

Children, Young People and Family Support Scrutiny and Policy Development Committee

Monday 21 November 2016 at 1.00 pm

To be held at the Town Hall, Pinstone Street, Sheffield, S1 2HH

The Press and Public are Welcome to Attend

Membership

Councillors Ian Saunders (Chair), Steve Ayris (Deputy Chair), Andy Bainbridge, Olivia Blake, John Booker, Terry Fox, Craig Gamble Pugh, Kieran Harpham, Karen McGowan, Mohammad Maroof, Abtisam Mohamed, Josie Paszek, Colin Ross, Alison Teal and Cliff Woodcraft

Education Non-Council Members

Gillian Foster, Alison Warner, Waheeda Din, Joanne Heery and Peter Naldrett

Healthwatch Sheffield

Alice Riddell (Observer)

Substitute Members

In accordance with the Constitution, Substitute Members may be provided for the above Committee Members as and when required.

PUBLIC ACCESS TO THE MEETING

The Children, Young People and Family Support Scrutiny Committee exercises an overview and scrutiny function in respect of the planning, policy development and monitoring of service performance and other general issues relating to learning and attainment and the care of children and young people within the Children's Services area of Council activity. It also scrutinises as appropriate the various local Health Services functions, with particular reference to those relating to the care of children.

A copy of the agenda and reports is available on the Council's website at www.sheffield.gov.uk. You can also see the reports to be discussed at the meeting if you call at the First Point Reception, Town Hall, Pinstone Street entrance. The Reception is open between 9.00 am and 5.00 pm, Monday to Thursday and between 9.00 am and 4.45 pm. You may not be allowed to see some reports because they contain confidential information. These items are usually marked * on the agenda.

Members of the public have the right to ask questions or submit petitions to Scrutiny Committee meetings and recording is allowed under the direction of the Chair. Please see the website or contact Democratic Services for further information regarding public questions and petitions and details of the Council's protocol on audio/visual recording and photography at council meetings.

Scrutiny Committee meetings are normally open to the public but sometimes the Committee may have to discuss an item in private. If this happens, you will be asked to leave. Any private items are normally left until last. If you would like to attend the meeting please report to the First Point Reception desk where you will be directed to the meeting room.

If you require any further information about this Scrutiny Committee, please contact Diane Owens, Policy and Improvement Officer on 0114 27 35065 or [email diane.owens@sheffield.gov.uk](mailto:diane.owens@sheffield.gov.uk)

FACILITIES

There are public toilets available, with wheelchair access, on the ground floor of the Town Hall. Induction loop facilities are available in meeting rooms.

Access for people with mobility difficulties can be obtained through the ramp on the side to the main Town Hall entrance.

**CHILDREN, YOUNG PEOPLE AND FAMILY SUPPORT SCRUTINY AND POLICY
DEVELOPMENT COMMITTEE AGENDA
21 NOVEMBER 2016**

Order of Business

- 1. Welcome and Housekeeping Arrangements**
- 2. Apologies for Absence**
- 3. Exclusion of Public and Press**
To identify items where resolutions may be moved to exclude the press and public
- 4. Declarations of Interest** (Pages 1 - 4)
Members to declare any interests they have in the business to be considered at the meeting
- 5. Minutes of Previous Meeting** (Pages 5 - 12)
To approve the minutes of the meetings of Committee held on 19th September, 2016
- 6. Public Questions and Petitions**
To receive any questions or petitions from members of the public
- 7. 2016 Provisional Results - City Context and School Performance - November 2016** (Pages 13 - 60)
To receive:-
 - a) A presentation for the Executive Director, Children, Young People and Families;
 - b) Learn Sheffield - Sheffield School Improvement Strategy 2016-2018
 - c) Learn Sheffield – Sheffield Priorities
- 8. Support and Services for Young Carers** (Pages 61 - 68)
Report of the Acting Director of Children and Families
- 9. Work Programme 2016/17** (Pages 69 - 76)
Report of the Policy and Improvement Officer

For Information Only

- 10. School Places Planning Update** (Pages 77 - 82)
Report of the Executive Director, Children, Young People and Families
- 11. Sheffield Parent Carer Forum - State of Sheffield 2014 -** (Pages 83 - 92)

Update

Report of the Executive Director, Children, Young People and Families

12. Date of Next Meeting

The next meeting of the Committee will be held on Monday, 19th December, 2016, at 1.00 pm, in the Town Hall

ADVICE TO MEMBERS ON DECLARING INTERESTS AT MEETINGS

If you are present at a meeting of the Council, of its executive or any committee of the executive, or of any committee, sub-committee, joint committee, or joint sub-committee of the authority, and you have a **Disclosable Pecuniary Interest (DPI)** relating to any business that will be considered at the meeting, you must not:

- participate in any discussion of the business at the meeting, or if you become aware of your Disclosable Pecuniary Interest during the meeting, participate further in any discussion of the business, or
- participate in any vote or further vote taken on the matter at the meeting.

These prohibitions apply to any form of participation, including speaking as a member of the public.

You **must**:

- leave the room (in accordance with the Members' Code of Conduct)
- make a verbal declaration of the existence and nature of any DPI at any meeting at which you are present at which an item of business which affects or relates to the subject matter of that interest is under consideration, at or before the consideration of the item of business or as soon as the interest becomes apparent.
- declare it to the meeting and notify the Council's Monitoring Officer within 28 days, if the DPI is not already registered.

If you have any of the following pecuniary interests, they are your **disclosable pecuniary interests** under the new national rules. You have a pecuniary interest if you, or your spouse or civil partner, have a pecuniary interest.

- Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner undertakes.
- Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period* in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.

*The relevant period is the 12 months ending on the day when you tell the Monitoring Officer about your disclosable pecuniary interests.

- Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority –
 - under which goods or services are to be provided or works are to be executed; and
 - which has not been fully discharged.

- Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.
- Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.
- Any tenancy where (to your knowledge) –
 - the landlord is your council or authority; and
 - the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.
- Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -
 - (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
 - (b) either -
 - the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or
 - if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.

If you attend a meeting at which any item of business is to be considered and you are aware that you have a **personal interest** in the matter which does not amount to a DPI, you must make verbal declaration of the existence and nature of that interest at or before the consideration of the item of business or as soon as the interest becomes apparent. You should leave the room if your continued presence is incompatible with the 7 Principles of Public Life (selflessness; integrity; objectivity; accountability; openness; honesty; and leadership).

You have a personal interest where –

- a decision in relation to that business might reasonably be regarded as affecting the well-being or financial standing (including interests in land and easements over land) of you or a member of your family or a person or an organisation with whom you have a close association to a greater extent than it would affect the majority of the Council Tax payers, ratepayers or inhabitants of the ward or electoral area for which you have been elected or otherwise of the Authority's administrative area, or
- it relates to or is likely to affect any of the interests that are defined as DPIs but are in respect of a member of your family (other than a partner) or a person with whom you have a close association.

Guidance on declarations of interest, incorporating regulations published by the Government in relation to Disclosable Pecuniary Interests, has been circulated to you previously.

You should identify any potential interest you may have relating to business to be considered at the meeting. This will help you and anyone that you ask for advice to fully consider all the circumstances before deciding what action you should take.

In certain circumstances the Council may grant a **dispensation** to permit a Member to take part in the business of the Authority even if the member has a Disclosable Pecuniary Interest relating to that business.

To obtain a dispensation, you must write to the Monitoring Officer at least 48 hours before the meeting in question, explaining why a dispensation is sought and desirable, and specifying the period of time for which it is sought. The Monitoring Officer may consult with the Independent Person or the Council's Audit and Standards Committee in relation to a request for dispensation.

Further advice can be obtained from Gillian Duckworth, Director of Legal and Governance on 0114 2734018 or email gillian.duckworth@sheffield.gov.uk.

