which would be contrary to the rule established by the Greenwich Judgment 51).

*3.8 Co-ordination schemes do not affect the rights and duties of the governing bodies of Voluntary Aided and Foundation schools to set and apply their own admission arrangements,, but **must** ensure that their own admission arrangements are compatible with, and do not undermine, the co-ordination scheme for their area.*

*A summary of how the co-ordination scheme works **must** be included in the local authority’s composite prospectus for School Admissions*

3.11 All local authorities **must** have a scheme in place each year for co-ordinating admission arrangements for all maintained schools and Academies within their area. Local authorities **must** formulate schemes by 1 January in the determination year. Local authorities **must** consult the Admission Forum every year, and admission authorities for schools affected by the scheme and other local authorities every three years as a minimum. If the Admission Forum advises that the scheme has changed substantially since the previous year, the local authority **must** consult school governing bodies and other local authorities on it, even if that is less than three years since the last consultation.

3.12 From the academic year 2010-11 onwards local authorities **must** co-ordinate all “in-year applications”. In relation to academic year 2010-11 only, the arrangements for co-ordinating these applications **must** be formulated by 1 January 2010. They **must** then consult the bodies mentioned in paragraph 3.11.

Schemes imposed by the Secretary of State

3.13 If a local authority does not notify the Secretary of State by 15 April in the determination year that a scheme has been adopted for the following academic year, the Secretary of State may impose a scheme; or where an imposed scheme was in place for the previous year, he may notify the local authority that the scheme will continue for a further year.

Each School in Sefton has a published admission number for initial admissions to the school . Eg 30 for a Primary intake at reception or eg 190 for admission to High school .

This number applies throughout the school at each age group (unless the admissions number has been adjusted previously in a particular year) and schools should not admit over this number in any age group (except via the legal appeals process or in prior agreement with the LA)

*For in year applications a pupil cannot be refused admission to a school unless the admission **number for that year group** has been reached (**Admissions Code Para 1.24**) There are some rare exceptions that are defined within the Admissions Code. These exceptions will be applied by the relevant admissions authority as appropriate*

Agenda Item 5

2.2 Applying for a school place

From September 2010, Sefton Metropolitan Borough Council (The Local Authority) will coordinate **all** applications for school places for **all** schools for children resident in Sefton (except for Special Schools and Independent Schools)

Parents with children of statutory school age who move into or within Sefton and require a school place outside of the normal transfer times should apply for a school place using the official application form. The A1 application form will only be available via the Sefton Schools Admissions Section. (It will be possible to apply on line at a future date to be confirmed)

Parents/ Carers will need to complete the A1 application form and any additional information, which may be required, before their application can be considered.

In some identifiable cases where specific information has been highlighted on the A1 application form relating to eg school history or non attendance or school to school transfer without a house move) additional information may be required from a previous school in order for the application to be considered fully.

School places cannot be allocated on the basis of intended future changes of address unless house moves have been confirmed through the exchange of contracts or the signing of formal lease agreement (Crown/Forces personnel are exempt).

The Local Authority (LA) will not consider applications for schools whereby the date that the place is required from, is more than 1 month from the date of the application. (e.g. applying in January but not moving or requiring a place until March; we will only consider an application from February)

Children **must** be resident within Sefton before an admissions application can be considered. This means that permanent residency in Sefton must be established. (Service and Crown Personnel are exempt). An appeal for a place where a school is full can still be submitted to the Authority as long as permanent residency in Sefton has been established

Documentary evidence in the form of a solicitor's letter to confirm exchange of contracts or a rental agreement may be required. The LA reserves the right to seek further documentary evidence to support a claim to residence.

Parents are required to return the completed application form, with any appropriate supplementary information/evidence to :

The School Admissions Team
Town Hall
Balliol Road Bootle
Liverpool
L207AE

2.3 A1 Admissions Application forms

Parents **must** apply to **their own local authority** regardless of the school they are applying for. The application form allows parents to apply for any school (excluding independent schools and special schools), and to give reasons for their preferences. If parents that do not reside in Sefton apply directly to a school for admission, the school /governing body should inform the applicant to apply via their home local authority who will then coordinate across borders with Sefton

The application form will ask the parent for the following information:

- Details of the child for whom the application is being made (address, date of birth, any relevant medical information or special social circumstances)
- Give details about the person completing the application (name, address, relationship to the child, contact details)
- Name the child's current school
- To express up to three preferences
- List their preferences in rank order
- Indicate if the child has a statement of special educational needs
- Give details of siblings who currently attend the preferred school
- Give any reasons for their preferences

The Local Authority will aim to issue an offer of a school place within 10 school days of receipt of application (subject in some cases to the relevant background/ additional information being available and in some cases accuracy checks)

All preferences listed on the A1 application form will be considered equally

2.4 Applications for Community or Voluntary Controlled Schools

The School Admissions Team will ensure that all parents' preferences are logged on the CAPITA ONE admissions database within 3 school days of receipt of application.

The LA will aim to process all applications for a Community or Voluntary Controlled school within a further 10 school days, applications for a child without a school place (requiring school place immediately e.g. child is not on roll of any school).will be processed as soon as possible and should be completed within 10 school days.

If there are more applications than places available, the School Admissions Team will apply the oversubscription criteria for Community and Voluntary Controlled Schools

If the LA is unable to meet any of the preferences requested by the parents, a place will be allocated at the school nearest to the child's home address that has a place available, unless the child already has a school place within close proximity to their home address. In this case no alternative offer will be made unless requested by the parent.

The Local Authority will inform parents in writing of the outcome of their application.

Agenda Item 5

2.5 Applications for Voluntary Aided Schools

Voluntary Aided Schools are required to advise parents that they need to apply for a school place through the Local Authority

Voluntary Aided schools should consider all applications without unnecessary delay. The school should admit the child if there is a space available in the year group requested (unless exempt under 3.32 of the School Admissions Code).

The School Admissions Team will ensure that all parents' preferences are logged on the CAPITA ONE admissions database within 3 school days of receipt of application. The LA School Admissions Team will send details of all applications received, including any additional information that has been gathered, to the relevant Voluntary Aided school, if the school is shown as first preference, or when the LA is unable to offer a higher preference school.

Additional Information may assist the school / governors in making a decision quickly although it is the school's responsibility to gather any further or supplementary information relating to each applicant, especially if the school is full and the applicant is to be placed on a waiting list

If there are more applications than places available, eg two applicants and one place available, a VA school is required to apply its admissions criteria to each applicant and advise the local authority within 5 school days if they can offer a place.

If the school is oversubscribed they can place the pupil on the school's waiting list, (in admissions criteria order, if the school decides to hold one), and refer back to the local authority, who will offer the right of appeal to the applicant.

The LA will also inform the applicant that an individual school's supplementary information form will be required for each VA school, which should be completed and returned to the school so the school can place the applicant in the correct criteria order on the waiting list.

As each preference will be dealt with equally, it may be that some children, that are eligible for admission to a VA School, will be allocated places at alternative schools for which they are also eligible and which have been placed higher in the rank order of parental preference

To maintain public confidence and to ensure transparency, the local authority will periodically in agreement with schools, check school waiting lists to ensure correct application of the over subscription criteria. .

NB Decisions to refuse admission cannot be made by a single individual (Admissions Code Para 1.36) and governors must adhere to this requirement.

The Local Authority will inform parents in writing of the outcome of their application.

These will be done once the School Admissions Team has received confirmation / decision from the Voluntary Aided School schools concerned.

Each Sefton Voluntary Aided School must let the LA know if they will be holding a waiting list and how the list will be administered and maintained

Where the LA is satisfied that an admission will not seriously prejudice the efficient use of resources within a school, the LA will write to the school requesting admission of the applicant within a specific timeline. If required the LA will issue a direction to a VA School that refuses to admit a child where there are places available. Any direction issued will be automatically sent to the Office of the Schools Adjudicator and the chair of the school governors

2.6 Applications for schools in other Local Authorities (LA's)

Parents resident in Sefton who wish to apply for a place at a school maintained by another local authority should apply to the local authority in which they live. The home local authority will then co-ordinate the application and contact the authority which maintains the school to advise of the application. Timescales in this situation may be extended from those above however; the home local authority will endeavour to keep in contact with the family to communicate progress.

The offer of a school place will be made by the home local authority following confirmation from the maintaining local authority that a place is available for the child.

A maintaining local authority should exchange information on applications made directly to them for children resident in Sefton and **must** inform the home local authority if a place is available at one of its schools for the pupil. The home authority will issue the offer of a school place letter.

Children moving house into a different local authority to which they currently live, should consider the local authority that they are moving into as their home authority for the purpose of their application for a school place.

2.7 Children with Statements of Special Education Needs

Children with a current Statement of Special Educational Needs will be referred to their local Special Educational Needs (SEN) team. The SEN team will work with the parents of the child to secure a place at a school where the specific needs of the child can be met.

2.8 Offers of a school Place.

School Admissions will post out a letter to the child's home address to inform them of the outcome of their application and the right to appeal if applicable. Within this letter parents will be required to complete and return an acceptance slip to the local authority for the place offered.. This must be within 14 days of the date on the offer letter. Failure to return the acceptance slip may result in the offer of the place being withdrawn.

Agenda Item 5

2.9 Rejection of a school place

Parents have 14 days from receipt of the offer letter to inform the LA School Admissions if they do not wish to accept the place.

If no notification is received, the LA will consider the offer as accepted, application completed and place filled. The School Admissions Team will inform schools if a parent rejects the place offered for their child.

2.10 Appeals for Community and Voluntary Controlled Schools

Where a place at a higher preferred school cannot be offered, parents will automatically be given the right of appeal for a place at any schools listed as a higher preference than the school offered.

Where none of the preferred schools listed can be offered, the right of appeal will be given for places at all schools refused.

When the right of appeal is offered, an AP1 form and appeal leaflet will be posted to the parent with the refusal letter.

While an appeal is ongoing any other places offered will have to be accepted by a parent in order to be held until the decision of the appeal is known

2.11 Waiting Lists for Community and Voluntary Controlled Schools

There is currently no legal requirement to hold a waiting list for in year applications to schools but the LA will hold in year waiting lists for schools. An applicant must request to be added to a schools waiting list to be included. Applicants will not automatically be added.

The waiting list will be held in admissions criteria order and each applicant will only remain on the waiting list until the end of the academic year in which they apply. If an applicant wishes to remain on the waiting list after that time another request must be made for the next academic year.

Where in year applications for reception and year 7 are received too late for consideration within the normal admissions round, these will be included on the relevant waiting lists held for one term.

2.12 Waiting lists for Voluntary Aided Schools

It is the decision of each admission authority whether they hold an in year waiting list. If they choose to do so, the school must hold the waiting list in criteria order (Admissions Code 3.19) and publish details of how it is administered and for how long it will be held.

2.13 When places become available

Applications will be considered live for the purposes of allocating a place which becomes available for an In Year admission when:-

- they have an appeal pending for the same year group and school.
- they have applied for an In Year place in that school and year but have not yet received an offer letter.
- they have listed the school as a preference for In Year admission but have been refused and are still within the 14 day LA acceptance period for a place at another school.
- they have requested to be put on a waiting list for the school in the same year group and academic year.

If there is more than 1 child in total from any of the categories above, places, which become available will be offered in order of the admission criteria.

2.14 Withdrawing offers of places

An offer of a place can be withdrawn where it has been based on misleading or inaccurate application information. This may also apply after the pupil has started at the school in the case of giving misleading or fraudulent information to obtain a place.

2.15 General Admissions Information for Parents

The 'Applying for a Secondary School Place in Sefton' and 'Applying for a Primary School Place in Sefton' booklets will be available in PDF format on the Sefton MBC website – school admissions. They contain the following information

- A list of schools by local area
- The published admission number for each school
- Each schools admissions criteria
- Information relating to children with special educational needs
- Home-to-school transport information
- Details on where to access further information
- Details regarding In Year applications (those received outside of the normal transfer period)
- Information and important dates for applying for school places during the normal transfer round e.g. applying for a primary school place, applying to transfer from primary to secondary school etc
- Contact details for the Sefton MBC Admissions Team

A1 paper application forms and copies of the 'In year Admissions to Sefton Schools leaflet can be obtained by request from:

School Admissions

Town Hall

Balliol Road

Liverpool

L207AE

email : admissions@cs.sefton.gov.uk

Reference copies will also be available within all Sefton Plus Shops and schools across Sefton.

Agenda Item 5

Glossary of Terms

Home Local Authority

The local authority in which the child is resident

Local Authority

Your local council, which has responsibility for schools and education.

Maintaining Local Authority

The local authority in which the school is situated

ONE

Database programme used by Sefton Council to record and maintain student information

Own Admission Authority

Any school which is responsible for its own admission arrangements. This includes Academy, Trust, Foundation and Voluntary Aided schools.

Sefton MBC

Sefton Metropolitan Borough Council

The LA

The Local Authority -Sefton MBC

Parent

Refers to both individual parents as well as those with parental responsibility for the child e.g. carers

Agenda Item 6

REPORT TO: Cabinet Member - Children, Schools & Families

DATE: 13 April 2010

SUBJECT: Youth Opportunity Fund

WARDS AFFECTED: All Sefton

REPORT OF: Peter Morgan
Strategic Director – Children, Schools & Families

CONTACT OFFICER: [Jacqui Kerr 0151 934 4941](mailto:Jacqui.Kerr@sefton.gov.uk)

**EXEMPT/
CONFIDENTIAL:** No

PURPOSE/SUMMARY:

The purpose of this report is to advise the Cabinet Member Children's Services of the proposed spend of the second round of Youth Opportunities Fund bids in 2010/2011. The total Youth Opportunity Funding for 2010/2011 is £173,100.

REASON WHY DECISION REQUIRED:

The Cabinet Member to approve proposed spend of the Youth Opportunities Fund provisionally agreed by the young people on the panel.

RECOMMENDATION(S):

The Cabinet Member is recommended to:

1. Approve the expenditure of £7,816.34 from the Youth Opportunities Fund.
2. Receive further reports on proposed spend for Youth Opportunities Fund in 2010/2011

KEY DECISION: No

FORWARD PLAN: No

IMPLEMENTATION DATE: Following the expiry of the 'call-in' period for the minutes of the Cabinet Member meeting.

Agenda Item 6

ALTERNATIVE OPTIONS:

IMPLICATIONS:

Budget/Policy Framework: These developments are in line with the emerging Youth Matters, Every Child Matters and Aiming High for Young People : A Ten Year Strategy for Positive Activities agendas

Financial: This activity is fully funded by Youth Capital Fund and Youth Opportunity Fund grants.

<u>CAPITAL EXPENDITURE</u>	2006/ 2007 £	2007/ 2008 £	2008/ 2009 £	2009/ 2010 £	2010/ 2011 £
Gross Increase in Capital Expenditure					
Funded by:					
Sefton Capital Resources					
Specific Capital Resources DfES: Youth Capital Fund	£133,703	£133,703	£149,700	£149,700	£149,700
<u>REVENUE IMPLICATIONS</u>					
Gross Increase in Revenue Expenditure					
Funded by:					
Sefton funded Resources					
Funded from External Resources DfES: Youth Opportunity Fund	£173,084	£173,084	£173,100	£173,100	£173,100
Does the External Funding have an expiry date?	When? 2011				
How will the service be funded post expiry?					

Legal: N/a

Risk Assessment: N/a

Asset Management: Local authorities are responsible for ensuring that these capital assets remain available to young people in line with the original proposal for funding –LA circular 2006 (LAC2006).

**CONSULTATION UNDERTAKEN/VIEWS
FINANCE DEPARTMENT
IT IS A CONDITION OF GRANT THAT YOUNG PEOPLE ARE INVOLVED IN MAKING
RECOMMENDATIONS ON THE USE OF THESE FUNDS**

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	√		
2	Creating Safe Communities	√		
3	Jobs and Prosperity		√	
4	Improving Health and Well-Being		√	
5	Environmental Sustainability		√	
6	Creating Inclusive Communities	√		
7	Improving the Quality of Council Services and Strengthening local Democracy	√		
8	Children and Young People	√		

LINKS TO ENSURING INTEGRATION:

The proposals will encourage integration between all members of the relevant youth provision, staff and outside agencies as appropriate and maximise opportunities for young people in Sefton and support transition in to adulthood. All five Every Child Matters outcomes will be supported by the proposals.