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Children, Young People and Family Support Scrutiny and Policy Development Committee

Meeting held 19 September 2016

PRESENT: Councillors Ian Saunders (Chair), Steve Ayris (Deputy Chair), Olivia Blake, Terry Fox, Kieran Harpham, Mohammad Maroof, Josie Paszek, Alison Teal, Adam Hanrahan (Substitute Member) and Dianne Hurst (Substitute Member)

Non-Council Members in attendance:-

Gillian Foster, (Diocese Representative - Voting Member)
 Alison Warner, (School Governor Representative - Non-Council Non-Voting Member)
 Waheeda Din, Education Non-Council Voting Member
 Peter Naldrett, Education Non-Council Voting Member

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1. APOLOGIES FOR ABSENCE

1.1 Apologies for absence were received and substitutes attended the meeting as follows:-

<u>Apology</u>	<u>Substitute</u>
Councillor Andy Bainbridge	No substitute nominated
Councillor Karen McGowan	Councillor Dianne Hurst
Councillor Colin Ross	Councillor Adam Hanrahan
Councillor Cliff Woodcraft	No substitute nominated
Joanne Heery (Parent Governor Representative – Non-Council Voting Member)	
Alice Riddell (Observer – Healthwatch Sheffield)	

2. EXCLUSION OF PUBLIC AND PRESS

2.1 No items were identified where resolutions may be moved to exclude the public and press.

3. DECLARATIONS OF INTEREST

3.1 There were no declarations of interest.

4. MINUTES OF PREVIOUS MEETINGS

4.1 The minutes of the meeting of the Committee held on 18th July 2016, were

approved as a correct record and, arising from their consideration, it was noted that consideration would be given to the inclusion of an item on A-Level Provision in the City in the Committee's Work Programme.

- 4.2 The minutes of the special meeting of the Committee held on 3rd August 2016, were approved as a correct record and there were no matters arising.

5. PUBLIC QUESTIONS AND PETITIONS

- 5.1 There were no questions raised or petitions submitted by members of the public.

6. DELIVERING THE SEND REFORMS IN SHEFFIELD - UPDATE ON PROGRESS

- 6.1 The Committee received a report of the Head of Inclusion and Targeted Services, Children, Young People and Families, which provided an update on progress on delivering the SEND (Special Educational Needs and Disability) reforms in Sheffield. The report was supported by a presentation which referred to the Inclusion Vision, Locality Working and the Inspection System and provided statistical information in relation to progress on completion of the EHC (Education, Health and Care) plans.

- 6.2 In attendance for this item were Tim Bowman (Head of Inclusion and Targeted Services) and Alasdair Duerden (Programme Manager, Inclusion and Special Educational Needs Programme).

- 6.3 Members made various comments and asked a number of questions to which responses were provided as follows:-

- The requirement to convert all SEN statements to EHC plans created a significant pressure. This contributed to the reason why only just over 3% of new EHC plans had been completed within the statutory 20 week timescale by the end of 2015. With hindsight, it was clear that the Council's initial implementation plan did not enable the Service to move quickly enough in delivering the reforms. In addition, there had been capacity issues within the relevant teams. These capacity issues had now been addressed and the latest data showed that new EHC plans were now being completed on average between 21 to 25 weeks for those that were started in 2016.
- The Executive Director, Children, Young People and Families, was made aware in November 2015 that the failure to meet the 20 week target for completion of EHC plans and the related capacity issues were becoming a serious concern. At which point, she restructured the management oversight of delivery, embedding the SEND reforms within a wider Inclusion Strategy and setting up and chairing a City-wide, senior level, strategic Inclusion Programme Board. It should be borne in mind that there was a national shortage of Educational Psychologists and skilled colleagues, and because of the challenging timescales, it was easy to fall behind and difficult to catch up. In dealing with the backlog, this put average timescales up which had an

impact on reported performance figures.

- In relation to the completion of EHC plans, present performance looked fair and there was now capacity in the teams. The question was whether the system itself had the capacity and consideration needed to be given as to how to target resources. Self-evaluation would still indicate that improvement was required, but there was evidence that improvement was underway and plans were in place to ensure this happened.
- The appropriate policy and procedures were in place, but the challenge was delivering system-wide change and achieving timescales. It was felt that no local authority was presently in a position to achieve all of this.
- The present situation reflected a hard won position and it was important to keep up momentum. The Council had implemented a new way of working to deliver inclusion, delegating funding to, and focusing central resources around, geographical groupings of schools. This approach drew on best practice, including the model operated by Nottinghamshire County Council, which had recently been the subject of an inspection and received a good report.
- A further 1,250 statements would need to be converted to EHC Plans between September 2016 and April 2018. Significant progress had been made over the Summer in dealing with the backlog of converting statements, with less than 10 left outstanding from 2014/15 and less than 40 from 2015/16.
- There were issues relating to the interaction with parents, children and young people, but it should be borne in mind that a high volume of correspondence was being received and that staff were often dealing with families in crisis. Positive work in this regard was being undertaken with the Parent Carers' Forum and it was accepted that there was a need to address volume. Having said that, there had only been six formal complaints this year.
- Staff had undertaken EHC plan training and there had been regular training events and work with locality Special Educational Needs Co-ordinators (SENCOs). The Fusion Teaching School Alliance had also been involved in staff training. It should be noted that implementing this new regime represented a step change for officers and a shift in culture.
- There were always a very small number of children without school places, eg. new arrivals to the City. These cases were managed through the Council's Children Missing Education team and children or young people were placed in schools as quickly as possible. Delays to EHC Plans should not mean that a child or young person was not in education. There was also a cohort of families who were home educated at any one time.
- A final EHC plan would state which school was best for the pupil based on clear identification of need and agreed specific and measurable outcomes.

Wherever possible, the choice of school must reflect the parents' preference. The exceptions were where placing a child or young person in that institution would be unsuitable for their age, ability or aptitude or if their attendance would be incompatible with the efficient education of others or efficient use of resources.

- It was felt that locality working increased personalisation, as this enabled a better allocation of resources to the child.
- Administrative burdens were not being pushed down the system. The aim was to enable schools to make timely, more effective decisions.
- Statistics on the number of young carers who had been identified and the number of parent carers who had been referred for assessment under the Care Act 2014, would be sent to the Policy and Improvement Officer for circulation to Committee Members.
- Work was being undertaken with Learn Sheffield in relation to the training of school governors regarding the SEND reforms.
- There was no pass or fail situation with the Ofsted inspections and it was not felt that Ofsted would make strong criticism of the Council for not meeting the 20 week deadline, provided that the quality of the EHC plans was good. The Inspection Framework was more focused on looking at outcomes, positive experiences and preparing children for adulthood. The aim was to complete all new plan requests within the 20 week deadline. Officers were clear that the present figures were not good enough, but the 2014/15 backlog was now down to less than 10 plans. It was considered that Ofsted would comment that timeliness and implementation were a problem. The challenge was matching timescales with quality.
- The key actions required were increasing capacity and quality, which were historical issues and were being addressed.
- My Plan was a non-statutory version of an EHC plan and there was a City-wide tool to identify what packages of provision parents, children and young people should expect to be in place in relation to their need. It was important that families were informed of what to expect from schools.
- The focus was on a constant review of EHC plans and, in relation to their quality, inclusion was a very important factor, together with how mainstream schools responded.
- The limitation on special school places was a constant issue, with demand outstripping supply, thus creating the Council's biggest challenge. Funding for special school places was fixed and the Council was funding more places than the funding it received covered. There was an incidence of complex needs and confidence issues, in that some special schools were not felt to be getting the best deal, although the Westfield Hub was cited as an example of

a new development that was working well.

- Officers were not prioritising one statutory duty over another and the backlog of statements to conversions was being addressed as part of ensuring that all the new statutory SEN requirements were delivered. This was 157 plans at the start of the year and would be down to less than 10 by the end of the month. The average time for the completion of new EHC Plans had increased due to the clearance of longstanding cases, but the external plan writers were now in place and the matter was being treated seriously.
- The plan writers worked for an external organisation, which also undertook such work for other authorities. The primary focus was on completing new plans within the timescales, so that the in-house team could focus on more complex cases. The plan writers were contracted to write 350 plans between the present time and the end of March 2017. The 625 cases referred to in the diagram in the report were conversions, whilst the 350 now referred to were new plans.
- The plan writers were additional capacity and, if they proved successful by the end of the contract period in March 2017, further consideration would be given to maintaining the resource until the end of the implementation phase in March 2018. By April 2018, decisions would need to have been made about what capacity was required to deliver the new SEN system once all conversions had been completed.
- In relation to requests for new assessments, it was important to identify that the young person was not making the progress that they should be making. The challenge was to make parental requests the exception, with requests from the schools being the norm. Parental requests often came with insufficient evidence to indicate that a statutory plan was required.
- Whilst it had been noted that autism was on the rise, there were no plans for any new special school places. The strategy being pursued was one of inclusion, with the aim being to support mainstream schools. Consideration was also being given to support mainstream schools to get outreach support from the Special School sector for SEND pupils.
- Advice was accepted from outside providers, but it was only rarely that the timeliness of advice caused parents to make such approaches. The Code of Practice for delivering SEN support required the Council to take external advice and this could cause tensions and delay, particularly in relation to what support was required. It should be noted that the Council's Educational Psychologists provided independent advice.
- The SEND team received a high volume of correspondence and it was accepted that the system of responding was not working as it should. This was, however, being reviewed in conjunction with the Parent Carers' Forum.
- It was difficult to comment on individual cases and it was accepted that some

cases were not resolved quickly enough. In these situations, it may be better to refer these to dispute resolution or a tribunal. Officers were prepared to discuss individual cases with Members outside the meeting.

- The Code of Practice stated that the Council must comply with parental preference for a school place, unless the requested placement was not suitable for the individual, or it would be incompatible with the efficient use of resources, or the efficient education of other learners.
- The first £6,000 of any support must come from the individual school's budget. Additional funding was provided through High Needs Funding, which was now delegated to school localities. The new locality model focused more on ensuring that strategic investment delivered the support individual children needed, rather than fixed amounts of funding being attached to particular children.
- With regard to the EHC Plans, the Council had a duty for the educational and care aspects, whilst the Clinical Commissioning Group had responsibility for the health aspects.
- Officers were disappointed to hear reports that schools were now diverting high level teaching assets to cover the cost of SEND support and representations had been made to Central Government regarding funding.
- Both parents and pupils should be involved in the writing of the EHC plans.

6.4 RESOLVED: That the Committee:-

- (a) thanks Tim Bowman and Alasdair Duerden for their contribution to the meeting;
- (b) notes the contents of the report and presentation and the responses to questions;
- (c) expresses its grave concerns with regard to the delivery of the SEND Reforms in Sheffield, but accepts that steps were being taken to address these concerns; and
- (d) requests that a meeting be arranged between the Chair (Councillor Ian Saunders), the Deputy Chair (Councillor Steve Ayris), Tim Bowman and Alasdair Duerden, and the Cabinet Member and Executive Director for Children, Young People and Families, to discuss the delivery of the SEND Reforms in Sheffield and how this was affecting young people and families in the system, with feedback to be shared with a future meeting of the Committee.

7. DRAFT WORK PROGRAMME 2016/17

7.1 The Committee received a report of the Policy and Improvement Officer which set

out the Committee's remaining Work Programme for 2016/17.

- 7.2 RESOLVED: That the Committee approves the remaining Work Programme for 2016/17 as detailed in the report, subject to the inclusion of an item on A-level provision in the City.

8. A-LEVEL AND POST 16 LEARNING

- 8.1 RESOLVED: That the Committee notes;

- (a) the contents of the A-level and post-16 provision in Sheffield report now submitted; and
- (b) that the potential effect on school places in the City arising from the proposed introduction of grammar schools, could be covered in a briefing paper on School Places, to be submitted to the Committee's next meeting in November 2016.

9. DATE OF NEXT MEETING

- 9.1 It was noted that the next meeting of the Committee would be held on Monday, 21st November 2016, at 1.00 pm, in the Town Hall.

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Sheffield Overview

2016 Provisional Results

City Context and School Performance November 2016

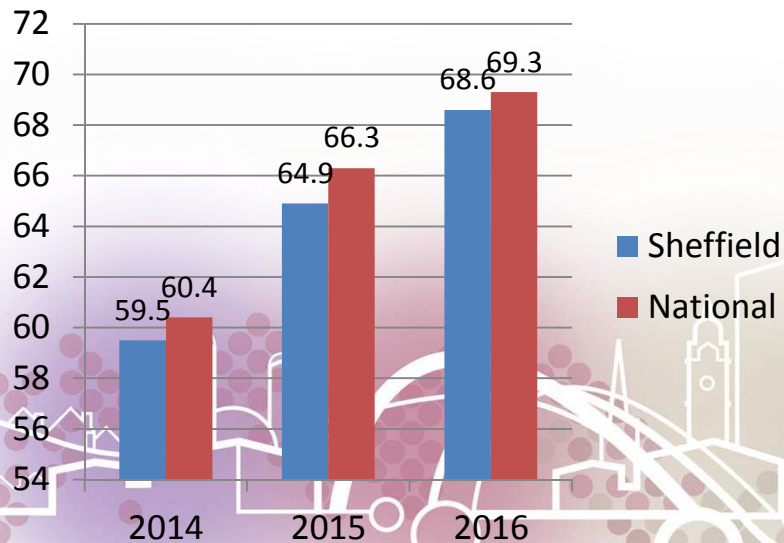
Summary

- There have been significant changes in assessment frameworks this year at Key Stage 1, Key Stage 2 and Key Stage 4
- The expected standard at Key Stage 1 and Key Stage 2 is significantly higher compared to previous years and as a result a smaller % of pupils have reached the expected standard
- Despite the higher standards, Sheffield's relative performance has improved on many of the headline indicators as measured by ranks against other local authorities
- The number of primary schools below floor standards is also likely to reduce
- There has also been a significant improvement in the inequality gap at Foundation Stage
- Sheffield has performed well on the new key measure at Key Stage 4 (Progress 8)

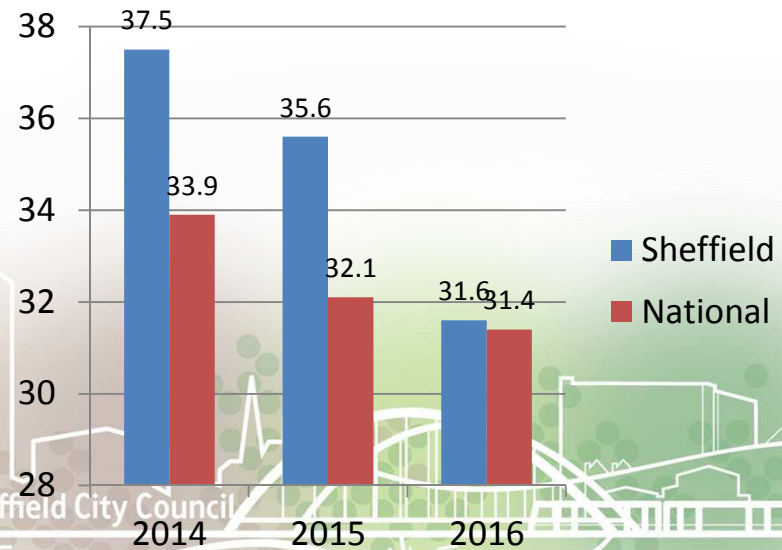
Foundation Stage headlines and gaps

- Good level of development continues to improve and remains similar to the national average
- The inequality gap has been high but significant improvement has been made between 2015 and 2016 and it is now close to the national average