IMPACT UPON CHILDREN'S SERVICES' TARGETS AND PRIORITIES:

Impact will be made on sections of the CYPP, particularly on Making a Positive Contribution by assisting:

1. To develop the Integrated Youth Support Service to maximise opportunities for young people in Sefton and support transition to adult life.
2. To consult with children and young people in Sefton, including those who are hard to reach, and communicate how their views improve services.
3. To enhance opportunities for children and young people to be involved in planning, developing and evaluating services and policies that affect their lives.
4. To promote and enhance positive activities for young people in Sefton.
5. To change perceptions of young people.
6. To reduce crime

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT
 Youth Opportunity Fund and Youth Capital Fund guidance notes (ECM change for Children March 2006).

BACKGROUND:

Agenda Item 6

This is the fourth year of funding from the Youth Opportunities Fund. The following are the bids received for the second round of this financial year's funding which the Youth Opportunity Fund Panel have looked at and agreed. Further reports will be submitted throughout the year for as long as funds remain to update Cabinet Members on the expenditure.

Youth Opportunity Fund - Mid area

Formby RBL Junior Bowling Club	900.60	A group of 15 young people who attend the Bowling Club have asked for funding to purchase team uniforms and for coach hire to take them to various competitions throughout the summer. 15 young people will benefit in the first instance.
TOTAL	£900.60	

Youth Opportunity Fund – South Area

Netherton Nic Nacs Basketball Team	1915.74	A group of young people, all members of a local basketball team, have asked for funding to enable them to buy equipment and kit for the team. They are not only wanting to develop as players, but also want to develop as coaches so they can pass on their experiences to younger members. 12 young people will benefit in the first instance.
Orrell Girls	£5000.00	A group of young women attending a LA youth centre would like to go on an activity/spa weekend to celebrate their healthy living project which they started to look at their binge drinking. 7 young women will benefit
TOTAL	£6915.74	

Youth Opportunity Fund: Mid	£ 900.60
Youth Opportunity Fund: South	£6,915.74
TOTAL	£7,816.34
Young people benefiting from bids	27 in first instance

If the proposed schemes are approved, then a balance of £148,821.16 will remain to support further schemes. Information regarding the new Financial Year's funding has been circulated to voluntary youth organisations, Youth Service centres/projects, and further applications are expected.

All funded projects will be required to submit evidence of expenditure and impact of the project. The panel of young people also intends to undertake a series of monitoring visits to assess the success of the programme.

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Agenda Item 7

REPORT TO: CABINET MEMBER, CHILDREN, SCHOOLS & FAMILIES
CABINET

DATE: 13 APRIL 2010
15 APRIL 2010

SUBJECT: BASIC NEED ALLOCATION 2010/11: PROPOSED SCHEMES

WARDS AFFECTED: ALL WARDS

REPORT OF: PETER MORGAN
STRATEGIC DIRECTOR - CHILDREN, SCHOOLS & FAMILIES

CONTACT OFFICER: CHRIS DALZIEL (0151 934 3337)

**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

The purpose of this report is to seek approval for the capital schemes detailed in this report.

REASON WHY DECISION REQUIRED:

The Cabinet Member has delegated powers to approve the proposed schemes and to refer them to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

RECOMMENDATION(S):

The Cabinet Member is recommended to:-

- (i) approve the schemes detailed in this report;
- (ii) refer them to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

KEY DECISION: No.

FORWARD PLAN: Not appropriate.

IMPLEMENTATION DATE: Following the expiry of the "call-in" period for the Minutes of the Cabinet meeting.

Agenda Item 7

ALTERNATIVE OPTIONS:

Not appropriate.

IMPLICATIONS:

Budget/Policy Framework: None.

Financial: There are no financial implications for the Council's general resources as all funding for the proposed schemes is from specific resources (Basic Need Allocation 2010/11) with contributions from Schools' Devolved Formula Capital (DFC) funding and the Kitchen and Dining Room Targeted Capital Funding (TCF) as previously reported.

<u>CAPITAL EXPENDITURE</u>	2010/ 2011 £	2011/ 2012 £	2012/ 2013 £	2013/ 2014 £
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton Funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal: Not appropriate.

Risk Assessment: There are no financial risks associated with this report as all funding is from specific resources.

Asset Management: The proposed schemes are in line with the Children, Schools & Families Asset Management Plan.

CONSULTATION UNDERTAKEN/VIEWS

FD 340 - The Acting Finance and Information Services Director has been consulted and has no comments on this report.

Consultation has taken place with the schools concerned.

CORPORATE OBJECTIVE MONITORING:




<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	✓		
2	Creating Safe Communities	✓		
3	Jobs and Prosperity		✓	
4	Improving Health and Well-Being	✓		
5	Environmental Sustainability	✓		
6	Creating Inclusive Communities	✓		
7	Improving the Quality of Council Services and Strengthening local Democracy	✓		
8	Children and Young People	✓		

LINKS TO ENSURING INTEGRATION:


Not applicable.

IMPACT UPON CHILDREN, SCHOOLS & FAMILIES TARGETS AND PRIORITIES:

The proposals will contribute towards the following targets by improving the school environment for the children concerned:-

-  Educational achievement and training.
-  The health of children and young people.
-  Statutory Education Targets.

The schemes will also have a positive impact on the CYPP targets:-

-  Create highly effective, inclusive learning environments for all age groups where learners can enjoy and achieve.

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

Report to Cabinet, 6 August 2009, Targeted Capital Funding: Kitchens and Dining Rooms.

Agenda Item 7

BASIC NEED ALLOCATION 2010/11: PROPOSED SCHEMES

1. Background

- 1.1 Sefton MBC has received a Basic Need allocation for 2010/11 of £654,613 as supported borrowing to support new schemes in 2010/11.
- 1.2 The proposed schemes detailed in this report have an estimated value of £1,015,113, including contributions from Schools' DFC (£204,000) and the Kitchen and Dining Room TCF (£156,500).

2. Proposed Schemes

- 2.1 As Members will recall, all Sefton schools undergo a Condition Survey as part of a rolling programme carried out by officers from Capita Symonds. These surveys identify works in priority order on the Asset Management Plan with D1 being the most urgent.
- 2.2 Officers have identified a number of high priority condition defects as detailed below and it is proposed to address these issues in 2010/11. The schools concerned will contribute a proportion of funding, whenever possible, from their DFC allocation and some schemes have attracted funding from the Kitchen and Dining Room TCF allocation as previously reported.

2.3

School	Project	Basic Need £	School DFC £	Kitchen & Dining Room TCF £	Total £
Shoreside Primary	Window Replacement	130,000	-	-	130,000
Hatton Hill Primary	Kitchen Refurbishment	40,000	40,000	80,000	160,000
Summerhill Primary	Kitchen Refurbishment	33,000	27,000	60,000	120,000
Valewood Primary	Kitchen Refurbishment	98,613	-	16,500	115,113
Valewood Primary	Roof Repairs	34,000	34,000	-	68,000
Larkfield Primary	Roof Repairs	44,000	44,000	-	88,000
Linacre Primary	Boiler Replacement	24,000	24,000	-	48,000
Range High	Conversion of Oil Boiler to Gas	87,000	35,000	-	122,000
Stanley High	Boiler Replacement	164,000	-	-	164,000
Total		654,613	204,000	156,500	1,015,113

3. Recommendations(s)

- 3.1 The Cabinet Member is recommended to:-
- (i) approve the schemes detailed in this report;
 - (ii) refer them to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

Agenda Item 8

REPORT TO: CABINET MEMBER, CHILDREN, SCHOOLS & FAMILIES
CABINET

DATE: 13 APRIL 2010
15 APRIL 2010

SUBJECT: FOREFIELD JUNIOR SCHOOL: PROPOSED CAPITAL SCHEME

WARDS AFFECTED: VICTORIA WARD

REPORT OF: PETER MORGAN
STRATEGIC DIRECTOR - CHILDREN, SCHOOLS & FAMILIES

CONTACT OFFICER: CHRIS DALZIEL (0151 934 3337)

**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

The purpose of this report is to seek approval for a proposed capital scheme at Forefield Junior School, Crosby.

REASON WHY DECISION REQUIRED:

The Cabinet Member has delegated powers to approve the scheme and to refer the funding to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

RECOMMENDATION(S):

The Cabinet Member, Children, Schools & Families, is recommended to:

- (i) approve the proposed scheme;
- (ii) refer the funding to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

KEY DECISION: No.

FORWARD PLAN: Not appropriate.

IMPLEMENTATION DATE: Following the expiry of the "call-in" period for the Minutes of the Cabinet meeting.

Agenda Item 8

ALTERNATIVE OPTIONS:

Not appropriate.

IMPLICATIONS:

Budget/Policy Framework: None.

Financial: There are no financial implications for the Council's general resources as all funding is to be provided from specific resources. The scheme will be funded entirely from the school's reserves which will increase the Children, Schools & Families Capital Programme as detailed below.

<u>CAPITAL EXPENDITURE</u>	2010/ 2011 £	2011/ 2012 £	2012/ 2013 £	2013/ 2014 £
Gross Increase in Capital Expenditure	152,876			
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
Forefield Junior School: School Reserves	152,876			
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton Funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal: None.

Risk Assessment: There are no financial risks associated with this report as all funding is from specific resources.

Asset Management: In line with Children, Schools & Families Asset Management Plan.

CONSULTATION UNDERTAKEN/VIEWS

FD 348 - The Acting Finance and Information Services Director has been consulted and has no comments on this report.

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	✓		
2	Creating Safe Communities	✓		
3	Jobs and Prosperity		✓	
4	Improving Health and Well-Being	✓		
5	Environmental Sustainability		✓	
6	Creating Inclusive Communities	✓		
7	Improving the Quality of Council Services and Strengthening local Democracy	✓		
8	Children and Young People	✓		

LINKS TO ENSURING INTEGRATION:

The scheme detailed in this report will help to ensure integration by supporting the following CYPP priorities:-

- ✚ Create and maintain an environment where people feel safe.
- ✚ Create highly effective, inclusive learning environments for all age groups where learners can enjoy and achieve.

IMPACT UPON CHILDREN, SCHOOLS & FAMILIES TARGETS AND PRIORITIES:

The proposal will have a positive impact on the LAA priority of Educational Achievement and Training.

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

None.

Agenda Item 8

FOREFIELD JUNIOR SCHOOL: PROPOSED CAPITAL SCHEME

1. Background

- 1.1 Forefield Junior School is a popular and successful school in Crosby. However, the entrance to the school is in need of replacement in order to provide a more secure, DDA compliant reception with covered porch area.

2. The Proposal

- 2.1 The school proposes to replace the existing entrance with a larger, more secure reception area with wheelchair access.
- 2.2 The estimated cost of the scheme is £152,876 and this will be funded entirely from the school's reserves.

3. Recommendation(s)

- 3.1 The Cabinet Member, Children, Schools & Families, is recommended to:
- (i) approve the proposed scheme;
 - (ii) refer the funding to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

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Agenda Item 9

REPORT TO: CABINET MEMBER, CHILDREN, SCHOOLS & FAMILIES
CABINET

DATE: 13 APRIL 2010
15 APRIL 2010

SUBJECT: MODERNISATION FUNDING 2010/11: PROPOSED SCHEME

WARDS AFFECTED: KEW WARD

REPORT OF: PETER MORGAN
STRATEGIC DIRECTOR - CHILDREN, SCHOOLS & FAMILIES

CONTACT OFFICER: CHRIS DALZIEL (0151 934 3337)

**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

The purpose of this report is to seek approval for a capital scheme at Kew Woods Primary School, Southport.

REASON WHY DECISION REQUIRED:

The Cabinet Member, Children, Schools & Families, has delegated powers to approve the proposed scheme and to refer the funding to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

RECOMMENDATION(S):

The Cabinet Member, Children, Schools & Families, is recommended to:

- (i) approve the proposed scheme;
- (ii) refer the funding to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

KEY DECISION: No.

FORWARD PLAN: Not appropriate.

IMPLEMENTATION DATE: Following the expiry of the "call-in" period for the Minutes of the Cabinet meeting.

Agenda Item 9

ALTERNATIVE OPTIONS:

Not appropriate.

IMPLICATIONS:

Budget/Policy Framework: None.

Financial: There are no financial implications for the Council's general resources as all funding is from specific resources. The majority of funding will come from the Modernisation Capital allocation with contributions from Schools Access Initiative and the School's Devolved Formula Capital.

<u>CAPITAL EXPENDITURE</u>	2010/ 2011 £	2011/ 2012 £	2012/ 2013 £	2013/ 2014 £
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton Funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal: Not appropriate.

Risk Assessment: There are no financial risks associated with this report as all funding is from specific resources.

Asset Management: The proposed scheme will replace mobile accommodation at Kew Woods Primary School and provide new, accessible accommodation over two floors.

CONSULTATION UNDERTAKEN/VIEWS

The Headteacher and Governing Body at Kew Woods Primary School have been fully consulted.

FD 345 - The Acting Finance and Information Services Director has been consulted and has no comments on this report.

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	✓		
2	Creating Safe Communities	✓		
3	Jobs and Prosperity		✓	
4	Improving Health and Well-Being		✓	
5	Environmental Sustainability	✓		
6	Creating Inclusive Communities		✓	
7	Improving the Quality of Council Services and Strengthening local Democracy	✓		
8	Children and Young People	✓		

LINKS TO ENSURING INTEGRATION:

The proposal will contribute towards the following CYPP priorities:-

- ✚ Create and maintain an environment where people feel safe.
- ✚ Create highly effective, inclusive learning environments for all age groups where learners can enjoy and achieve.
- ✚ Create a culture and an environment where people can make a positive contribution to their community.

IMPACT UPON CHILDREN, SCHOOLS & FAMILIES TARGETS AND PRIORITIES:

The proposal will impact on the following LAA targets and priorities:-

- ✚ Educational achievement and training.
- ✚ Statutory Education Targets.

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

None.

Agenda Item 9

MODERNISATION FUNDING 2010/11: PROPOSED SCHEME

1. Background

- 1.1 Sefton MBC has received £1,835,462 in Modernisation funding for 2010/11 and £1,262,838 remains available to support new schemes. A further £352,790 remains in the Schools Access Initiative funding to support schemes in 2010/11.
- 1.2 Kew Woods Primary School in Southport is a popular and successful school which admits 45 pupils in each year group and where Nursery and Reception classes are housed in temporary accommodation. The main school accommodation is on two floors and has undersized classrooms and limited storage and breakout space.
- 1.3 The school continues to be oversubscribed and appeals in recent years have led to the school taking over their admission limit in some year groups.

2. Proposal

- 2.1 The proposal is to build 4 new classrooms plus a lift and associated circulation space as phase 1 of a long-term 3 phase development of the school. Phase 2 would provide a nursery classroom and ICT room whilst phase 3 would incorporate a studio as an extension to the school hall and provide much needed extra storage space.
- 2.2 Phase 1 would provide 2 suitably sized reception classrooms to replace the temporary accommodation and a further 2 junior classrooms to the first floor. This could allow the school to increase in size to a 2FE (form of entry) primary school in the future and thus relieve pressure on primary school places in this area of Southport.

3. Funding

- 3.1 The estimated cost of the proposal is £924,472. It is anticipated that piling would be required for the foundations and that an upgrade would be required to the school's main electricity supply, both of which have increased the estimate. The existing Reception mobile accommodation would be relocated in order to make way for the extension and this would be retained in the short to medium term pending phases 2 and 3. The funding will be provided as in the table below:

	2009/10 – 2010/11 £	2011/12 £	2012/13 £	Total £
Modernisation Funding	747,472	-	-	747,472
Schools Access Initiative (2010/11)	50,000	-	-	50,000
School's Devolved Formula Capital	42,528	60,000	24,472	127,000
Total	840,000	60,000	24,472	924,472

- 3.2 If this scheme is approved a balance of £515,366 will remain in Modernisation 2010/11 and £302,790 in Schools Access Initiative Funding 2010/11 to support further schemes.