% of pupils achieving a good level of development



% inequality gap



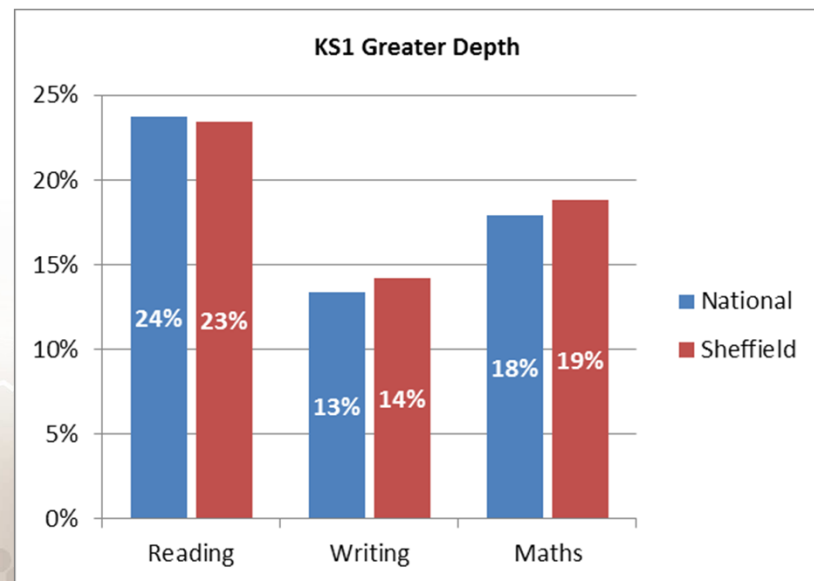
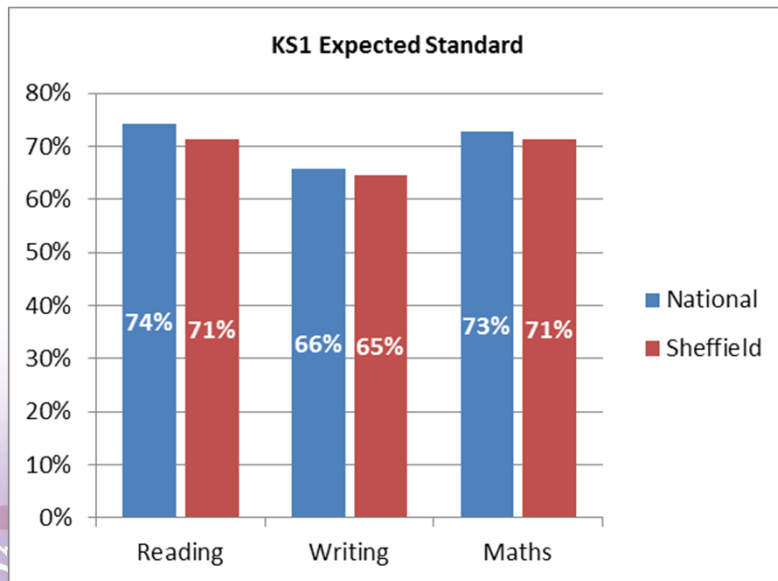
How does Sheffield's performance at Foundation Stage compare to other LAs?

- National rankings give an indication of how Sheffield's performance compares to other local authorities
- Sheffield's rank for the inequality gap has improved significantly from being amongst the 10 worst authorities in 2013 to close to 2nd quartile in 2016

Subject	National rank 2013	National rank 2014	National rank 2015	National rank 2016
Good level of development	67	70	82	93
Inequality gap	141	113	114	78

Key Stage 1 headlines

- New assessment framework this year
- % of pupils working at or above the expected standard has dropped in Sheffield and nationally compared to % at level 2b+ in previous years
- % of pupils working at or above expected standard in Sheffield is: 71% (reading); 65% (writing); 71% (maths). Gaps with national are: 3% (reading); 1% (writing); 2% (maths). Compared to last year the gaps have increased in reading and maths (by 1% point) and narrowed in writing (by 1% point)



How does Sheffield's performance at KS1 compare to other LAs?

- National rankings give an indication of how Sheffield's performance compares to other local authorities. For previous years rankings, the level 2b measures have been used

Subject	National rank 2013	National rank 2014	National rank 2015	National rank 2016
Reading	128	126	112	93
Writing	115	116	103	79
Maths	97	127	83	116

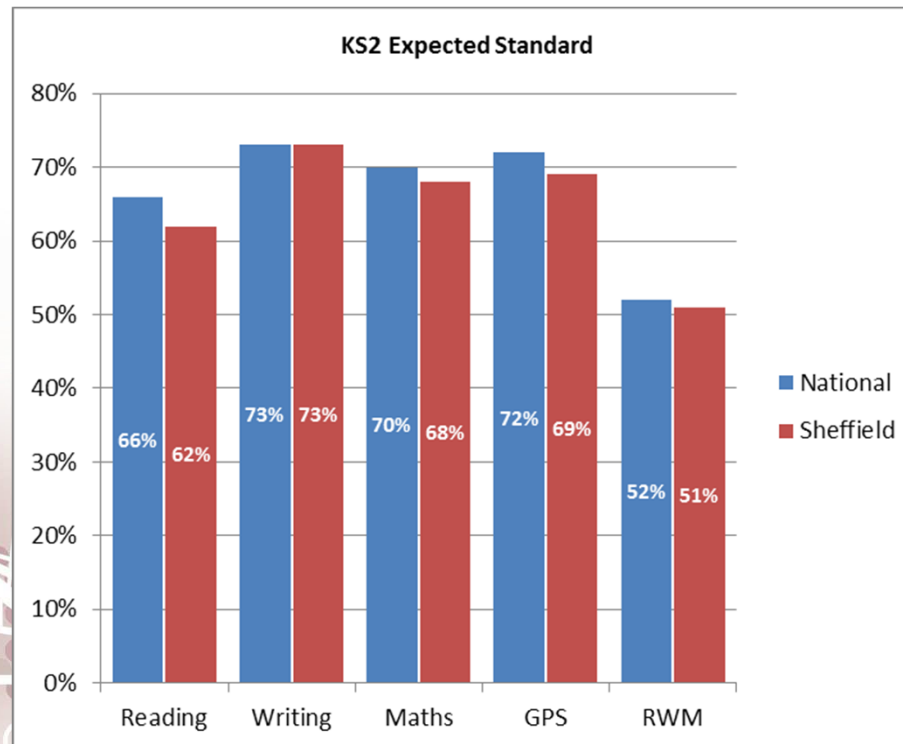
- National ranks have improved in reading and writing but fallen in maths

Key Stage 2 accountability measures

- New assessment framework this year
- The new expected standard is higher than the expected standard under the previous assessment framework
- Attainment and progress measures are still used to determine if a school is below floor standards
- Schools will be below floor if:
 - fewer than 65% of pupils reach the expected standard in ALL of reading, writing and maths
 - AND**
 - the school is below the floor standard for **ANY** of the individual progress measures in reading, writing or maths
- Schools may also be described as coasting if their performance is below certain standards over a 3-year period
- The number of schools below floor or coasting will be confirmed when the final data is released in mid-December 2016. It is anticipated that the number of schools below floor will be lower than in 2015

Key Stage 2 headlines

- Significant difference in the % achieving the expected standard in reading, writing and maths – 52% compared to level 4+ (78% in 2015) due to the increase in the expected threshold
- 5% of pupils achieved the higher standard or greater depth in all three subjects, equivalent to the national average
- However, Sheffield has closed the gap and is only 1% point below national average (53%)
- For individual subjects the largest gap is for reading – Sheffield 62% compared to a national average of 66%



How does Sheffield's performance compare at KS2 to other LAs?