4. **Recommendation(s)**

4.1 The Cabinet Member, Children, Schools & Families, is recommended to:

- (i) approve the proposed scheme;
- (ii) refer the funding to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

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Agenda Item 10

REPORT TO: CABINET MEMBER, CHILDREN, SCHOOLS & FAMILIES
CABINET

DATE: 13 APRIL 2010
15 APRIL 2010

SUBJECT: SURE START EARLY YEARS & CHILDCARE GRANT: QUALITY &
ACCESS 2009/10-2010/11

WARDS AFFECTED: ALL WARDS

REPORT OF: PETER MORGAN
STRATEGIC DIRECTOR - CHILDREN, SCHOOLS & FAMILIES

CONTACT OFFICER: CHRIS DALZIEL (0151 934 3337)

**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

The purpose is to report on the schemes from 2009/10 and to seek approval for proposed schemes detailed in this report.

REASON WHY DECISION REQUIRED:

The Cabinet Member has delegated powers to approve the schemes and to refer them to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

RECOMMENDATION(S):

The Cabinet Member is recommended to:-

- (i) note the revised distribution of funding for schemes in the 2009/10 programme;
- (ii) approve the proposed schemes detailed in this report for 2010/11;
- (iii) refer the funding to Cabinet for inclusion in the Children, Schools and Families Capital Programme 2010/11.

KEY DECISION: No.

FORWARD PLAN: Not appropriate.

IMPLEMENTATION DATE: Following the expiry of the "call-in" period for the Minutes of the Cabinet meeting.

Agenda Item 10

ALTERNATIVE OPTIONS:

Not appropriate.

IMPLICATIONS:

Budget/Policy Framework: None.

Financial: There are no financial implications for the Council's general resources as all funding is from the specific resources of the Sure Start Early Years and Childcare Grant. All proposals detailed in this report can be contained within the capital funding available.

<u>CAPITAL EXPENDITURE</u>	2010/ 2011 £	2011/ 2012 £	2012/ 2013 £	2013/ 2014 £
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton Funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal: Not appropriate.

Risk Assessment: There are no risks associated with this report as all funding is from specific resources.

Asset Management: Not appropriate.

CONSULTATION UNDERTAKEN/VIEWS

FD – 353 - The Acting Head of Corporate Finance & Information Services has been consulted and has no comments on this report.

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	✓		
2	Creating Safe Communities	✓		
3	Jobs and Prosperity	✓		
4	Improving Health and Well-Being	✓		
5	Environmental Sustainability	✓		
6	Creating Inclusive Communities	✓		
7	Improving the Quality of Council Services and Strengthening local Democracy	✓		
8	Children and Young People	✓		

LINKS TO ENSURING INTEGRATION:

The proposals detailed in this report will link to the following priorities of the CYPP which will contribute to ensuring integration.

- ❖ Reduce health inequalities.
- ❖ Create and maintain an environment where people feel safe.
- ❖ Create highly effective, inclusive learning environments for all age groups where learners can enjoy and achieve.
- ❖ Create a culture and an environment where people can make a positive contribution to their community.

IMPACT UPON CHILDREN, SCHOOLS & FAMILIES TARGETS AND PRIORITIES:

The proposals will have a positive impact on the CYPP priorities detailed above and to the following LAA targets:

- ❖ Improved health and reduced inequalities.
- ❖ Educational achievement and training.
- ❖ Looked After Children.
- ❖ The health of children and young people.
- ❖ Changing perceptions.
- ❖ Crime.
- ❖ Community involvement.
- ❖ Statutory Education Targets.

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

Report to Cabinet 11 June 2009. Sure Start Early Years & Childcare Grant 2009/10.

Agenda Item 10

SURE START EARLY YEARS & CHILDCARE GRANT: QUALITY & ACCESS 2009/10-2010/11

1. Background

- 1.1 Members will recall that approval was given on 11 June 2009 for outline allocations from the Sure Start Early Year & Childcare Grant (EYCG): Quality & Access 2009/10. Settings from the private, voluntary and independent (PVI) and maintained sector were invited to bid for grants totalling £92,040 in one of 4 categories and indicative amounts were allocated to each category.
- 1.2 Sefton MBC has been allocated a further £960,958 in EYCG: Quality & Access in 2010/11. The grant has three aims:
- ❖ to improve the quality of the learning environment in early years settings to support the delivery of the Early Years Foundation Stage (EYFS), with particular emphasis on improving play and physical activities and ICT resources;
 - ❖ to ensure all children, including disabled children, are able to access provision;
 - ❖ to enable the Private, Voluntary and Independent (PVI) providers to deliver the extension to the free offer for 3 and 4 year olds and to do so flexibly.
- 1.3 It is expected that the majority of this capital grant will be used to improve the quality of the environment in PVI early years and childcare settings both to support higher quality experiences for young children and to ensure that all children can access services and benefit from them. Spending on the maintained sector is not precluded.

2. Update on 2009/10 Schemes

- 2.1 The table below shows the proposed allocations for each of the four categories of small capital grants from the 2009/10 grant and also the actual allocations based on the bids received from the Early Years settings.

	Initial Funding Allocated £	Final Funding Allocated £
Block Play	20,000	6,000
Creative Learning Areas	50,000	76,418
Out of School ICT Packages	12,000	9,041
Out of School Storage	10,040	-
Total	92,040	91,459

This leaves a balance of £581.00 to be carried forward into 2010/11.

- 2.2 An indicative allocation of £400,000 to support access for pupils with disabilities and £341,918 to support the flexible delivery of the free offer to 3 and 4 year olds was carried forward from 2009/10 into 2010/11 in order to ensure that the funding was allocated strategically to benefit the maximum number of children.
- 2.3 In total therefore £742,499 was carried forward into 2010/11 which, with the £960,958 allocation for 2010/11, gave a total to support new schemes of £1,703,457.

3. Proposed Schemes for 2010/11

- 3.1 Officers from the Early Years Team invited bids for grants from the PVI sector and Out of School settings and these were considered against the following criteria:-
- ❖ quality of setting;

Agenda Item 10

- ❖ commitment to inclusion;
- ❖ evidence of working in partnership;
- ❖ location and demographics;
- ❖ value for money.

3.2 Government Office, North West has approved the allocations and Officers from the Capital Programme Team have assisted in evaluating the value for money aspect of the bids by visiting the settings and considering the capital proposals.

3.3 It is also proposed to allocate a further £63,498 to provide Creative Learning Areas in an additional number of settings as this particular aspect was oversubscribed in 2009/10.

3.4 The proposed schemes with a total value of £1,214,337 are detailed in the table below. If these schemes and the Creative Learning Areas in 3.3 are approved then a balance of £489,120 will be available to support further schemes.

Name of Nursery	Area	Proposed Scheme	Estimated Cost £
Frantastic	Southport	Extension to form extended schools room.	140,735
Holy Trinity	Southport	Internal modifications to form new room and entrance.	59,999
St Thomas' Out of School Club	Maghull	Extension to form extended schools room.	135,000
Bumbles	Maghull	Extension to baby room and improvements to external play.	55,225
Early Days	Formby	Alternations to relocate WCs and to form large room.	25,000
Early Learners	Bootle	Rationalise WCs and provide access to play area from under 5s room.	58,750
Formby Day Nursery	Formby	Extension to form play room and milk room.	65,800
Little Buds	Lydiate	Toilet and changing room extension to link two rooms.	60,000
Sunflowers	Southport	Development of outdoor room.	68,738
Tiny Hearts	Waterloo	Development of outdoor room.	65,224
YMCA	Southport	Outside play room and link corridor.	93,324
Big Picture	Southport	Internal screens to reduce noise, external gardens developed.	59,443
Kinderworld	Southport	Refurbish WCs and kitchen. Outdoor play developed.	44,650
Home from Home	Waterloo	Extension to rear.	38,981
Gingerbread	Crosby	Toilets and external classroom developed.	72,850
Fun 4 Kidz L30	Netherton	Refurbish the parent room and extended school room.	70,618
Christ Church Youth Club	Bootle	Adaptation to form after school room.	100,000
Total			1,214,337

Agenda Item 10

4. Recommendation(s)

4.1 The Cabinet Member is recommended to:-

- (i) note the revised distribution of funding and the individual allocations for schemes in the 2009/10 programme;
- (ii) approve the proposed schemes detailed in this report for 2010/11;
- (iii) refer the funding to Cabinet for inclusion in the Children, Schools and Families Capital Programme 2010/11.

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Agenda Item 11

REPORT TO: CABINET MEMBER, CHILDREN, SCHOOLS & FAMILIES
CABINET

DATE: 13 APRIL 2010
15 APRIL 2010

SUBJECT: EXTENDED SCHOOLS CAPITAL ALLOCATION 2010/11

WARDS AFFECTED: DERBY & BIRKDALE WARDS

REPORT OF: PETER MORGAN
STRATEGIC DIRECTOR - CHILDREN, SCHOOLS & FAMILIES

CONTACT OFFICER: CHRIS DALZIEL (0151 934 3337)

**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

The purpose of this report is to seek approval for the proposed schemes detailed in this report.

REASON WHY DECISION REQUIRED:

The Cabinet Member has delegated powers to approve the proposed schemes detailed in this report and to refer them to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

RECOMMENDATION(S):

The Cabinet Member, Children, Schools & Families, is recommended to:

- (i) approve the proposed schemes;
- (ii) refer the funding to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

KEY DECISION: No.

FORWARD PLAN: Not appropriate.

IMPLEMENTATION DATE: Following the expiry of the "call-in" period for the Minutes of the Cabinet meeting.

Agenda Item 11

ALTERNATIVE OPTIONS:

Not appropriate.

IMPLICATIONS:

Budget/Policy Framework: None.

Financial: There are no financial implications for the Council's general resources associated with this report as all funding is from specific resources. It is proposed that £100,000 funding for the scheme at Bedford Primary School will be funded from the Extended Schools Grant 2010/11, £123,270 from the School's DFC and an additional £51,730 from other school budgets which will increase the Capital Programme as shown in the table below.

<u>CAPITAL EXPENDITURE</u>	2010/ 2011 £	2011/ 2012 £	2012/ 2013 £	2013/ 2014 £
Gross Increase in Capital Expenditure	51,730			
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
Bedford Primary School Budget	51,730			
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton Funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal: None.

Risk Assessment: There are no financial risks associated with this report as all funding is from specific resources.

Asset Management: The proposals are in line with the Children, Schools & Families Asset Management Plan.

CONSULTATION UNDERTAKEN/VIEWS

FD 355 The Head of Corporate Finance & Information Services has been consulted and has no comments on this report.

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	✓		
2	Creating Safe Communities	✓		
3	Jobs and Prosperity		✓	
4	Improving Health and Well-Being	✓		
5	Environmental Sustainability		✓	
6	Creating Inclusive Communities	✓		
7	Improving the Quality of Council Services and Strengthening local Democracy	✓		
8	Children and Young People	✓		

LINKS TO ENSURING INTEGRATION:

Extended schools provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. The core offer for mainstream special schools is:

- ❖ high quality 'wraparound' childcare provided on site or through other local providers;
- ❖ a varied menu of activities to be on offer such as homework clubs, study support, sport, dance, drama and special interest clubs;
- ❖ parenting support;
- ❖ swift and easy referral to a wide range of specialist services;
- ❖ providing wider community access to ICT, sports and arts facilities, including adult learning.

The proposals detailed in this report will contribute to building on the good practice of Extended Schools in Sefton which integrate the five elements of the Every Child Matters Agenda.

IMPACT UPON CHILDREN'S SERVICES TARGETS AND PRIORITIES:

The proposals will have a positive impact on and contribute to the five CYPP targets and the following LAA targets.

- ❖ Educational achievement and training;
- ❖ Health of children and young people;
- ❖ Making a positive contribution;
- ❖ Community involvement;
- ❖ Statutory education targets.

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

None.

Agenda Item 11

EXTENDED SCHOOLS CAPITAL ALLOCATION 2010/11

1. Background

- 1.1 Sefton MBC has received an Extended Schools Capital Grant of £237,019 in 2010/11.
- 1.2 This funding is to support the drive for all primary schools to provide the core offer of extended services which include a varied range of activities, including study support, parenting and family support, swift and easy access to specialist services and community use of facilities including adult and family learning.

2. Proposals

- 2.1 Members will recall that a major scheme is nearing completion at Farnborough Road Infant and Junior Schools to provide a new dining room/performance space and kitchen together with phase 3 Children's Centre. The old dining room will be demolished and both schools are exploring improvements to the external environment to provide greatly improved play spaces for all pupils both during and after the school day. It is proposed to make a contribution of £20,000 towards this scheme which has an estimated value of £70,000. Both schools have made a considerable contribution from their DFC towards the dining room new build and will make up the balance for this proposal.
- 2.2 The Governors at Bedford Primary School are proposing to build a Family Room which will provide much needed additional accommodation to support family learning both at the school and for parents of pupils at the nearby Cambridge Road Nursery and Children's Centre.
- 2.3 The scheme has an estimated value of £275,000 with the school contributing £123,270 from Devolved Formula Capital and £51,730 from the school budget. It is proposed to find the balance of £100,000 from the Extended Schools budget 2010/11.
- 2.4 If the schemes at Farnborough Road Infant and Junior and Bedford Primary Schools are approved then a balance of £117,019 will remain to support new schemes in 2010/11.

3. Recommendation(s)

- 3.1 The Cabinet Member, Children, Schools & Families, is recommended to:
 - (i) approve the proposed schemes;
 - (ii) refer the funding to Cabinet for inclusion in the Children, Schools & Families Capital Programme 2010/11.

Agenda Item 12

REPORT TO: Cabinet Member – Children, Schools & Families

DATE: 13th April 2010

SUBJECT: The National Minimum Fostering Allowance 2010/11

WARDS AFFECTED: All Wards

REPORT OF: Peter Morgan
Strategic Director – Children, Schools & Families

CONTACT OFFICER: Nick Carbonaro
0151 934 2620

**EXEMPT/
CONFIDENTIAL:** No

PURPOSE/SUMMARY:

The first national minimum allowance for foster carers was announced in July 2006, in order to enable fostering services to take account of the rates in planning their budgets for 2007-08. Part of a wider package of measures to improve support for foster carers, the national minimum allowance sets a clear benchmark for payments to all foster carers.

REASON WHY DECISION REQUIRED:

At the time the DCSF stated that the national minimum allowance for foster carers would increase, annually, by inflation.

From April 2007 all fostering services must publicise their allowance rates, clearly separated from fees (the 'reward' element of fostering payments).

Progress towards the meeting the minimum rate will be monitored through inspection.

RECOMMENDATION(S):

(1) The local authority adopts the new national minimum foster carer allowance for 2010-11.

(2) Children, Schools and Families Services uplift all fostering allowances paid to Sefton foster carers to the recommended national minimum fostering allowances from 1st April 2010.

(3) The fostering allowance paid to Sefton foster carers is uplifted annually by at least the national minimum fostering allowances. Any uplift in excess of the national minimum fostering allowance being reported to the Cabinet Member for approval prior to implementation.

KEY DECISION:

Agenda Item 12

FORWARD PLAN:

IMPLEMENTATION DATE: 1st April 2010

ALTERNATIVE OPTIONS:

1. Not follow guidance and be subject to DCSF scrutiny and inspection
2. Overview and Scrutiny working party have recommended a higher figure, 30% uplift over and above DCSF minimum guidelines, be paid.

IMPLICATIONS:

Budget/Policy Framework: As part of the Budget process for 2010/11 the Council has allocated uplift in funding to 'priority' budget areas of 2%. Any difference between DCSF uplift and growth allocated to budget as part of 2010/11 budget process can be met from within existing budget commitments.