- National rankings give an indication of how Sheffield's performance compares to other local authorities – provisional data shows Sheffield ranks 92 out of 150 LAs (1 is best performance) on the combined measure, this is an improvement compared to the 2015 rank of 116

Subject	National rank 2013	National rank 2014	National rank 2015	National rank 2016 (provisional)
Combined RWM	123	117	116	92
Reading	139	143	142	119
Writing	131	122	126	77
Maths	129	115	103	99
GPS	141	106	117	104

- National ranks have improved across all measures but reading is still the weakest performing subject relative to other LAs

Key Stage 4 accountability measures

- The headline measures for Key Stage 4 have also changed significantly this year
- The key measure is progress 8 (the progress made by pupils across a basket of 8 subjects) rather than the previous 5 or more A*-C GCSE grades including English and maths
- The English Baccalaureate remains a headline indicator and the % of pupils achieving a C or above in English and maths is also published
- Floor standards at Key Stage 4 are purely based on a school's progress 8 score – if progress 8 is below -0.5 then the school is below floor
- There is also a 'coasting' measure based on performance across the previous 3 years
- The final list of schools below floor or coasting will not be confirmed until the performance tables are published in January 2017

Key Stage 4 headlines

- Progress 8 is 0.01 for Sheffield. This may appear insignificant but is a good result. Only 62 LAs had a progress 8 score above 0. The highest score was 0.09 and the lowest -0.88
- Sheffield's rank for progress 8 is 59/151. This places Sheffield in the 2nd quartile and is a significant improvement compared to the ranking for the previous headline measure 5ACEM (110th)
- Attainment 8 score for Sheffield is 48.1 (representing an average grade of C). The national average was 49.9. Sheffield's rank on this measure is 113/151
- % of pupils achieving a C+ grade in English and maths is 58.8% compared to a national average of 62.8%. Sheffield's rank is 119/151
- The % of pupils entered for the EBacc in Sheffield (39.3%) is similar to the national average (39.6%)
- The % of pupils achieving the EBacc has decreased slightly since 2015 (21.6% down from 22.7%). Sheffield's rank on this measure has decreased slightly from 83 to 94th but this is still good given Sheffield's relative level of deprivation. 24.5% of pupils nationally achieved the EBacc in 2016

Key Stage 4 performance compared to other LAs

- Sheffield has performed strongly on the new Key Stage 4 measure (progress 8). This indicates that pupils in Sheffield make good progress in secondary school
- Sheffield's performance on the attainment measures is not as strong because Sheffield tends to have a larger number of pupils with lower starting points compared to the national average. Even if these pupils make above average progress they still may not reach the same attainment levels as their peers
- Whilst performance on progress 8 is positive news, the aspiration remains to also meet and exceed national averages on attainment as well as progress measures

Measure	National rank	Core city rank	Stat neighbour rank
Progress 8	59 th of 151	1 st of 8	2 nd of 11
Attainment 8	113 th of 151	2 nd of 8	7 th of 11
EBacc	94 th of 151	5 th of 8	5 th of 11
C+ in English and maths	119 th of 151	5 th of 8	4 th of 11

Learn Sheffield Update

- Membership currently 90% but all schools and colleges have indicated their intention to join
- AGM/EGM on 24th November will include the Interim Board's report on year one and the outcomes of the elections for the first substantive board
- Governance training has begun – much broader and more comprehensive offer – delivered in partnership with all teaching schools, both Sheffield Universities, etc.
- Wider partnership activity – TSA group, Inclusion, SACRE, commissioning, etc.
- Next steps – Sheffield Priorities, strategies being developed

Including:

- School Improvement Strategy
- Achievement Strategy
- Governance Training & Improvement
- Professional Subject Networks
- Learners Without Labels
- Research Led Sheffield
- Sheffield Cultural Education Partnership
- Staff Wellbeing & Development Taskforce
- Teach Sheffield
- Inclusion taskforce & research projects



Learn Sheffield Update – School Improvement

- Continuity of service through 2015/16 – no ‘gap’ between existing and new strategies ... school outcomes on the key Ofsted measure (good/better schools) continued to rise and was 82% (record high) by the end of the year
- The new approach was ‘dry-run’ in all sectors during the summer term. This informed the approach that is happening this autumn
- Primary categorisation has been completed – letters went out to HTs & Chairs (or the equivalents) after half term confirming the school’s category
- Secondary and Special categorisation is coming up now that all the information is available. Letters will go out this half term upon completion of the process



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- Categorisation leads to ‘support and challenge’ entitlement (example taken from the primary sector)
- Each partnership will have an action plan in addition to the city wide achievement strategy (combination of universal and targeted support for schools)

Category	Criteria	Support & Challenge Offer
Green	<ul style="list-style-type: none"> • Securely good or outstanding (recently judged by OFSTED or likely continue to perform highly) • On track to continue to perform highly and secure or maintain an outstanding OFSTED judgement • Good / rapidly improving due to established partnership working 	<ul style="list-style-type: none"> • Support through locality action plan • Annual LSIP visit (or equivalent)
Yellow	<ul style="list-style-type: none"> • Good but has some vulnerability which requires support • Good but not meeting standards of comparable schools • R/Likely RI but rapidly improving • Below/close to floor standards but rapidly improving • Uncharacteristic drop in performance 	<ul style="list-style-type: none"> • Support through locality action plan • Termly LSIP visit (or equivalent) • Annual Learn Sheffield Support & Challenge planning meeting • School Review considered
Amber	<ul style="list-style-type: none"> • Good but vulnerable to RI • R/Likely RI but not rapidly improving • Below/close to floor standards not rapidly improving • Decline in performance over time • Performance significantly below schools in similar context • Improving with remaining vulnerabilities • Early signs of strong improvement but with vulnerabilities remaining 	<ul style="list-style-type: none"> • Support through locality action plan • Identified additional Improvement Partner / Support • Half-termly visit (or equivalent) • Termly Learn Sheffield Support & Challenge meeting • School Review agreed by Learn Sheffield • Consider Governance Review
Red	<ul style="list-style-type: none"> • OFSTED Category or judged likely to be so • Good or RI with complex or sustained vulnerability limiting capacity • Strategic leadership capacity limits the pace of improvement 	<ul style="list-style-type: none"> • Bespoke support through locality action plan • Identified additional Improvement Partner support • At least half-termly visit (or equivalent) • Half-termly Support & Challenge meeting • Termly School Review (if appropriate) • Governance Review • Brokerage of partnership arrangements



Sheffield School Improvement Strategy 2016 - 2018



Learn Sheffield is commissioned by Sheffield City Council to deliver the statutory duties relating to school improvement. The new approach to school improvement described in this strategy has been developed by working with the primary, secondary and special school sectors throughout the last year. Learn Sheffield will adopt this school-led approach to school improvement from the beginning of the 2016/17 school year.



Learn **Sheffield**
Improvement through partnerships

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Forewords

Learn Sheffield Chief Executive

Welcome to the Sheffield School Improvement Strategy 2016-2018. It has been developed by Learn Sheffield in partnership with each sector of Sheffield's education community and represents a truly school-led approach to school improvement.

Learn Sheffield came into existence in August 2015 and has been developing the approach described in this document since that time. We are a not-for-profit Schools Company, owned by the schools and colleges of Sheffield alongside Sheffield City Council, and our main focus is school improvement. We are also commissioned by Sheffield City Council to deliver the statutory functions associated with school improvement.



This strategy sets out the approach that we will take to school improvement but also sets the wider context to Sheffield's approach. It refers to the Achievement Strategy and the Sheffield Priorities document, both of which can also be found on our website (www.learnsheffield.co.uk) and may be read in conjunction with this document.

Learn Sheffield's vision is that we can bring about improvement through partnerships, and this is central to this strategy and everything that we do. We believe passionately that the purpose of education is to enhance the life chances of children and young people. A great school, therefore, must ensure that it develops the achievement and readiness of its students, so that they are ready for life.

Achievement opens doors for young people, giving them access to the next stage of their education,

training or employment. Readiness is their ability to walk through those doors and take the maximum advantage of the opportunities that they have. Learn Sheffield's mission is to support and challenge our members, who are the schools and colleges of the city, to have the courage and confidence to develop the education culture of Sheffield to be worthy of a world class city.

Learn Sheffield's vision is that we can bring about improvement through partnerships.



Stephen Betts

Sheffield City Council Cabinet Member for Children, Young People & Families

Our Vision is that 'Every child, young person and Family in Sheffield achieves their full potential, by raising expectations, attainment and enabling enriching experiences whoever they are or wherever they live. Giving every child a great start in life and ensuring all schools are great and inclusive and working in partnership will help us achieve this.



I'm proud, that in Sheffield, despite the turbulence in the education system over the last four years the Council has worked closely in partnership with schools and colleges

It's great to see the improvement of the outcomes for our children and young people and we are excited by the future.

across the city. This led to the creation of Learn Sheffield in August 2015. It's great to see the improvement of the outcomes for our children and young people and we are excited by the future.

Learn Sheffield provides the city with innovative and powerful opportunity to build on our successes and work towards our vision and objectives. It gives us the ability to work with all schools in partnership for the betterment of all learners.

Without a strong education system, Sheffield cannot overcome the challenges it faces or capitalise on the cities greatest resource: its people. I'd like to thank all staff who are working hard to change the lives of the children and young people in our city. Their dedication and commitment is very much appreciated.



Councillor Jackie Drayton

Learn Sheffield Board Chair



I am delighted to contribute to the Sheffield School Improvement Strategy, on behalf of the Learn Sheffield Board. We are extremely focussed on school improvement and determined to support Sheffield schools and colleges in ensuring that every child and young person has access to a great education, wherever they live and whatever their circumstances.

Learn Sheffield's purpose is to nurture effective partnerships within an ambitious and effective culture so that, in Sheffield, all of our young people learn with great teachers, in great settings, which are constantly improving. Learn Sheffield aims to strengthen city-wide partnership work, both within sectors, between them and with employers. This strategy brings to life these ambitions and sets out the approach that we will take as a city to bring about improvement.

...every child and young person has access to a great education, wherever they live and whatever their circumstances.



Darren Tidmarsh

Section One

Introduction

Learn Sheffield Context

Learn Sheffield was incorporated on the 14th August 2015. It is a 'not for profit' Schools Company, limited by guarantee, which is owned by the schools and colleges of Sheffield (80%) and Sheffield City Council (20%). The decision to form a Schools Company was recommended by a working group, who developed the plans throughout the 2014-15 school year, and taken by Sheffield City Council's Cabinet in July 2015. The working group was a collaboration involving all stakeholders within education in Sheffield, including representatives of Sheffield City Council and the primary, secondary, special and further education sectors.

The purpose of Learn Sheffield is to promote school improvement and it takes a wide view of this, through the development of this strategy alongside the Sheffield Priorities document. In addition to this it offers a growing range of services to schools and seeks to play a full role in the life of the city and its education community. Any surplus that Learn Sheffield generates is re-invested in Sheffield's education system and, in particular, in school improvement activities.

At the time of writing this strategy all Sheffield schools and colleges have become members of Learn Sheffield, or expressed an intention to do so. Learn Sheffield's membership includes schools of every type and sector.

Role of the Local Authority

Sheffield Local Authority has commissioned Learn Sheffield to carry out its statutory duties in relation to school improvement. The commissioning framework has been developed with reference to the DfE's Schools Causing Concern Statutory Guidance for Local Authorities, the Ofsted Framework for the Inspection of Local Authorities and Sheffield City Council's corporate plan. The proposals were co-constructed with schools through the working groups that led to the decision to establish a Schools Company.

Sheffield LA fulfils the role of commissioner.

In this model Sheffield LA fulfils the role of commissioner. The detail of how these duties are discharged can be found in Section Five of this strategy, which outlines the strategic framework.

Role of the Learn Sheffield

Learn Sheffield is responsible for the delivery of statutory duties in relation to school improvement. This strategy has been developed by Learn Sheffield, working in partnership with each school sector (primary, secondary and special) and other stakeholders in Sheffield's education community. The accountabilities of Learn Sheffield to Sheffield City Council are outlined in section five of this strategy, which describes the strategic framework.

Learn Sheffield is responsible for the delivery of statutory duties in relation to school improvement.

Section Two

Our Vision for School Improvement

System Culture

The belief that a school-led system can provide the platform for Sheffield children to receive the best possible education is at the heart of our vision for school improvement. We seek to build a system culture where our school-led system is embedded, outward facing and actively involved in educational research, discussion and policy.

We have identified four objectives in the system culture theme, within the Sheffield Priorities:

- o Sheffield's education community is honest, constructive, positive and always looking to promote and celebrate Sheffield.
- o Sheffield is outward looking and influences policy-making at every level of the education system.
- o Sheffield's education culture enables all learning institutions to be self-improving, inclusive and sustainable.
- o Enquiry-based curiosity drives the strategic direction of schools and the city.

This vision recognises that all schools need to improve continuously and all schools have something to contribute to the improvement of others. It is the responsibility of all school leaders and communities to secure improvement in their school, but it is also their responsibility to support improvement in all Sheffield schools and for all Sheffield children and young people.

Improvement through Partnerships

Learn Sheffield believes that sustained improvement will be brought about through effective and deep partnerships. Amongst these partnerships, which will take many different forms, will be the partnership that all Sheffield schools have with each other and Learn Sheffield.

We have identified four objectives in the school improvement theme, within the Sheffield Priorities:

- o To have an accurate and current evaluation of all schools and colleges, underpinned by robust self-evaluation.
- o High quality school leadership impacts on the outcomes of all schools and colleges in the city.
- o High quality teaching impacts on the outcomes of all pupils.
- o Schools have a shared commitment to the vision for Sheffield school improvement and collective refusal to accept under-performance.

Learn Sheffield will support and challenge schools and colleges to self-evaluate accurately, share data and key information and work in partnership. We will celebrate our successes together whilst always retaining a collective ambition and expectation that Sheffield will achieve the very highest standards.

Learn Sheffield believes that sustained improvement will be brought about through effective and deep partnerships.