Financial:

<u>CAPITAL EXPENDITURE</u>	2006/ 2007 £	2007/ 2008 £	2008/ 2009 £	2009/ 2010 £
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal:

Risk Assessment:

Asset Management:

CONSULTATION UNDERTAKEN/VIEWS

Agenda Item 12

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community		√	
2	Creating Safe Communities	√		
3	Jobs and Prosperity	√		
4	Improving Health and Well-Being	√		
5	Environmental Sustainability		√	
6	Creating Inclusive Communities	√		
7	Improving the Quality of Council Services and Strengthening local Democracy		√	
8	Children and Young People	√		

LINKS TO ENSURING INTEGRATION:

IMPACT UPON CHILDREN'S SERVICES TARGETS AND PRIORITIES:

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

The National Minimum Fostering Allowance & Fostering Payment System – DCSF July 2006

The National Minimum Fostering Allowance – update 2010-11

Report on financial implications O&S Fostering Services Working Group Recommendations 8th February 2010.

BACKGROUND

- 1.1 The first national minimum allowance for foster carers was announced in July 2006, in order to enable fostering services to take account of the rates in planning their budgets for 2007-08. Part of a wider package of measures to improve support for foster carers, the national minimum allowance sets a clear benchmark for payments to all foster carers. At the time the DCSF made clear that the rates would be increased annually by inflation.
- 1.2 The national minimum allowance relates to the basic core allowance which foster carers receive to cover the costs involved in looking after any fostered child. It is intended to set a benchmark for the minimum payment rate, which any foster carer should be able to expect.
- 1.3 The rate of the national minimum allowance has been informed by available research into the cost of a child, taking account of extra costs associated with children in foster care. Adjustments have been made to reflect comments and suggestions made during the consultation, including:
 - an addition to compensate for the fact that fostered children are less likely to have money spent on them by grandparents or other family members or friends
 - an increase in the level for 16 to 17 year olds to reflect higher costs associated with this age group
 - an addition for household bills, which can be significantly more costly for foster carers than for other parents.
- 1.4 The actual level of allowance that a foster carer receives will depend on a number of factors, in particular the specific needs of an individual child. The Government expect variation above the minimum to continue and do not expect any fostering service to lower its allowances as a result of the national minimum allowance.
- 1.5 From April 2007, in order to ensure proper transparency about fostering allowance rates, it has been necessary for all fostering services to publicise their allowance rates, clearly separated from fees (the 'reward' element of fostering payments). Progress towards the meeting the minimum rate will be monitored through inspection.
- 1.6 During the passage of the Children Act 2004 through Parliament, the responsible Minister made clear that, if sufficient progress was not made, the Government would consider enforcing the national minimum allowance through regulation.

Agenda Item 12

FINANCIAL IMPLICATIONS

2.1 The national minimum foster care weekly rates for 2010-11 are set out in the tables below:

National minimum fostering allowance 2010-11

Weekly rates	Babies	Pre-Primary	Primary	Secondary (11-15)	Secondary (16-17)
Base (£)	109	111	122	140	164
South East (£)	120	123	137	156	184
London (£)	126	129	144	163	191

The weekly rates have been uplifted by approximately 2.8%

2.2 As part of the Budget process for 2010-11 the local authority has made included an inflationary uplifts to this 'priority' services and so any increase in apply the national minimum foster care rates can be met from within existing budget commitments.

RECOMMENDATIONS

3.1 The local authority adopts the new national minimum foster carer allowance for 2010-11.

3.2 Children, Schools and Families Services uplift all fostering allowances paid to Sefton foster carers to the recommended national minimum fostering allowances from 1st April 2010.

3.3 The fostering allowance paid to Sefton foster carers is uplifted annually by at least the national minimum fostering allowances. Any uplift in excess of the national minimum fostering allowance being reported to the Cabinet Member for approval prior to implementation.

Agenda Item 13

REPORT TO: CABINET MEMBER, CHILDREN, SCHOOLS & FAMILIES

DATE: 13 APRIL 2010

SUBJECT: WORLD CLASS PRIMARY PROGRAMME

WARDS AFFECTED: ALL WARDS

REPORT OF: PETER MORGAN
STRATEGIC DIRECTOR - CHILDREN, SCHOOLS & FAMILIES

CONTACT OFFICER: JENNY REID (0151-934 3430)

**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

This report is to provide information on Sefton's World Class Primary Programme (WCPP), which relates to how Sefton is beginning to implement some of the recommendations in the White Paper, *Your Child, your schools, our future: building a 21st century schools system*, published June 2009. The World Class Primary Programme plan shows the support that will be offered so that all schools improve, and will show how we will move towards a revised School Improvement Strategy from April 2011.

REASON WHY DECISION REQUIRED:

This report is for information only as Sefton's plan for the World Class Primary Programme has to be submitted by 31/03/10.

RECOMMENDATION(S):

The Cabinet Member, Children, Schools and Families, is aware of the LA's duty to submit a World Class Primary Programme Plan and is asked to note the plan.

KEY DECISION: No

FORWARD PLAN: No

IMPLEMENTATION DATE: Following the expiry of the "call-in" period for the Minutes of the Cabinet Member meeting.

ALTERNATIVE OPTIONS:

None.

IMPLICATIONS:

Agenda Item 13

Budget/Policy Framework:

Financial:

DCSF will release funding to be directed to some aspects of the WCPP but specific details have yet to be released. There are no indications that there will be an additional financial implication for Sefton resources.

<u>CAPITAL EXPENDITURE</u>	2008/ 2009 £	2009/ 2010 £	2010/ 2011 £	2011/ 2012 £
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE</u>				
<u>IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y				
How will the service be funded post expiry?				

Legal: There are no legal implications directly associated with this report.

Risk Assessment: Not appropriate.

Asset Management: Not appropriate.

CONSULTATION UNDERTAKEN/VIEWS

Primary head teachers have been consulted on Sefton's WCPP plan and their views sought. Further consultant is planned.

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	✓		
2	Creating Safe Communities		✓	
3	Jobs and Prosperity		✓	
4	Improving Health and Well-Being	✓		
5	Environmental Sustainability		✓	
6	Creating Inclusive Communities	✓		
7	Improving the Quality of Council Services and Strengthening local Democracy	✓		
8	Children and Young People	✓		

LINKS TO ENSURING INTEGRATION:

The proposals will link to ensuring integration by contributing towards the following priorities in the CYPP:

- Working together as a community we will ensure that every child in Sefton has the best possible start in life and is able to achieve their potential.
- To be the best, and at the forefront of innovation in order to deliver excellent services.
- Focus on prevention and early intervention.

IMPACT UPON CHILDREN'S SERVICES TARGETS AND PRIORITIES:

The proposals will impact on the priorities in the CYPP as noted above and on the NI targets below:

- **NI 72:** Achievement of at least 78 points across the EYFS with at least 6 in each of the scales in PSED and CLL
- **NI 92** Narrowing the gap between the lowest achieving 20% in EYFS profile and the rest
- **NI 73:** Achievement at level 4 or above in both English and Maths at Key Stage 2
- **NI 93:** Progression by 2 levels in English between Key Stage 1 and Key Stage 2
- **NI 94:** Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2.

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

Sefton's World Class Primary Programme Plan (March 2010)

Agenda Item 13

BACKGROUND:

1 World Class Primary Programme

- 1.1 In December 2009, the Secretary of State for Children, Schools and Families wrote to Lead Members and Directors of Children's Services in all local authorities (LAs) asking them to submit plans on how primary schools will be supported to improve and become world class. Plans were to be submitted by 31st March 2010.
- 1.2 The World Class Primary Programme (WCPP) reflects the new model of school improvement as set out in the White Paper *Your Child, your schools, our future: building a 21st century schools system*, published June 2009. The WCPP coincides with the end of the National Strategies in March 2011.
- 1.3 LAs are expected to begin implementing their WCPP plan immediately as they move towards the implementation of an authority-wide school improvement strategy for April 2011.
- 1.4 A strong feature of the White Paper is on schools supporting each other, with the best leaders and the best teachers spreading practice across the system. It is an expectation that all primary schools are responsible to give, as well as receive, support.
- 1.5 LAs have been asked to put their schools into strands. The strands are below, together with the current proportions of schools in each strand:
- Those schools in an Ofsted category and/or below the national floor target in KS2 of 55% for the number of pupils achieving at level 4 or above in both English and Maths at Key Stage 2 (4%)
 - those needing to improve the progress pupils make between KS1 and KS2 (11%)
 - those with inconsistent results (19%)
 - good schools capable of being great (40%)
 - great schools that can support others (26%).
- 1.6 The WCPP has to clearly set out the offer of support for each of the above strands and this is clearly detailed in Sefton's WCPP Plan. The emphasis is on school-to-school support, with good and outstanding head teachers supporting other heads, and leading teachers with expertise in specific aspects supporting teachers in other schools. Schools will also be able to access support from external agencies and from a DCSF Directory of accredited providers. A key role of the School Improvement Partners (SIPs) will be to broker that support, and schools in the first three of the strands above will be entitled to an increased number of days (funded by the DCSF) from their SIPs in order to focus support against their priorities.
- 1.7 An additional document was sent with the plan to the DCSF that contained details of those schools that are currently, or predicted to be, below the floor target. Sefton currently has 3 schools below floor target, 4 schools at risk of being below floor target in 2010, and one predicted to be below floor in 2011. SIPs have completed a risk analysis for each of those schools, detailing the support available to ensure that there is a trajectory for being above the floor target.

2 EXISTING CAPACITY FOR SCHOOL IMPROVEMENT AND IMPLICATIONS UNDER THE WCPP

- 2.1 Sefton is well placed to implement a WCPP programme. Achievement is above the national average in KS2, and Ofsted judgements show 91% of Sefton primary schools judged good or outstanding against the national average of 52%. This means we have a pool of talent and expertise within Sefton, and we expect a number of schools to achieve

accreditation for their abilities to support others.

- 2.2 Currently, Sefton has seven LA Primary SIPs and two external SIPs for primary schools. The SIPs will need further professional development in order to deliver the extended role of brokerage under the wider remit of Every Child Matters.
- 2.3 There is currently an LA team of 6 primary consultants supporting primary schools improve their attainment in English, mathematics, assessment for learning and Modern Foreign Languages. It is expected that a number of these consultants will be accredited by the DCSF as Local Consultants for Improvement so they can be brokered into schools.
- 2.4 Sefton has developed a strong team of leading teachers supporting other schools and it is expected that this will be an excellent resource in the WCPP and in the future School Improvement Strategy.
- 2.4 Sefton currently has one head teacher accredited as a National Leader in Education and another going through the assessment. A number of other head teachers are exploring the opportunity to become Local Leaders in Education, to be deployed in January 2010.

3. DCSF FUNDING

- 3.1 The DCSF has committed to providing funding for specific programmes in 2010-11. These include that for the Improving Schools Programme, SIPs, Leading Teachers and National and Local Leaders in Education. Nationally, some funding will be available for 2010-11; it is under review for April 2011. Further details to be released.
- 3.2 It is not envisaged that there will be an additional financial implication for Sefton.

4 SEFTON'S WORLD CLASS PRIMARY PROGRAMME PLAN.

- 4.1 Sefton's WCPP is attached as an appendix to this report.

Agenda Item 13

Appendix: Sefton's WCPP Plan



**World Class Primary Programme
(WCPP) Plan
March 2010**

PART ONE

1. Sefton's Overall Vision for an Authority-Wide School Improvement Strategy

Sefton's school improvement strategy is to ensure that schools have the capacity to continue to improve and to intervene where there is evidence that schools require external support to improve. High quality of school leadership is paramount to the success of this approach. There is a robust and successful schools causing concern policy and process with an approach which involves early and positive intervention with the co-operation of the leadership and governors of schools as its first and most successful means of tackling underperformance. However, if this approach is not successful, the LA will not hesitate in using all its legal powers to ensure that its schools do not fail its pupils.

Sefton has operated the single point of contact approach with schools in relation to school improvement for seven years. The introduction of School Improvement Partners (SIPs) was a relatively smooth transition which strengthened this approach through the single conversation. As a Priority Learning Local Authority (PLLA) piloting the School Improvement Partner extension project we aim to enhance the SIP role to further encompass the Every Child Matters (ECM) agenda and the brokerage of all the support from Children's Services and its partners. This will be major challenge for the LA and its SIPs. The SIP has a significant role in determining the amount of support a school gets from the LA. Increasingly in recent years the LA has used the services of its many good and outstanding schools to support other schools. This is through brokerage, which the schools pay for themselves using the Sefton register of good practice or the LA pays for through its intervention funds. Although the LA already differentiates its support for schools this will be further developed through differentiated SIP bespoke visits using a modular system to ensure high quality challenge and support.

The LA currently employs a number of school improvement staff who support schools mainly in inverse proportion to success. It is recognised that in the future the LA will not have as many school improvement staff at its disposal and the LA is already enhancing its capacity in schools to have a greater role in supporting other schools through the National Leaders in Education, Local Leaders in Education, Advanced Skills Teachers and Leading Teachers. It

Agenda Item 13

is anticipated that schools and groups of schools will become Accredited Schools Groups and Accredited School Providers. It is recognised that brokering these services will be a major challenge for SIPs in the future. The LA's school improvement priorities are shared with schools and partners through documents such as the Children and Young People's Plan and briefings such as Governor Forum.

To enable the LA to be successful, the recruitment, retention and development of its school improvement staff has been a consistent priority. Over the last five years the vast majority of staff leaving the service have taken up posts as senior leaders in schools or a promoted post in other LAs, regional or national bodies.

Sefton's approach has seen a great deal of success with a 50% reduction in the number of schools on the LA's schools causing concern protocol, no schools in any Ofsted category and under the current Ofsted framework 81% of all schools are judged to be good or outstanding against the national average of 50%; with 91% of primary schools judged good or outstanding against the national average of 52%.

Ofsted Data, as of 10/03/10:

Sefton v National

	Outstanding		Good		Satisfactory		Inadequate	
	Sefton	Nat	Sefton	Nat	Sefton	Nat	Sefton	Nat
All Schools	19%	9%	62%	41%	19%	42%	0%	7.5%
Primaries	27 %	7%	64%	43%	9%	43%	0%	7.3%

Such data shows that Sefton is well placed to begin to implement its school improvement strategy from now, and embed by 2011.

2. Strands and the offer of support

Schools have been identified according to strands. All 80 schools have been identified, including 71 primary, 2 junior, 3 infant and 4 maintained nurseries. School Improvement Partners have used the suggested criteria proposed by the Department of Children Schools and Families (DCSF), school level data, Fischer Family Trust (FFT) estimates and RAISEonline alongside their own knowledge of the schools.

Agenda Item 13

The proportion of schools in each strand is:

Below floor	3	(4%)
Maximising Progress	9	(11%)
Inconsistent results	15	(19%)
Good to Great	32	(40%)
Great	21	(26%)

Appendix A contains all schools according to strand.

The offer of support for each strand is contained in the table below, and is followed by a description of some of the aspects. Support for vulnerable groups is a key strand that threads throughout all the aspects in our offer of support.

	Below floor or Ofsted category	Maximising progress	Inconsistent results	Good to Great	Great
ACCESSING SUPPORT					
Improving Schools Programme	✓	✓	✓		
Additional SIP days	✓	✓	✓		
National Leaders in Education	✓	✓	✓		
Local Leaders in Education	✓	✓	✓		
Leading Teachers		✓	✓	✓	
Local Consultants for Improvement	✓	✓	✓		

Agenda Item 13

Accredited Schools Group/Accredited Schools Provider	✓	✓	✓	✓	✓
Priority Learning Local Authority	✓	✓	✓		
Advanced Skills Teachers	✓	✓	✓	✓	✓
Early Years Foundation Stage support	✓	✓	✓	✓	✓
DCSF Directory	✓	✓	✓	✓	✓
DCSF 'licensed' programmes	✓	✓	✓	✓	
Sefton Directory of Good Practice	✓	✓	✓	✓	✓
Sefton Leadership Courses	✓	✓	✓	✓	✓
Sefton Governors' Support programme	✓	✓	✓		

Improving Schools Programme (ISP)

Sefton was new to ISP in September 2009 when we received funding to deliver the programme to five schools. Previously, Primary Consultants had been using elements of ISP with all schools through targeted and universal support. Receiving dedicated funding has now enabled ISP to be a significant element in the local authority's approach to school improvement. Sefton has decided on a team approach, which is led by the Lead Primary Consultant responsible for ISP, and supported by an English consultant, a mathematics consultant and the Communication Language and Literacy Development (CLLD) consultant. This current team has a wealth of experience and expertise and is able to ensure that a coherent and consistent model of support is deployed in each school. Of the schools identified for ISP this year, 2 are below floor, 2 making progress and one has inconsistent results. Analysis of the programme so far is already proving that ISP is having a considerable impact. The five schools are responding very positively to the programme: *"The support from*

the ISP has really helped us focus on the progress that children are making and how we can accelerate this. Teachers are far more aware of just where children are and are developing useful strategies to move them on. The team has provided tremendous support, with just the right amount of challenge". (Head teacher of 'inconsistent' school, judged by Ofsted to be satisfactory in September 2009).