Section Three

Our Vision for Sheffield

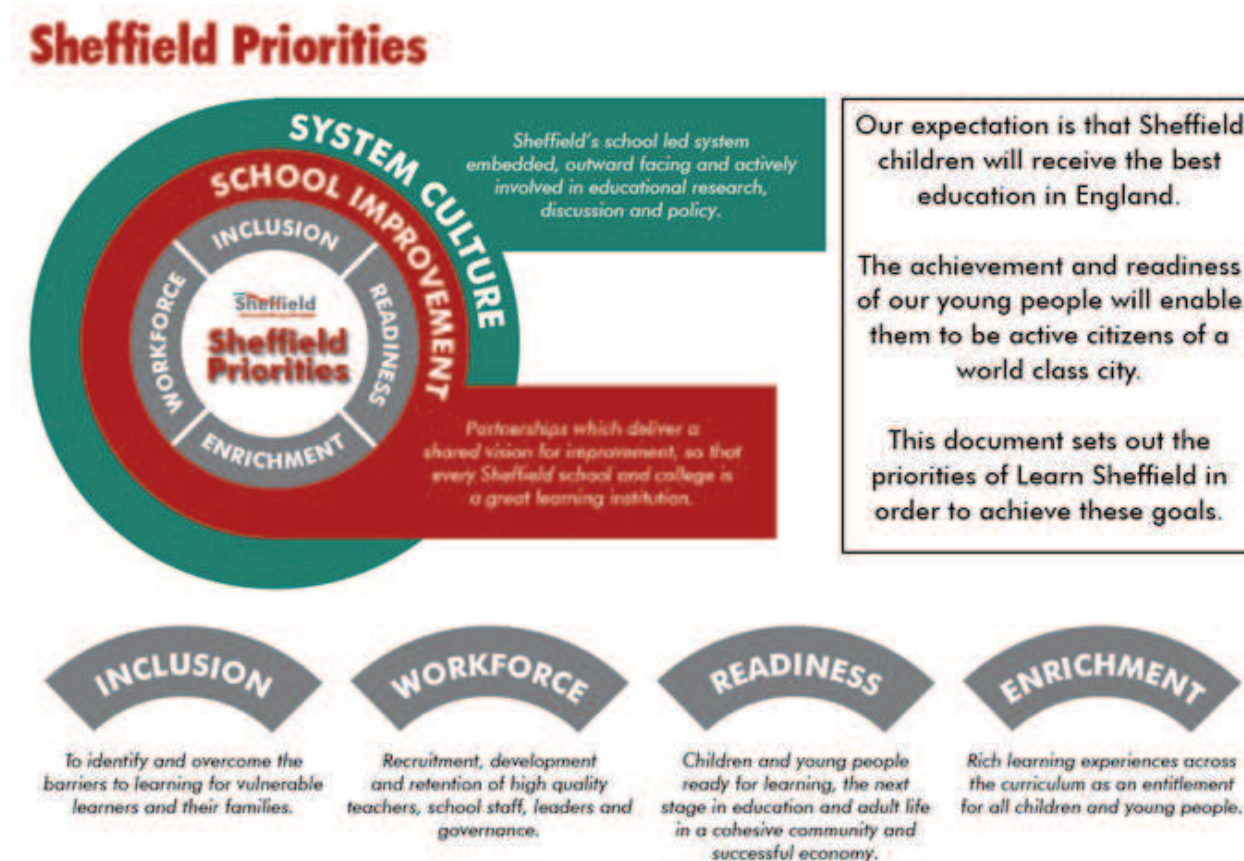
Sheffield Priorities Project

Learn Sheffield launched the Sheffield Priorities Project in December 2015, working with the National Education Trust, to identify the wider barriers to school improvement within the city. This work involved a wide range of stakeholders in Sheffield's education system. It included a city wide consultation exercise and was launched in September 2016.



Sheffield Priorities Project

The Sheffield Priority themes are summarised below, taken from a page of the final document.



In addition to the system culture and school improvement themes, which informed the vision for this strategy set out in Section Two, there are four wider priority themes:

Workforce

The priorities identified within the workforce theme focus on the recruitment, development and retention of high quality people. We are seeking to ensure that there is a healthy pipeline of teachers and leaders, that Sheffield schools have access to the right expertise to support learning and governance with the appropriate skills and knowledge. Professional development and staff wellbeing are key components of our strategy in this theme.

Inclusion

The identification and overcoming of barriers to learning for vulnerable learners is at the heart of this theme. Our objective is to maximise the attainment and readiness of all vulnerable learners through supporting schools to develop strong inclusive practice, which is an entitlement



of children and young people. This theme also contains a specific focus on the identification of young carers and the development of provision to support them.

Readiness

This theme is focussed on children and young people being ready for learning, relationships, the

next stage in education, the workplace and adult life. The priorities identified seek to support readiness and include a focus on mental health, physical fitness, attendance and punctuality, early year's development, transitions, pathways into employment and citizenship.

The achievement and readiness of our young people will enable them to be active citizens of a world class city.

Enrichment

The priorities identified in the entitlement theme are designed to ensure rich learning experiences across the curriculum as an entitlement of all Sheffield children and young people. The objectives relate to the importance of relevant learning experiences which support the attainment and readiness of pupils. There are also objectives relating to cultural education and capitalising on Sheffield as a resource and stimulus for learning. The theme also includes a focus on pupil voice and supporting parents, families and communities to enhance learning.

Learn Sheffield believes that each of these wider school improvement themes is crucial to the achievement of better outcomes for schools and their students.

Section Four

Sheffield Context

System Culture

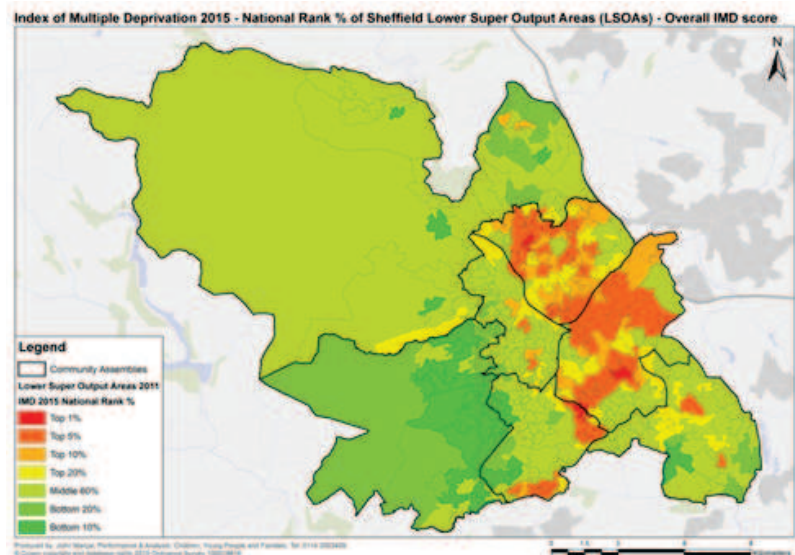
A brief summary of the changing context of Sheffield and its previous performance is outlined in this section.

Changing Sheffield

Sheffield has an unusual demographic profile and a changing context, which has had significant impact on the level of challenge faced by its schools. A number of significant factors, including population growth, new arrivals and a polarised pattern of deprivation have a significant impact.

Just under a quarter of Sheffield children are considered to be living in relative poverty, with an income below 60% of average household income (24% in 2012).

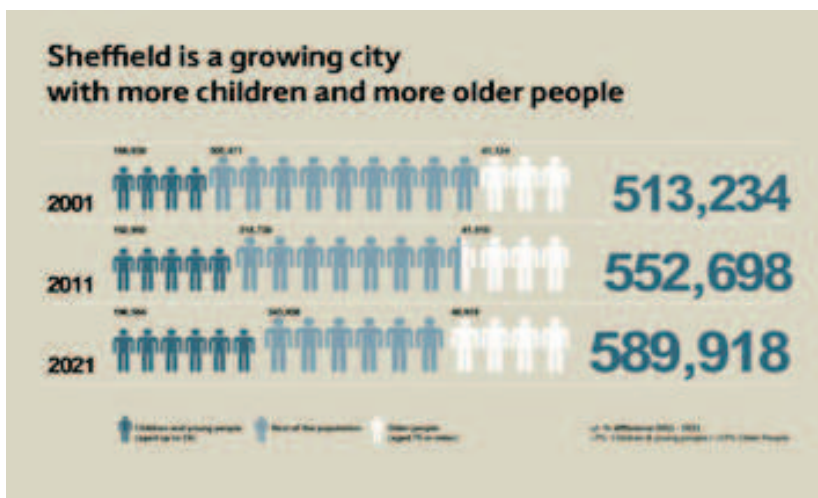
Levels of deprivation, however, are highly polarised across the city. Around 35% of school-age children live in the 20% most deprived neighbourhoods in England and around 22% of children live in neighbourhoods amongst the 20% least deprived in England. The polarised nature of deprivation across the city means that large numbers of children eligible for free school meals



are concentrated within a relatively small number of schools. In 2015, 27 primary schools account for 50% of all primary-age free school meal pupils in Sheffield. By contrast the 40% of schools with the lowest numbers of free school meal pupils account for only 10% of these pupils.