Due to the positive impact of the programme, it is anticipated that support for schools in need of ISP will continue.

Additional SIP days

Sefton LA has been accepted on the School Improvement Partner PLLA Extension Project. The Sefton Project intends to use this opportunity to support the delivery of the World Class Primary Programme. A key focus of the project will be to maximise the role of the SIPs and further develop their role so that they have greater individual autonomy and control over the type and levels of support that schools receive. In the first instance we will be working with schools that need to maximise progression or have inconsistent results. To identify the needs and the number of additional days required by these schools we will be carrying out a risk assessment of each school. This will assess their capacity to improve and the likelihood of whether they will achieve their targets. Following this the schools will be designated as high, middle or low risk and an agreed number of additional days allocated to each school.

The number of SIP days allocated to each strand of schools is given below:

Below the floor target

The aim for schools working below the floor target is that they will receive 3 additional SIP days. Currently we have identified 1 school which will receive this extra support through the Schools Causing Concern (SCC) protocol. It is likely that capacity within the SIP team will improve at the start of the autumn term when we will be looking at the reallocation of SIPs. At this point we should be able to provide the 3 additional days to this group of schools.

Maximising Progress

Depending on the outcomes of the risk assessment schools will receive the following number of SIP days:

High risk – the 5 core SIP days plus 3 additional days

Agenda Item 13

Medium risk – the 5 core SIP days plus 1 or 2 additional days depending on the nature of the school's priorities

Low risk – SIP core days

Inconsistent Results

Depending on the outcomes of the risk assessment schools will receive the following number of SIP days:

High risk – the 5 core SIP days plus 3 additional days

Medium risk – the 5 core SIP days plus 1 or 2 additional days depending on the nature of the school's priorities

Low risk – SIP core days

Good to Great

This group of schools will receive the 5 core SIP days.

Great

This group of schools will receive the 5 core SIP days.

National and Local Leaders in Education (NLE/LLE)

Sefton currently has one NLE and another head teacher currently going through the process. The latter is an outstanding head teacher who is currently seconded (brokered through the LA) as head teacher in a school on the SCC register. He anticipates that when he is accredited as a NLE, he will be able to continue this support following his secondment. As Sefton has a far greater than national average of outstanding schools, we hope to encourage more of our outstanding head teachers to consider becoming NLEs.

In the local authority 18 school leaders (13 Primary, 3 Secondary, 2 Special) have successfully applied and undertaken certified training through the Centre of Educational Leadership in relation to Coaching for New Head teachers. The essential criteria relating to this programme mirrors that of LLE's so we are confident that we will have LLE's deployed by January 2011 (time scale related to LLE application and training). A session has been organised for 20/04/10 to brief interested head teachers about becoming LLEs and we are positively encouraging some head teachers to attend this session.

Leading Teachers (LTs)

Sefton has continually improved its team of leading teachers over a number of years and now has a strong team of LTs supporting a large number of schools, complementing the support and Continuous Professional Development (CPD) programmes offered by LA Consultants. LA Consultants manage, deploy and quality assure LTs, and provide CPD for LTs to maintain high quality and effective provision of support. LTs provide support across a range of leadership, management, learning and teaching elements of English, mathematics, CLLD and Assessment for Learning. We currently have 13 Lead Teachers leading on specific aspects identified by the LA as priorities, and 9 Every Child a Writer (ECaW) LTs supporting 27 schools for the ECaW programme. It is envisaged that a number of our current leading teachers will become accredited Local Consultants for Improvement.

Local Consultants for Improvement (LCIs)

Sefton is committed to exploring the process of accrediting its consultants and leading teachers as LCIs. The LA initial numbers for fast-track accreditation have been submitted and include three existing LA Primary Consultants with a wealth of knowledge and expertise, and a track record in effectively supporting schools. It is envisaged that this team will coach and mentor future LCIs who will primarily be some of our existing leading teachers. A strong partnership between consultants and LTs already exists and this should enable smooth progression towards the LCI programme.

Accredited Schools Groups/Providers (ASG/ASP)

With 91% of Sefton Primary schools judged good or outstanding, we have an extensive pool of talent and expertise that should be recognised and shared more widely. It is envisaged that a number of these schools will be looking to become accredited as either an ASG or ASP. This is expected to evolve over the next few months as head teachers become more informed and aware of the accreditation process.

Priority Learning Local Authorities (PLLA)

Sefton is aware of the other LAs within the north-west that have been selected to be PLLAs and is committed to establishing links in order to support our schools. Representatives from Sefton are attending the 'Good to Great' conference organised by Liverpool LA on 22/03/10, as this is our strand with the largest percentage of schools (40%). Sefton itself has been

Agenda Item 13

selected to be a PLLA for a SIP Extension Pilot (as detailed above) and will be sharing our experiences with other LAs.

Advanced Skills Teachers (ASTs)

Sefton has an effective model of AST deployment and support, and is currently reviewing how the ASTs will enhance and further develop the coaching and mentoring model of support for schools in all strands.

Early Years Foundation Stage (EYFS) Support

Sefton is committed to developing and enhancing support to develop leadership and management, and quality of provision in all its settings. The reasons for including this as a priority are:

- LA averages of Ofsted judgements for Early Years Foundation Stage match overall effectiveness grades (i.e. 27% outstanding, 64% good, and 9% satisfactory); however, there are discrepancies within those figures. For example, of 28 schools judged outstanding overall, 11 received good for EYFS; of 42 schools judged good overall, 3 were judged satisfactory for EYFS. Therefore, there is a need to improve provision to establish whole school consistency in practice.
- Despite good outcomes in Ofsted inspections, Sefton's outcomes for its improvement target (National Indicator 72) need to improve, especially when compared to the national data and that of statistical neighbours. In comparison with Sefton attainment at other Key Stages, EYFS is in the most need of improvement.

Expertise within the EYFS team has been enhanced, and support (particularly for schools) has recently been strengthened. The Quality Improvement Support Programme (QISP) has been implemented with all private, voluntary and independent (PVI) settings and will be shared with all schools to support self-evaluation and identify areas for improvement. We are developing the tracking of children's progress from 0-5 in PVI settings and schools, to ensure smooth transition and continuity of learning and development.

Sefton Directory of Good Practice

Sefton currently has a directory of good practice, which is a document available to LA advisers and SIPs. During SIP core visits, a discussion takes place on those areas or aspects the school feels it delivers particularly well. If the SIP agrees that this practice is worthy of sharing, and the school agrees to share that practice with other schools, then

details are included in the directory. SIPs are able to broker support between schools using this information. As it is envisaged that this will become a key document from April 2011, we are currently working on revising and refreshing the contents. We will include details of LCIs and LTs in those schools willing to allow their LTs to support other schools. This directory will evolve to become a 'prospectus', and develop from the work within the SIP PLLA Extension project.

DCSF Licensed Programmes

- **Assessing Pupil Progress (APP):** all schools are delivering APP in one of the core areas of reading, writing or mathematics but requests are being received from schools, and through SIPS, for continued support and training in order for APP to become embedded.
- **Every Child a Reader (ECaR):** We currently have 5 Reading Recovery (RR) teachers and will be training another 7 this coming year. Of those 7, three are specialist teachers working for Sefton's Specialist Advisory Inclusion Service, thereby ensuring that this team also has the specialist RR knowledge to support schools.
- **Every Child a Writer:** 9 LTs currently provide effective support for 27 schools and indications are that this programme is going well.
- **Every Child Counts (ECC):** 6 teachers have been recruited to begin their training in September 2010.
- **Communication, Language and Literacy Development:** the CLLD consultant has devised effective models of universal and targeted support, using LTs and lead practice schools e.g. our NLE school is leading a cluster of schools for development of CLLD, with support from the CLLD Consultant. This model can be used for future support of more schools from April 2011.

Sefton Leadership Courses

Sefton has a very high proportion of good and outstanding schools and it is recognised the vital role played in this achievement by our many outstanding school leaders. We want to maintain that level of leadership excellence and our Aspiring Leadership Programme Support (ALPS) is aimed at supporting existing head teachers and providing professional development opportunities for the leaders of the future. ALPS is the acronym title for the strategy for school leadership succession planning, developed during 2008 with financial

Agenda Item 13

support from the National College of School Leadership (NCSL). ALPS, is part of a borough wide initiative known as: 'Sefton Teachers Tomorrow's Leaders' – Serious about Leadership'. The ALPS elements are:

- LEDA:** Leadership ambition (Newly Qualified Teacher (NQT) awareness of leadership)
- INFOL:** Induction for Leadership (information post-NQT and 'new' to teaching in Sefton)
- HEaT:** Headship Early Thinking (pre-National Professional Qualification for Headship (NPQH) course)
- CASH:** Course for Aspiring Head teachers (post-NPQH course)
- GOALS:** Governor Advice on Leadership Support (Governors training programme)
- SLIP:** Supporting Leaders in Post (pastoral support for serving heads)
- L2F:** Leaders looking Forward (advisory programme for heads' futures)

Of the schools currently below, or predicted to be below, floor target, 5 schools have had staff take part in CASH (7 staff) and HEaT (5 staff).

Sefton Governors' Support programme

Sefton has begun a programme to support and develop stronger governance systems with all schools, but especially those that are deemed satisfactory by Ofsted and/or are on the SCC Protocol.

Using good and great schools to support other schools

With 91% good and outstanding schools, Sefton has a wealth of expertise that can be used in school-to-school support. Through the offer detailed above, this type of support is already being deployed and will be developed further over the coming year. Support will be brokered through SIPs and between networks of schools.

Summary

In conclusion, Sefton feels that it has excellent capacity to deliver the World Class Primary Programme. Ofsted data for our primary schools are excellent, and support for the schools from the LA has been strong and has proven to have had a demonstrable impact. We have systems in place that show we are currently delivering aspects of the WCPP plan and we will continue to develop and enhance our support offer for all schools as we refine our School Improvement Strategy.

Agenda Item 14

REPORT TO: CABINET MEMBER, CHILDREN, SCHOOLS AND FAMILIES
OVERVIEW & SCRUTINY (CHILDREN'S SERVICES)

DATE: 13th April 2010
20th April 2010

SUBJECT: SERIOUS CASE REVIEWS

WARDS AFFECTED: ALL WARDS

REPORT OF: IAN RUSH
INDEPENDENT CHAIR , SEFTON LOCAL SAFEGAURDING
CHILDRENS BOARD

CONTACT OFFICER: CLARE LAWSON, LSCB BUSINESS MANAGER

**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

The purpose of the report is to brief Members on the revised statutory guidance on the publication of Serious Case Review Executive Summary reports.

REASON WHY DECISION REQUIRED:

No decision required. This report responds to a request by the Overview & Scrutiny Committee (Children's Services).

RECOMMENDATION(S):

Elected Members are asked to note the report and support its recommendation that only the Executive Summary of any future Serious Case Review report should be published.

KEY DECISION: No

FORWARD PLAN: Not appropriate

IMPLEMENTATION DATE: Following the expiry of the 'call-in' period for the Minutes of the Cabinet Member meeting.

Agenda Item 14

ALTERNATIVE OPTIONS:

Not appropriate

IMPLICATIONS:

Budget/Policy Framework: None

Financial:

<u>CAPITAL EXPENDITURE</u>	2009/ 2010 £	2010/ 2011 £	2011/ 2012 £	2012/ 2013 £
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

There are no financial implications arising out of this report.

Legal: The proposal is in line with current government statutory guidance

Risk Assessment: There are no risks associated directly with this report.

Asset Management: Not appropriate

CONSULTATION UNDERTAKEN/VIEWS : NONE

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community		√	
2	Creating Safe Communities		√	
3	Jobs and Prosperity		√	
4	Improving Health and Well-Being		√	
5	Environmental Sustainability		√	
6	Creating Inclusive Communities		√	
7	Improving the Quality of Council Services and Strengthening local Democracy		√	
8	Children and Young People	√		

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

Working Together to Safeguard Children, A guide to inter-agency working to safeguard and promote the welfare of children, Department of Children, Schools and Families statutory guidance , March 2010.

Agenda Item 14

1. BACKGROUND:

On 28 April 2009 the Overview and Scrutiny Committee (Children's Services) received a report of the Strategic Director of Children's Services which provided members with information relating to an incident in 2005 which resulted in the death of a child. It was resolved, at minute 94 (4):

That the Chair of the Local Safeguarding Children's Safeguarding Board, Mr. Ian Rush, be invited to submit a report to a future meeting of this Committee, after the Secretary of State for Children, Schools and Families, Ed Balls, has responded to the Lord Laming Report in relation to Serious Case Reviews.

2. PROPOSALS

In March 2010 the government produced its revised statutory guidance 'Working Together to Safeguard Children', which sets out how organisations and individuals should work together to safeguard and promote the welfare of children and young people in accordance with the Children Act 1989 and the Children Act 2004.

The guidance was last updated in 2006 and this latest version follows the publication of Lord Laming's report, *The Protection of Children in England: A progress Report*, in March 2009.

The guidance reflects the principles contained within the United Nations Convention on the Rights of the Child, ratified by the UK Government in 1991. It takes into account the European Convention of Human Rights, in particular Articles 6 and 8. It also takes account of other relevant legislation at the time of publication. It is particularly informed by the requirements of the Children Act 1989, which provides a comprehensive framework for the care and protection of children, and the Children Act 2004, which underpins the *Every Child Matters* reforms and includes the provisions on Local Safeguarding Children Boards.

The whole of Part 1 of the guidance is issued as guidance under **section 7 of the Local Authority Social Services Act 1970**, which requires local authorities in their social services functions to act under the general guidance of the Secretary of State. It should be complied with by local authorities carrying out their social services functions, unless local circumstances indicate exceptional reasons that justify a variation.

Both the 2006 guidance and the revised 2010 guidance contain a chapter on Serious Case Reviews. The prime purpose of a Serious Case Review (SCR) is for agencies and individuals to learn lessons to improve the way in which they work both individually and collectively to safeguard and promote the welfare of children. The lessons learned should be disseminated effectively, and the commendations should be implemented in a timely manner so that the changes required result, wherever possible, in children being protected from suffering or being likely to suffer harm in the future.

When an SCR is undertaken all agencies that have had involvement with the child should produce an individual management review report and then an independent author produces an overview report which brings together and draws overall conclusions from the information and analysis contained in the individual management review reports. The independent author also produces an executive summary of the overview report which should include information about the review process, key issues arising from the case, the recommendations and the action plan. The content of the executive summary needs to be suitably anonymised in order to protect the identity of children, relevant family members and others and to comply with the Data Protection Act 1998. The executive summary should, however, include the names of the LSCB Chair, SCR Panel Chair, the overview report author, and the job titles and employing organisations of all the SCR Panel members.

The guidance deals with the issue of disclosure at para 8.49 and states:

LSCBs should consider carefully who might have an interest in SCRs – for example, elected and appointed members of authorities, staff, the child who was seriously harmed and the subject of the SCR, members of the child’s family, the public, the media – and what information should be made available to each of these interests. There are difficult interests to balance, including:

- the need to maintain confidentiality in respect of personal information contained within reports on the child, family members and others;*
- the accountability of public services and the importance of maintaining public confidence in the process of internal review;*
- the need to secure full and open participation from the different agencies and professionals involved;*
- the responsibility to provide relevant information to those with a legitimate interest; and*
- constraints on public information sharing when criminal proceedings are ongoing, in that providing access to information may not be within the control of the LSCB.*

The guidance is clear that neither the SCR overview report nor the individual management review reports should be made public only the executive summary.

Each Local Safeguarding Childrens Board owns the Overview Report and the Executive Summary and it is the view of the Sefton LSCB that the statutory guidance should be followed and only the executive summary should be published.

Sefton LSCB will publish such executive summary reports by putting them on their website.

3. RECOMMENDATION

Elected members are asked to note the report and support its recommendation that only the Executive Summary of any future SCR overview report should be published.

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Agenda Item 15

REPORT TO: Cabinet Member - Children, Schools & Families

DATE: 13th April 2010

SUBJECT: 'Southwark Judgement' – Potential implications for Sefton Council

WARDS AFFECTED: All wards in Sefton

REPORT OF: Peter Morgan
Strategic Director - Children, Schools and Families

CONTACT OFFICER: Margaret Loughlin
0151 934 3161

EXEMPT/ CONFIDENTIAL: NO

PURPOSE/SUMMARY:

To provide the Cabinet Member with information on the potential strategic, financial and service implications of the Southwark Judgement in terms of Sefton Council's responsibilities to support vulnerable young people aged 16-18 years.

REASON WHY DECISION REQUIRED:

This report is for information

RECOMMENDATION(S):

That the potential implications of the 'Southwark judgement' are noted.

KEY DECISION: No

FORWARD PLAN: No

IMPLEMENTATION DATE: n/a

ALTERNATIVE OPTIONS: n/a

Agenda Item 15

IMPLICATIONS:

Budget/Policy Framework: The potential implications are set out in paragraph 4.5 of the report

Financial:

<u>CAPITAL EXPENDITURE</u>	2009 2010 £	2010/ 2011 £	2011/ 2012 £	2012/ 2013 £
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal:

Risk Assessment:

Asset Management: n/a

CONSULTATION UNDERTAKEN/VIEWS

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community		√	
2	Creating Safe Communities		√	
3	Jobs and Prosperity		√	
4	Improving Health and Well-Being		√	
5	Environmental Sustainability		√	
6	Creating Inclusive Communities		√	
7	Improving the Quality of Council Services and Strengthening local Democracy		√	
8	Children and Young People	√		

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

Agenda Item 15

Background

1. Introduction

- 1.1 The Southwark Judgement of May 2009 challenges local authorities to consider the wider needs of vulnerable young people between the ages of 16 and 18 who present as homeless and to deal with the issue in a corporate manner rather than through individual agencies.
- 1.2 In the particular case that formed the basis of the House of Lords Judgement a young Somali refugee who had leave to remain in this country was asked to leave home. He presented to the Housing Department and was directed to Children's Services for an assessment under S.17 of the Children Act 1989. This assessment concluded that he simply needed help to secure accommodation.
- 1.3 The Law Lords concluded that the young person was a child in need (as defined by Section 20 of the Children Act 1989), and that as such the local authority should accommodate him (i.e take him into the care of the local authority) even though there might have been help available to him avoiding this outcome.
- 1.4 Potentially this raises the possibility that the authority may need to take into care a number of young people over the age of 16. In the 12 months to April 2009 some 52 young people in the age group 16-18 years presented to the Housing Department as homeless. During the same period only 2 young people over the age of 16 were taken into care, neither as a result of homelessness.

2. Local Context

- 2.1 Historically, the local authority (both Children's Services and the Housing Department – specifically the Homelessness Section) have used housing legislation to address the needs of young people aged 16-18 who present as homeless. Although only 14 of the 52 young people presenting to the Homelessness Section 2008/09 met the Housing Act criteria, 21 were provided with accommodation – either supported accommodation or their own tenancy – during the 12 months to April 2009.
- 2.2 The fact that more young people were provided with accommodation than met the criteria suggests that the resources available to the Homelessness Section were being used to address wider issues of need. However, given the lack of a joined up approach with Children's Services to ensure that a full assessment had been carried out, we cannot be certain that the accommodation provided fully met the needs of the young people, nor that many young people who were not accommodated (for example those who went back home) continued to have unmet needs.

3. Local Action since the Southwark Judgement

- 3.1 In the light of the Southwark Judgement managers from the Homelessness Team, Legal Department, and both the Assessment and Looked After Children sections of Children's Services Social Cares held a series of meetings to consider the implications and to draw up plans to address the implications of the judgement.
- 3.2 Several important operational changes were discussed and agreed including the need for all young people presenting as homeless to be assessed by Children's Services, and the transfer of the Bootle Assessment Team to be co-located with staff from the Homelessness Section.
- 3.3 However, the group identified the fact that the changes needed involved a wider range of agencies (including third sector and statutory services) and at a higher level, in order to consider the implications for strategic planning and service design.
- 3.4 What has been clear is that there has been no immediate increase in the numbers of young people presenting themselves as homeless or using the judgement to request services. As with all change there is a lead in time during which knowledge filters down to those who advise young people, and to young people themselves. This process appears to be only just starting. There have been two recent examples illustrating the complexities of the Judgement, one in which a young person was accommodated and one where they were not. In the first instance, a young person of 16 who was not homeless but living at home was deemed to be at risk and in need of accommodation. In the second a young person with no family support and vulnerable was not accommodated because of their firm and consistently articulated view that they did not wish to become 'looked after.'

4. Next Steps

- 4.1 Projecting Demand: given that there has been no dramatic increase in the numbers of young people presenting as homeless, it is necessary to use previous figures to predict demand. Based on an estimate of between 50 and 70 young people presenting as homeless per year, it is safe to assume that a proportion of these will not wish to become 'looked after.' A further proportion may be deemed sufficiently independent to take on their own tenancy, and yet another proportion may be able to go home or be accommodated within their family. However, young people with one need (homelessness) may well have other needs for example substance misuse, mental health, abusive backgrounds which need to be taken into account when considering their ability to live independently or to be returned home. If, for example, half of these young people needed to be accommodated this would equate to at least one additional social work caseload within the Looked After Service as well as additional capacity within the Assessment Service. Becoming 'looked after' by the local authority

Agenda Item 15

involves a number of other commitments to the Council including regular reviews, medicals, plans etc.

- 4.2 Performance Management: currently recording of homelessness in Children's Services is inconsistent at present. Reasons for presenting may be recorded as 'family breakdown' for example, and systems used by different agencies are not joined up or able to 'speak to each other'.
- 4.3 Service Models: currently at an early stage of development. It is suggested that a specialist housing worker within the Assessment Team would be beneficial to provide a holistic assessment at the 'front door' of the service. In addition there may need to be additional capacity within the Leaving Care Team (who currently deal with all young people in care and leaving care over 16) to identify and support those young people who become 'looked after.' This approach would need to be supplemented by a preventative strategy, perhaps involving the third sector and initiatives with families. Other local authorities, for example Warrington through *Talk Don't Walk* initiative - have used third sector organisations to provide family mediation to prevent situations in which teenage children find themselves homeless. Additional specialist posts would need to be supplemented by a broader communication and training strategy across all agencies to strengthen expertise.
- 4.4 Accommodation Provision: currently in-house accommodation for young people in care is restricted to 5 residential children's homes, two of which are not suitable for this age group. Although the other three homes are able to provide accommodation up to 18, young people already in care do not tend to find this meets their needs, and a review of this provision is underway. The Leaving Care Team has a number of contracts with independent providers for supported accommodation, but these are currently not sufficiently flexible (for example the level of support provided), nor numerically sufficient to meet existing demand. There is also a landlady scheme (Merseyside Accommodation Project) which while appropriate in some cases could not meet a large increase in demand. The greatest need is for accommodation with close support and an element of training in independence skills, which is currently in very short supply. Given that those accommodated would tend to come straight from a family it is likely that they would need this type of accommodation.
- 4.5 Potential costs to the authority: there is a clear message to the authority from central government that no additional money will be provided to meet the duties arising from the Southwark Judgement, because it created no change in legislative responsibilities.

Potential additional cost could include:

a) Staffing costs:

1 additional Social Worker in Assessment Service and 2 in Leaving Care Team
= £90,000;

1 Independent Reviewing Officer = £45,000

Management costs = £30,000

b) Costs of Provision:

- One place in semi-independent provision (9-12 hours additional support) = £700 per week
- One place in semi-independent provision (24 hour cover) = £1,370 per week
- MAP placement (family based) = £279 per week

c) Other costs:

- Leaving Care allowances £60 per week per child excluding clothing and allowances for young people staying in education.
- Money paid under S.17 (child in need) to support those young people who are not accommodated but provided with alternative services
- Legal costs (excluding potential litigation costs) £3,000 per year

5. Summary and Conclusion

- Along with many other local authorities, Sefton has been forced to re-think how it approaches the issues raised by youth homelessness as a result of the Southwark Judgement.
- To date there has been no sudden increase in the number of young people presenting as homeless. Current data systems are partial and incomplete making it difficult to anticipate future demand
- Current provision is neither adequate nor suitable to meet the needs of young people assessed under s.20 of the Children Act
- While it would be possible to absorb some increase in looked after children within the current service, there has already been a 20% increase in the past 18 months (post Haringey) and what is required under this Judgement goes beyond the Children's Social Care service
- There is need to centre the response to Southwark within a wider strategic framework of a young person's accommodation strategy that would encompass preventative services and the involvement of other statutory and third sector partners. The most appropriate vehicle for such a strategy would be the Children's Trust.

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Agenda Item 16

REPORT TO: Cabinet Member: Children Schools & Families

DATE: 13th April 2010

SUBJECT: Sefton Parenting Strategy

WARDS AFFECTED: All Wards

REPORT OF: Peter Morgan
Strategic Director – Children, Schools & Families

CONTACT OFFICER: Olive Carey
0151 934 3421

**EXEMPT/
CONFIDENTIAL:** No

PURPOSE/SUMMARY:

- To inform members of the Sefton Parenting Strategy
- To seek approval for Sefton's Parenting Strategy detailed in this report

REASON WHY DECISION REQUIRED:

The Cabinet Member has delegated powers to approve the Parenting Strategy detailed in this report.

RECOMMENDATION(S):

The Cabinet Member is recommended to:

- (i) approve the Parenting strategy proposed in this report

KEY DECISION: No

FORWARD PLAN:

IMPLEMENTATION DATE: Following the expiry date of the "call-in" period for the Minutes of the Cabinet meeting

Agenda Item 16

ALTERNATIVE OPTIONS:

Not appropriate

IMPLICATIONS:

Budget/Policy Framework: None

Financial:

There are no financial implications for the Council's general resources as all funding for this work is from Sefton Children, Schools & Families Parenting Grant from the DCSF.

<u>CAPITAL EXPENDITURE</u>	2006/ 2007 £	2007/ 2008 £	2008/ 2009 £	2009/ 2010 £
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal: Not appropriate

Risk Assessment: There is ongoing risk assessment through the planning process. There are no financial risks associated with this report as all funding is from Specific resources

Asset Management: Not appropriate

CONSULTATION UNDERTAKEN/VIEWS

CHILDREN'S SCHOOLS & FAMILIES LEADERSHIP TEAM HAVE BEEN CONSULTED. PCT PARTNERS, ADULT SERVICES, THE VOLUNTARY AND COMMUNITY SECTOR AND PARENTS ACROSS THE BOROUGH HAVE ALL BEEN CONSULTED

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	√		
2	Creating Safe Communities	√		
3	Jobs and Prosperity	√		
4	Improving Health and Well-Being	√		
5	Environmental Sustainability		√	
6	Creating Inclusive Communities	√		
7	Improving the Quality of Council Services and Strengthening local Democracy	√		
8	Children and Young People	√		

LINKS TO ENSURING INTEGRATION:

Sefton's Parenting Strategy sets out how Sefton Children's Trust and Sefton MBC aims to support parents in bringing up children. The Parenting Strategy works with other strategies including and not exclusively:

- Sefton Children's and Young People Plan
- Sefton's Teenage Pregnancy strategy
- Sefton's Health Strategy
- Sefton's Physical Activity Strategy
- Community Safety Strategy
- Sefton's Healthy Schools Strategy
- Sefton's Workforce Development Strategy

IMPACT UPON CHILDREN'S SERVICES TARGETS AND PRIORITIES:

A cross cutting Parenting Strategy, which includes a thematic approach to developing the 'Think Family ' agenda, working across services with teams around the parent and child to deliver early interventions will impact across all the five outcomes for Sefton children.

Access to accurate, accessible information about parent support services will enable more parents to access universal services, improving participation, knowledge and support in their role as parents.

Agenda Item 16

Training in core skills and knowledge of National Occupational Standards for working with parents will ensure Sefton staff are performing to a high standard and will improve service delivery, design and outcomes for parents and their children.

Consultation and participation of parents to plan, develop, govern and evaluate relevant services will contribute to the outcomes for Making a Positive Contribution

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

Every Child Matters (ECM) Change for Children 2004
National Children's Plan (2007)
Parent Know How (2008)
National framework for Children, Young People and Maternity Services
Crime and Disorder legislation (1998)
Respect Action Plan (2006)
Childcare act (2006)
Children's Centre & Extended Schools Guidance (2006)
Parenting support Guidance for Local authorities (2006)
Every Parent Matters (2007)
Aiming High for Children: supporting families (2007)

1.0 BACKGROUND

1.1 Sefton MBC understands that parents have a major impact on the well being of their children: their attainments, their social behaviour and their dreams and aspirations. There are many different ways of bringing children up well, and many different kinds of families. Being a parent is not always easy, and most parents need to have some support and advice at some stage in their children's lives.

This Parenting Strategy 2009-2012 (appendix1) sets out how Sefton Metropolitan Borough Council and Sefton's Children's Trust aim to support parents and carers in bringing up children.

1.2 The vision for Sefton's Parenting strategy is that:

- Parents will receive high quality responsive services which meet their needs
- Parents are able to understand their rights and responsibilities
- Parents are listened to and their views are used to shape future services
- Parents know about and have access to information about services that are available for them and their families
- Service work together to support the whole family

- 1.3 One of the nine stated aims of the Children & Young People's Plan 2006-2011 is to 'recognise the importance of parents and carers'. Underpinning this plan is a commitment to joint planning and commissioning, which will enable parent support services to be developed in a more integrated way. The Parenting Strategy will play a key role in communicating and informing parents of current support services and help to redesign services for parental support after consultation and evaluation of these services.
- 1.4 The Sefton Parenting Strategy will give clear direction to the alignment and deployment of parenting resources currently made available to Sefton Children Schools & Families Service..
- 1.5 The Parenting strategy has five key areas:

Strategic

A cross cutting Parenting strategy which includes a thematic approach to developing the 'Think Family' agenda, and no wrong door approach'. It includes the development of a strategic lead for parenting and will define the core parenting outcomes for Every Child Matters sub-groups. The strategy will ensure that all practitioners working with parents are skilled and working to the National Occupation Standards for working with parents.

Participation and Consultation

A participation/consultation strategy will be developed in partnership with parents and practitioners, creating appropriate opportunities for them to be involved in planning, development, governance and evaluation of all relevant services and policies

Information

Accurate, accessible and up to date information about parent support services is available to parents, prospective parents and practitioners

Commissioning

By working together we will identify gaps and priorities for core universal and targeted services, in line with the overall commissioning framework for parent support, Children's Trust and Adult Services. The parenting strategy will be evaluated by using the Parenting Outcomes Framework.

Safeguarding

In line with the 'Think Family' approach, all relevant staff are able to assess and identify Safeguarding needs of children within vulnerable families and act swiftly and appropriately, following LSCB procedures.

2 Governance arrangements:

- 2.1 The Parenting Strategy Board will be responsible for the implementation of the Parenting Strategy and will direct, monitor and evaluate the work of the Parenting Commissioner.

Agenda Item 16

2.2 The membership of the PSB includes:

Assistant Director Children, Schools & Families
Assistant Director Adult Services
Parenting Commissioner
Sefton Council of Voluntary Services
Head of Children's Services Sefton PCT
Strategic lead for Connexions
Strategic Lead for CAMHs
Strategic lead for Children's Centres & Extended Schools
CSF Area Manager

(full governance arrangements are outlined in the attached Parenting Strategy Appendix 1 on page 14)

(Sefton's Draft Parenting Strategy Action Plan is also attached for information, as Appendix 2)



Sefton's Parenting Strategy

2009 - 2012
DRAFT

'Being a parent - the best job in the World'



Sefton MBC Parenting Strategy

‘Being a parent - the best job in the world’

2009 - 12

Index

	Page
Introduction	4
Sefton MBC's Parenting Vision	6
Engaging with Parents	7
Parent Strategy Commitments	8
The Think Family Grant	10
Appendix I National context	12
Appendix II Governance	14

Introduction

Agenda Item 16

Sefton MBC recognises that all parents¹ want to do the best for their children. Not only is parenting the best job but it is also one of the hardest jobs in the world.

Sefton MBC Parenting Strategy sets out how Sefton Children's Trust² aims to support parents in bringing up children. The Parenting Strategy works with and supports other strategies including and not exclusively Sefton's Children's and young People Plan, Sefton's Teenage Pregnancy Strategy, Sefton's Corporate Parenting Strategy, Sefton's Health Strategy, Sefton's Physical Activity Strategy, Community Safety Strategy, Sefton's Healthy Schools Strategy and Sefton's Workforce Development Strategy.

The Parenting Strategy is built on information from the Joint Strategic Needs Assessment, Local Area Agreement and Parental Consultation. It has five key themes.

Strategic

A Cross cutting Parenting Strategy developed which includes a thematic approach to developing the 'Think family' agenda, the 'no wrong door' approach. The development of a strategic lead for parenting, defining the core outcomes for the strategy within the outcomes for Every Child Matters and the Local Area Agreement. The strategy will also ensure that all practitioners working with parents are skilled for that purpose.

Participation and Consultation

A participation / consultation strategy developed in partnership with parents and practitioners, creating appropriate opportunities for them to be involved in planning, development, governance and evaluation of all relevant services and policies.

Information

Accurate, accessible and up-to-date information about parent support services is available to parents, prospective parents and practitioners.

Commissioning

By working together we will identify gaps and priorities for core universal and targeted services, in line with the overall commissioning framework for parent support, Children's Trust and Adult services. The Parenting Strategy will be evaluated by using the Parenting Outcomes Framework.

Safeguarding

In line with the 'Think Family' approach, all relevant staff are able to assess and identify Safeguarding needs of children within vulnerable families and act appropriately – following LSCB procedures

The action plan will be updated every six months and the current action plan will be available at www.sefton.gov.uk/parenting

¹ Throughout this strategy, the term "parents" has been used to include mothers, fathers, carers and other adults with responsibility for caring for a child, including looked after children.

² Sefton's Children's Trust includes Sefton Children's Services, Sefton's Voluntary Services and Sefton's Primary Care Trust

Sefton understands that Parents have a major impact on the well being of their children, future educational attainment and social behaviours. There are many different ways of bringing children up well, and many different kinds of families. Being a parent is not always easy, and most parents need to have some support and advice at some stage in their children's lives.

Parent support is a wide term, and can be interpreted in different ways. At its heart is the recognition that parents have the most significant influence on a child's social, physical and emotional well-being. Meeting parents' needs for support, as early and effectively as possible, is therefore vital if children are to achieve their potential in life and experience good outcomes, both as children, and later as adults and parents themselves. "Parent support services" are defined as:

"Any activity or facility aimed at providing information, advice and support to parents to help them in bringing up their children"³

Parents have different levels of need in relation to their parenting role, which in turn require the appropriate level and type of support. Parent support services can be viewed on a continuum from prevention and early intervention through to more specialist and intensive services, including those that have a degree of enforcement attached to them. Levels of need may change at different times in the lives both of children and parents.

Sefton produced its five-year Children and Young People's Plan in 2006. This is a single, strategic, overarching plan for all services for children and young people. It supports more integrated and effective services to secure the outcomes for children set out in the Every Child Matters Change for Children programme. One of the nine stated aims of Sefton Children and Young People's Plan 2006-2011 is to 'recognise the importance of parents'. Think Family and the Parenting Strategy has been recognised within this document.

Key achievements 2009

It was important that before anything was developed we knew what was being delivered, by whom and where, and that we understood what parents thought about Sefton's services and whether parents were using them.

The Parent Survey was launched on the 1st of July and closed on the 30th September. During this time the team received over 1,200 responses. The survey was actively promoted through posters, e mails, the disabled children's register, schools, health teams, social care and children's centres.

The survey informed the strategy that many parents gain their information from family members, that they wanted their information from the internet and that many

³ DfES

Agenda Item 16

were unaware of services which could support them. This information will form the basis of the Strategy commitments. The parent survey was complemented by a provider audit which informs us about what is being delivered, by whom, where and why.

In June 2009 we launched the first practitioner forum. This had over 60 practitioners attending. Following this it was agreed to hold 3 per year. This would be to facilitate training for parenting practitioners and an opportunity for them to network and share information.

Sefton MBC's Parenting Vision

- Parents will receive high quality responsive services which meet their needs
- Parents are enabled to understand their rights and responsibilities
- Parents are listened to and their views used to shape future services
- Parents know about and have access to information about services that are available for them and their families
- Services work together to support the whole family

What difference will delivering the strategy make?

- ✓ Gaps in parenting support are known and are addressed
- ✓ Views of parents are used to inform future services
- ✓ Parents in vulnerable circumstances will have accessed parenting support sooner
- ✓ Practitioners will have received training and support to deliver high quality Parenting Support Programmes
- ✓ Parents better understand the effects and benefits of positive play and leisure time with their children
- ✓ Easier access to information about parenting support
- ✓ Staff trained and supported to enable them to work effectively in partnership with parents
- ✓ It does not matter where a parent goes to for support but that they will receive the help and support that they need

Engaging with Parents

A core element of the Parenting Strategy is parent participation and consultation. A Parent Participation Plan has been developed which will inform parents, young people and services about how parents will be involved in shaping services and decisions over services which affect them.

A comprehensive Parent Consultation has been completed in 2009 with over 1,000 responses, 6 focus groups and data mining existing consultation information. We have developed an interactive marketing campaign to let parents know about the parenting strategy and encourage involvement.

We recognize that strategies are a million miles from most people's lives and that we need to tell parents about positive changes on their doorsteps – practical steps that have been taken in response to them telling us what they want and from ideas they have put forward. These positive examples will be threaded into the campaign materials (leaflets, posters, newsletters,) as the campaign develops.

Parent Participation will build on a three area forums and a borough forum model. The forum aims to be a voice to inform the Children's Trust and service providers of the needs of parents and their families.

The Parent Forums will facilitate two-way communication between parents and the services used by them and their families in Sefton. The forum will work to provide feedback on services, offer constructive challenge to current services and input into decision making and planning for future service provision.

The parent forum believes that by working co-operatively with local service providers and commissioners parents can lead improvements in the services delivered for them by:

- Regular communication with parents, ensuring they are able to decide whether to be involved in a piece of work/consultation.
- Ensuring a diverse forum membership and representation of diverse views from parent/carers' from all backgrounds and sectors of the community.
- Promoting a reputation and image of the Forums which reflects the aims and values.

Parenting Strategy Commitments

We know: we do not involve parents enough in service development

We will:

- Develop and publish a Parents Participation Plan,
- Develop a role to support parents' involvement in the governance structures and forums.
- By March 2010 there will be 3 Area Forums and a borough forum developed.

Agenda Item 16

- By March 2010 All children centres will have parents involved in their governance procedures.
- By March 2011 all Children's services will have parents involved in their governance arrangements.

We know: that parent find it hard to access good quality, accessible information about services available for them

We will:

- by March 2010 have developed a comprehensive Parent Know How directory and have trained all Parent Support Advisors and Family Development Workers how to use it.
- By March 2011 all front line parent practitioners will have had access to training in how to contribute to and use Parent Know How.

We know: one size does not fit all

We will:

By March 2010 have trained practitioners in a range of evidence based parent support, which will include support for

- Parents with mental health needs,
- Parents of teenagers,
- Parents whose children are not living in the family home
- Parents of young people who have been identified at risk of substance misuse or anti social behaviour
- Parents of children and young people affected by ADHD.
- In addition will be working closely with services to support parents who substance misuse.

We know: not every service provided for parents is quality assured

We will:

- By March 2010 have in place evidenced based parenting programmes and an evaluation tool for programmes developed in Sefton
- By March 2010 all services delivering support for parents will be using an agreed quality assured evaluation toolkit to ensure that services deliver a positive long term impact for families.

We know: that some families find services hard to reach

We will: support services to ensure that they are accessible to families who need them.

- By September 2010 ensure all relevant services are on the Family Information Service Directory
- By March 2010 have piloted parenting support in partnership with social care teams who work with vulnerable families
- By March 2011 have delivered training in Triple P and Strengthening Families 10-14 programmes to teams who work with vulnerable families

We know: that services are not always accessible for fathers

We will:

Agenda Item 16

- By March 2010 have used data from the parents survey and existing fathers projects and worked with fathers to identify what services would support them.
- By March 2011 have in place; a continuum of services across Sefton which are accessible to fathers of children aged 0 – 19 years.

We know: that some parenting practitioners need access to high quality training which meets their needs

We will:

- By March 2010 delivered the first mandatory module of the national occupational standards for working with parents which were launched this year to parents support advisors and family development workers.
- By March 2011 have identified and delivered the training to key front line staff.

Agenda Item 16

Think Family

Think Family means securing better outcomes for children, young people and families with additional needs by co-ordinating the support they receive from children's, young people's, adults' and family services. Sefton has developed several Think Family approaches. These are:

- **Youth Crime Family Intervention Project (FIP)**. FIPs provide intensive support to vulnerable families and in particular those facing legal actions. Through multi agency whole family support plans and assertive working methods projects reduce the likelihood of legal sanctions and help families to address their problems. The package of support offered to vulnerable families often includes accredited parenting programmes and a co-ordinated programme of support from other services which respond to the needs of different family members.
- **Provide 2 key Parenting Practitioners** who will support the roll out of evidence based parenting programmes, workforce development, service delivery and evaluation.

- **Parents of Children in or at risk of being in care**

By using the structured approach of Triple P the practitioner and family support worker will be able to build the parents skills and confidence in their parenting. If this is successful we can:

- Ensure that the children are re homed quickly with on going support
- Skill up staff from both the social care and children's centre's teams to support families
- Support a more structured use of contacts at the Children's Centre
- Prevent families' situations escalating

- **Parents of Children and young people affected by ADHD**

By using a Sefton developed ADHD programme, supporting evaluation and assessment we will deliver 3 programmes by March 2009 and will develop information for parents about ADHD in consultation with parents

- **Parents of Children and young people who are identified by the police on the streets**

Working in partnership with the Community Safety Area Partnerships the parenting team will deliver Strengthening families 10 – 14 to families who have been sent letters by the Anti Social Behaviour Team. This means that the young person has been identified as at risk of substance misuse or under the influence of substances. This is in conjunction with the 'Buy Booze, You Loose' campaign in the Southport area.

- **Parents at risk of poor mental health**

Mellow Parenting will be delivered in Sefton; it is an evaluated parenting programme which has been shown to be effective and successful in engaging hard - to - reach

families, helping them make changes in their relationships. Follow up has shown lasting gains in maternal well being, parent-child interaction, child behaviour and child development. Mellow Parenting is a 14 week one day a week group designed to support families with relationship problems with their infants and young children.

Using data collected we are working in partnership with doctors and children's centres to support parent mental health and develop information sharing.

- **Integrated Workforce Strategy**

To deliver an integrated strategy that encompasses both Children Trust and Adult Services. Key themes will include common induction on Think Family and Council Objectives.

- **Data Sharing and Collection**

To identify what data is collected from both Adults Services and Children Trust Services and how and when they should be shared to ensure families are safeguarded and appropriately supported. This would include the development of a family based common assessment developed in the future.

Agenda Item 16

Appendix I

National context

There are some key agendas, legislation and frameworks at the national level that set a background for the development of Sefton's Parenting Strategy.

Every Child Matters (ECM) Change for Children 2004 – Every Child Matters is the major and over-arching agenda for the promotion of children's well-being. Its Change for Children programme outlines a national framework for local agencies to build integrated services around the needs of children and young people. Support for parents is declared to be at the heart of the government's approach to improving children's lives where support is needed or wanted. Each of the main outcomes for children within the ECM 'outcomes framework' emphasises their role:

- *Be healthy* – parents, carers and families promote healthy choices
- *Stay safe* – parents, carers and families provide safe homes and stability
- *Enjoy and achieve* – parents, carers and families support learning
- *Make a positive contribution* – parents, carers and families promote positive behaviour
- *Achieve economic well-being* – parents, carers and families are supported to be economically active

Think Family Toolkit - Improving Support for Families at Risk (2009)

This Toolkit sets out some of the ways in which these practices can be developed 'on the ground' and represents an important step towards setting out how Think Family can be made a reality in day-to-day practice. Much of what it contains has been developed locally and reflects the enormous commitment and ingenuity of those working with children, mothers, fathers and families.

The Toolkit is a 'living' document and will be updated when required. When a section is amended, it will be possible to remove the out-of-date section and replace it with a new one.

National Children's Plan (2007)

One of the governing principles of the Plan is that government does not bring up children – parents do – so government needs to do more to back parents and families. A series of measures have been announced to support this role.

Parent Know How (March 2008)

Parent Know How is a programme designed to deliver better outcomes for children and parents by driving greater efficiency, innovation and reach in the parenting information and support services funded by the DCSF. It draws together existing and new initiatives into a coordinated programme to drive service improvement.

Funding will be allocated to local authorities for them to procure their own information systems covering childcare provider information and other services that may be of benefit to parents. The ISPP will collate this local information along with a national directory of services for families and make it available in a searchable form through channels such as DirectGov.

Parent Support Advisers (November 2007)

DCSF announced the availability of Parent Support Advisers in every local authority through Standards Funding to primary schools. These Advisers work with parents to improve children's behaviour and school attendance, offering advice with parenting, and providing support for families at the first sign a child or young person may be experiencing social, health or behavioural issues.

Parenting Experts (April 2008)

They are parenting practitioners able to deliver evidence based, structured parenting programmes on a one to one and group basis. They should target the parents of children and young people whom local agencies (e.g. schools, children's centres, housing, health services, anti-social behaviour teams etc) agree to be at risk or those parents with problems that are known to put their children at risk, for example, parents who are offenders (including those in prison and involved in domestic violence), have mental health problems or with drug and alcohol problems. They will support / work in line with Sefton's Parenting Strategy

Every Parent Matters (March 2007) – issued by DfES, this document sets out what the government is doing to promote both the development of services for parents as well as their involvement in shaping services for themselves and their children. It assesses the current position, the perceived gaps, and how government proposes to fill them.

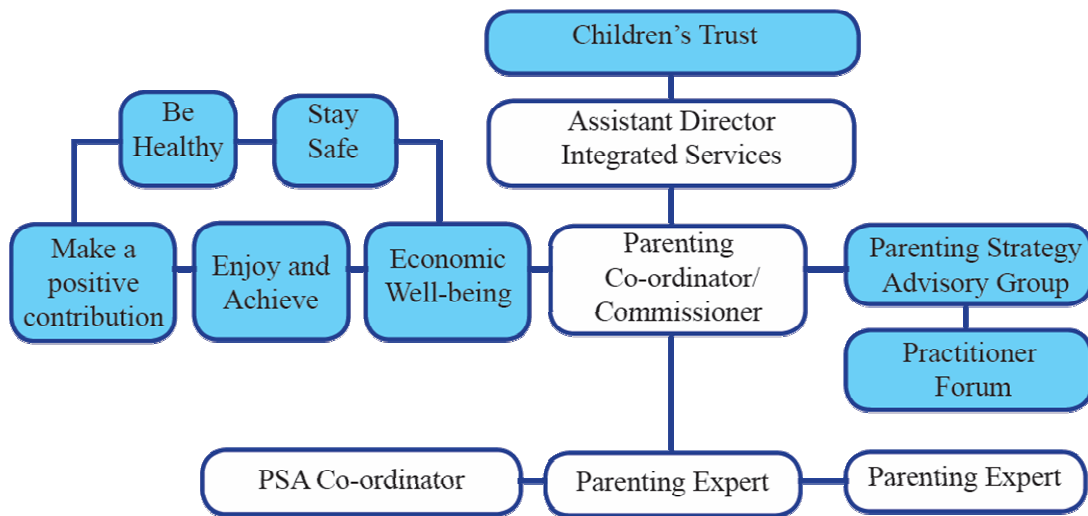
Aiming high for children: supporting families (March 2007) – this document states government's aim to ensure that every child, regardless of race, gender, background or circumstances, gets the best start in life and achieves their potential. It wants to do this by working in partnership with active, responsible parents and empowered communities, supported by public services that deliver packages of support tailored to families' needs. Action in a number of key areas is identified – a new emphasis on building resilience; greater personalisation of services that are more responsive to the needs of families; proactive support for those who need it most; and helping families to break out of a cycle of low achievement. There is encouragement for the development of Parents' Charters, through which local children's services can set out the 'core offer' of basic support from key public services to which all parents are already entitled.

Aiming high for disabled children: better support for families (May 2007) – this document emphasises government's commitment to take action in three main areas to improve outcomes for disabled children. These include access and empowerment; responsive services and timely support; and improving quality and capacity. Again, the concept of a 'core offer' is outlined, setting out the entitlements and services that disabled children and their families can expect.

Agenda Item 16

Appendix II

Strategy Governance



Role of the Parent Strategy Board (PSB)

The PSB will be responsible to approve the Initial Action Plan and ensure this remains the key document relating to project delivery and review and update regularly. The PSB will champion the 'Think Family' agenda and identify key priorities which will be approved by Commissioning Group.

The PSB will be responsible for programme management, awarding of external contracts, direct service delivery, partnership development and monitoring and evaluation against milestones. The PSB will take responsibility of monitoring risks and taking action to mitigate or eliminate the major risks connected to this project.

Board Terms of Reference

- To champion the Think Family agenda and the Parenting Strategy as a cross cutting theme through Sefton wide initiatives and funding streams
- To provide the strategic linkage with the wider regeneration and childcare strategies, particularly through the Sefton Borough Partnership and appropriate Thematic Group Representation
- To take individual lead responsibility on reporting to appropriate structures including Cabinet Members, Children's Trust and Every Child Matters Thematic Groups
- The group will determine and set appropriate quality assurance systems clearly linked to outcomes
- The group should ensure consultation, engagement and participation processes are appropriate and followed correctly
- The group should have responsibility for supporting the mapping, data gathering and needs analyses to inform the commissioning cycle of the Parenting Commissioner and other commissioners as appropriate

Agenda Item 16

- The group should ensure Parenting Support continues to shift towards preventative work
- The group will monitor the implementation of the Strategy and prepare adequately for revisions
- Will assume responsibility for the future development of the Strategy as a result of new guidance, policy and feedback
- Will ensure adequate resources are in place to support an inter-agency Practitioner Forum with clear terms of reference and equity in membership across providers
- To monitor progress of the Parenting Strategy ensuring positive outcomes for parents
- Strive to ensure membership of the group supports the delivery of the Strategy and the role of the Parenting Commissioner.
- This group and the commissioning bodies for 'Parenting' will follow the Council's procurement procedures, as agreed by Cabinet
- The group will determine and set appropriate quality assurance systems clearly linked to outcomes
- The Group will refer matters to the Children's Trust
- The group will oversee the introduction of the National Occupational Standards for Working with Parents as contained in the Workforce reform programme
- To ensure lessons learned from the Parenting Strategy can be developed and rolled out across the wider Borough, and where appropriate the City Region area
- Recognise the importance of key stakeholder involvement in the project and to help facilitate and make recommendations for future linkages with appropriate third sector and business partners through partnership development.
- To approve the Action Plan and ensure this remains the key document relating to project delivery and review and update regularly
- To oversee the performance of the project including budgetary spend, and achievement of milestones outputs and targets
- To take recommendations from the Parenting Commissioner on the operations of the project and authorise any changes to the project
- To make recommendations for action on delivery and performance both internally and externally delivered

Agenda Item 16

- To take responsibility for identifying and monitoring risks and taking action to mitigate or eliminate the major risks connected to this project.

Membership

Membership will be of a sufficient level to ensure a limit is possible on the number of meetings required for decisions to be made and direction imparted to the Parenting Commissioner.

The membership includes:

Assistant Director Children's Services
Assistant Director Adult Services
Parenting Commissioner
Sefton Council for Voluntary Services
Head of Children's Services Sefton PCT
Strategic Lead Connexions
Strategic lead CAMHS
Strategic lead for Children's Centres
Area Manager

Parent Participation and Consultation

The PSB will oversee the establishment of Parent Forums to support the ongoing development of the Parenting Strategy and the continued structured involvement of parents in both providers and services governance.

Parent Participation and Consultation Forums will be one of the key structures for gaining valuable feedback on the lessons arising from the Parenting Strategy as it advances. The development of the forums will be lead by the Parenting Participation Post managed through Sefton CVS.

Working Groups

There are 4 working groups which feed into the PSB and which retain multi-agency membership. This does not inhibit the development of transient working groups to meet a current identified need.

Workforce Development

- To audit parenting skills of Sefton's workforce
- Completed workforce audit
- Support Practitioners accessing NAPP training
- Identification of themes for practitioner forum
- Support the design and roll out of NOS WWP training
- Think Family agenda is accessed in all staff inductions

Evidence

- To roll out the use of the Parenting Programme Evaluation Tool (PPET)
- To embed evidence based practice across the workforce
- To agree classification of 'quality'
- To analyse gaps in workforce delivery in terms of evidence based programmes and quality services
- Support settings / organisations to use evidenced resources
- To feed back to the Parenting Strategy Board for commissioning gaps
- Develop peer groups to develop best practice networks
- Development of engagement checklist
- Develop commissioning best practice

Consultation and Participation

- To develop a parents participation plan
- Support the development of the parent area and borough forums
- Provide guidance regarding parent involvement in services / providers governance structures
- To feed back to the Parenting Strategy Board

Data Management and Collation

- To identify current sources of data for regarding parents
- To identify gaps in current data
- To agree what action can be taken in the short and medium term to improve data collection and analysis to support the think Family approach

Sefton's Parenting Strategy Action Plan

Sefton's Parenting Strategy Action plan is outlined within 5 main headings.

Strategic

Cross cutting Parenting Strategy developed which includes a thematic approach to developing the 'Think family' agenda, the 'no wrong door' approach. The development of a strategic lead for parenting, defining the core outcomes for the strategy within the outcomes for ECM. The strategy will also ensure that all practitioners working with parents are skilled for that purpose.

Participation and Consultation

A participation / consultation strategy developed in partnership with parents and practitioners, creating appropriate opportunities for them to be involved in planning, development, governance and evaluation of all relevant services and policies.

Information

Accurate, accessible and up-to-date information about parent support services is available to parents, prospective parents and practitioners.

Commissioning

Working together to identify gaps and priorities for core universal and targeted services, in line with overall commissioning framework for parent support and wider children's services.

Safeguarding

In line with the 'Think Family' approach, all relevant staff are able to assess and identify Safeguarding needs of children within vulnerable families and act appropriately – following Local safeguarding Children Board procedures
The Action Plan will be updated every six months. The most up to date copy will be accessible on www.sefton.gov.uk/parenting

Strategic	What tasks need to be done to make this happen?	Target date	NI / PSA	Who is responsible	Resource	Performance measure
Parenting Strategy developed which includes:	Active Promotion of the 'Think Family' agenda	March 2010		Parenting Commissioner Parenting Strategy group	PSG and PC time	Developed Work Plan with identified resources Sept 09✓ Think family champion identified Think Family written into CYPP✓
	Actions from the CYPP including the Teenage Parents Strategy and clear measurable outcomes within ECM	Oct 09		Parenting Commissioner Parenting Strategy group	PSG and PC time	Refresh of Parenting Strategy produced✓
	Appropriate representation from voluntary, adults and children's services on Parent Strategy Group.	On going		Parenting Strategy group	PSG time	Full representation at strategic level is secured✓
	Ensuring that Sefton's workforce is fit for purpose	March 2010		Sefton Workforce development Team Parenting Commissioner	Think Family grant (PEIP) Forum and Trg venues	Completed workforce audit✓ Established workforce working group ✓ Established practitioners forum✓ Practitioners accessing NAPP trg✓ Think Family agenda is included in all staff inductions NOS WWP and SWIS delivered Development of integrated workforce strategy
	A clear understanding of what is being delivered to and for parents, how and when and by whom.	Dec 09		Parenting Commissioner Parenting Strategy group	PSG and PC time	Established data working group✓ Audit completed Clear transparent referral for evidence based training established Practitioner forum established✓
	Launch and Marketing of Parenting Strategy	Oct 09		Parenting Commissioner Parent Strategy group	Think Family grant (PEIP) Launch funds	Parent strategy produced✓ Parents version of strategy produced Launch Oct 09✓

Consultation Participation	What tasks need to be done to make this happen?	Target date	NI / PSA	Who is responsible	Resource	Performance measure
A participation / consultation strategy developed in partnership with parents and practitioners.	Parent Representatives Forum established: with representation and input from parents of disabled children, school parent panels, parent support groups, citizens panels	Sept 2009	NI 4	Parenting Commissioner & Making a Positive Contribution Lead Officer	PC & MPCL time Sefton Carers Centre Training	Parent representative area and borough Forums established Parent representative training identified and supported Parent Participation post established and filled✓ Parent governance supported across all children's services AHDC parent forum supported and included in participation plan✓
	Consultation activities approved by Sefton Equalities Partnership, Parenting Strategy Group, Sefton Consultation Finder and Consultation Panel	June 2009			Sefton's Consultation Funding and Think Family Grant	Approval by relevant departments received Participation Working group established✓
	Practitioner Forum established and supported with the objectives of encouraging networking and sharing of best practice across partners.	July 2009			Managers release time for practitioners to attend	Practitioners forum established✓ Terms of reference agreed including work plan✓
	The involvement of parents is actively considered (and built into relevant referral, assessment and intervention processes) especially parents and carers of: i) Children in need ii) Children excluded or at risk of exclusion from school iii) Children at risk of anti-social behaviour legislation	Dec 2009			Practitioners and Parents Forum.	PC and team time

Information	What tasks need to be done to make this happen?	Target date	NI / PSA	Who is responsible	Resource	Performance measure
Accurate and up-to-date information about parent support services is available to parents, prospective parents and practitioners.	Sefton's MBC website is up to date and accessible for parents and practitioners in regard to services and information	Sept 09		Children's Services eServices Section.		Launch of parent know how Kiosks established and accessible in all children's centres✓ Libraries free internet access✓ Internet pages are monitored for usage
	Ensure that a protocol is established for customer contact staff when referencing information	March 2010				Development of core material for sharing childcare and early years support information
	Ensure that practitioners from statutory and voluntary sectors can access the service directory online in order to make effective referrals to appropriate services	Oct 09				Use of directory is monitored Information gathered regarding telephone contacts Audit completed Information shared at Practitioner forum and PSA events
	Parent consultation regarding information included within audit	Oct 09				Audit completed✓

Commissioning	What tasks need to be done to make this happen?	Target date		Who is responsible	Resource	Performance measure
Working together to identify gaps and priorities for core universal and targeted services, in line with overall commissioning framework for parent support and wider children's services.	A clear understanding of what is being delivered to and for parents, how and when and by whom.	Sept 09		Parenting Strategy Group, Parenting Practitioners & Parenting Commissioner	PSG and PC time	Established data working group✓ Audit completed Clear transparent referral for evidence based training established Practitioner forum established✓
	Funding and delivery arrangements for both adult and children's core universal and targeted services is clarified	March 2010		Parenting Commissioner Parenting Strategy Group,		Think Family budget signed off✓
	All parent support services identify ways of demonstrating or improving effectiveness and acceptability in accordance with relevant NICE Guidelines	March 2010		Parenting Strategy Group and Parent Forum	PSG time	Identified which NICE guidelines Sefton will work towards✓ Ensure guidelines are used in the development of new parenting approaches
	Where locally developed or adapted programmes do not have a recognised evidence base, evaluation processes are developed to assess acceptability and effectiveness using the Think Family quality assurance framework and NAPP commissioning toolkit	March 2010		Parenting Strategy Group, Parenting Practitioners & Parenting Commissioner	Evidence Working group	Developed an evidence based curriculum Establish an evidence working group with multi agency representation✓ Practitioner forum✓ PPET trialled on 3 courses as proposed tool Commissioning guidance established Core evaluation tools shared to ensure sustained positive impact of services

Health – Reduce levels of smoking Reduce deaths by cardiovascular disease Stem and reverse obesity Stem and reverse levels of alcohol misuse Reduce burden of mental illness Increase prevalence of breastfeeding at 6-8 weeks from birth Prevention of teenage pregnancy	Sept 09	NI 123 53 56 139, 120 119 112	Parenting and Health Commissioners	Commissioner time	Information will be actively promoted to parents Links with health services into children's centres parent groups Indicators and associated interventions are performance managed through the children's trust and the public health partnership
Staying Safe – clear delivery plan to support parents in keeping their children safe	Sept 09		Parenting Commissioner and LSCB	Safeguarding Forum, PC and QASSO time	Parenting safeguarding delivery plan developed and approved by LSCB
Establish a co-ordinated well published range of parenting programmes across Sefton to include childcare and transport delivered by highly qualified practitioners	Dec 09		Parenting Strategy Group, Parenting Practitioners & Parenting Commissioner	PSG, PC & Team time	Curriculum of high quality well established parenting programmes developed for Sefton Evidenced based practitioner networks developed
Ensure contracts and SLAs include the minimum LSCB expectations for safeguarding in relation to training, policy/procedures, governance	Spring 2010		LSCB, Parenting Strategy Group, Parenting Commissioner Claire Lawson	LSCB Business Manager & PC time	Relevant 'Working Together' Learning outcomes achieved by all responsible for commissioning services for parents. SLA template includes necessary safeguarding elements. Non-statutory Section 11 (Children Act 2004) Audit of commissioned providers

	Develop pilot programmes to explore parenting approaches with target groups	Nov 09	NI 110 111 115 21	Police, Parenting Team, Beverley hall		CSAP – use of Strengthening Families 10-14 course for children identified at risk of substance misuse in Southport area
			NI 101 62	Netherton Family Centre, Netherton Children’s Centre Beverley Hall		Social care – Triple P used with targeted families to support children coming home
			NI 124			ADHD – information and parent programme developed and evaluated
			NI 112	Jo Lloyd TP Coordinator PSA coordinator P2000		Teenage Pregnancy Prevention – Speakeasy parent programme rolled out across targeted primary schools for parents of children pre transition
	Raising parental and family aspirations		NI 116 153 163 91 102 87	PSA Co-ordinator, Extended Services, Family Learning impact fund, Parenting Commissioner Job Centre plus		

	<p>Family Intervention Project (YCAP) FIP established within targeted youth support</p>	<p>Oct 09</p>	<p>NI 110 111 115 21</p>	<p>FIP staff, Housing providers, Anti social behaviour unit. Contact : John Gibbens</p>	<p>Steering group established with close links between children and adults services✓ Operational group established to ensure service sign up to FIP and referral routes✓ Key workers positions advertised Key posts filled Families identified and referral routes developed</p>
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<p>Deliver training session in relation to the Safe to learn suite of information for schools to enable Parent Support advisors to support anti bullying in schools taking account of the ambitions of the Children's Plan</p>	<p>June 2010</p>	<p>NI 69</p>	<p>Attendance and Welfare Service Manager Anti-Bullying Strategy</p>	<p>A&W time</p>	<p>A reduction in reports of bullying would represent good performance,</p>
<p>Provide a persistent absence workshop for parent support advisors</p>	<p>June 2010</p>		<p>Attendance and Welfare Service Manager School Attendance Strategy</p>	<p>A & W time</p>	<p>Schools will have met their current targets in reducing persistent absence</p> <p>There will be a reduction in the number of persistently absent children</p>

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