Sheffield has had a significant increase in its population, up 8% since 2001, and has a current school age population of approximately 73,000 pupils. The majority of this increase has been caused by increasing birth rates

since 2001. This has also been compounded by a significant number of 'newly arrived' pupils. This has generated pressure on both schools places and school finance, given the lag effect of the minimum funding guaranteed with the funding formula.



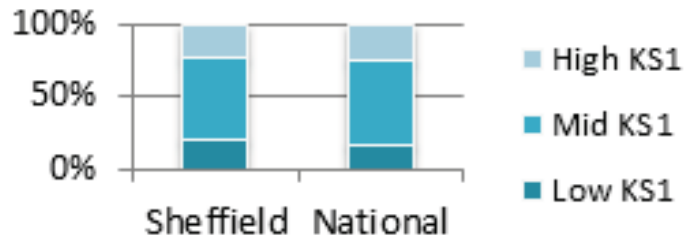
Whilst we know that newly arrived pupils make strong progress over time from low starting points, the distribution of pupils within and across the city does impact on outcomes. An example of this is that it is estimated that 185 children in the 2015 Key Stage 1 cohort were new arrivals to the city and had joined the English schooling system for the first time during Key Stage 1. If these children were to be discounted from the city's results (as is the case at Key Stage 2) then this would result in an increase of around two percentage points for

The impact of this context is that Sheffield has a higher than average percentage of children with lower starting points.

each of the threshold measures at Key Stage 1.

The impact of this context is that Sheffield has a higher than average percentage of children with low starting points. The prior attainment profile of the 2015 Key Stage 2 cohort is typical, with approximately three per cent more pupils in the lower prior attainment group and two per cent fewer pupils in the higher prior attainment group.

Prior attainment profile (KS2 cohort in 2015)



In order to fully understand Sheffield's performance we need to consider the impact of the city's context on the starting points of pupils. The context, in terms of new arrivals (including the factors associated with having English as an additional language) and deprivation, results in Sheffield

having a larger proportion of pupils with low prior attainment. Sheffield's performance, when overall national ranking against key measures is considered, has historically tended to be below the ranking of 105th which would represent the position of Sheffield in relation to other LAs in terms of the Indices of Multiple Deprivation.

Headline measure	Overall rank	Rank by prior attainment groups		
Foundation Stage – good level of development	83	N/A		
Key Stage 1 reading 2b+	114	GLD at FS 61	Lowest 20% nationally 51	
Key Stage 1 writing 2b+	104	58	56	
Key Stage 1 maths 2b+	85	22	45	
Key Stage 2 level 4 combined	117	Low KS1 68	Mid KS1 57	High KS1 1
Key Stage 2 progress in reading	114	79	61	101
Key Stage 2 progress in writing	91	88	29	18
Key Stage 2 progress in maths	78	68	45	110

When achievement takes account of prior attainment, as it does in this table (from 2014), the ranking of Sheffield is significantly improved and, in the majority of cases, above national average. This demonstrates the good progress that Sheffield children make.

When achievement takes account of prior attainment... Sheffield is significantly improved and... above national average.

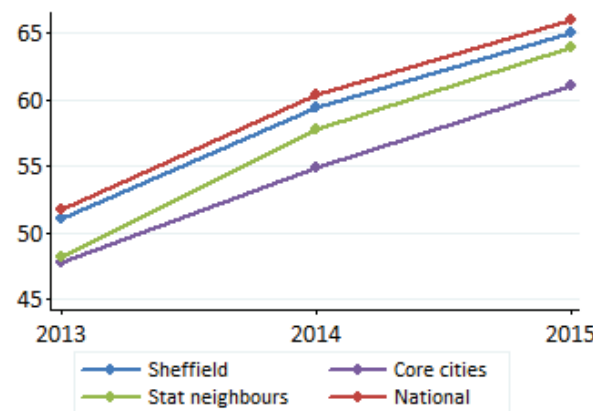
Previous Performance

Despite the contextual challenge that it has faced, Sheffield has a positive performance trajectory. The city has improved in most measures at a faster rate than is the case nationally over the last five years, leading to improved outcomes relative to national. This trajectory has continued in 2016, with the un-validated data suggesting that the city has equalled national performance in the key measure in Foundation Stage, reduced the gap in Key Stage 2 to just one per cent and achieved a positive Progress 8 measure in Key Stage 4.

Foundation Stage

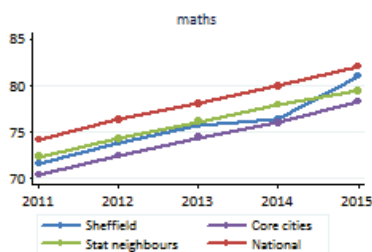
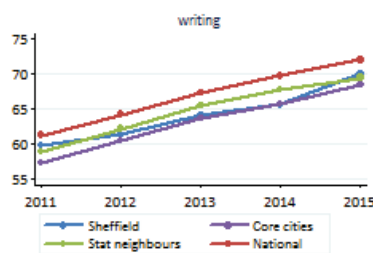
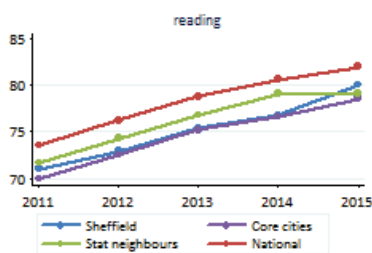
69% of Sheffield children achieved a Good Level of Development in 2016, which was equivalent to the national average. Between 2013 and 2016 Sheffield has seen a 17 percentage point increase in this measure, which matches the national improvement.

The provisional 2016 data shows that the inequality gap has closed by four percentage points, which has been a focus for the city. This builds on improvement from the position of 141st in 2013 to 114th in the national rankings in 2015.



Key Stage 1

In 2015 there were increases in attainment for all measures and subjects; the gap between Sheffield and national has also narrowed on all measures with Sheffield now at national average for level 3+ in reading and above the national average for level 3+ in maths.



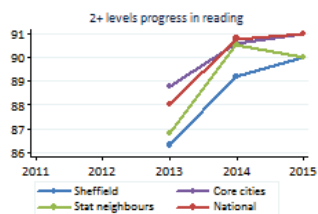
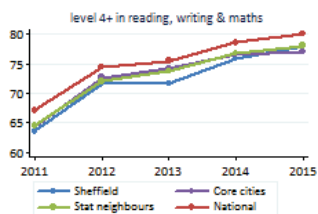
Sheffield's performance at Key Stage 1 (level 2b+ at that time) has been better historically than the core cities average and has overtaken statistical neighbours in 2015.

In 2016 Sheffield saw an improvement in its relative performance compared to national in writing (by two percentage points to now equal the national average) but a wider gap (by one percentage point) in reading and maths.

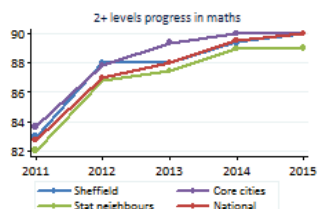
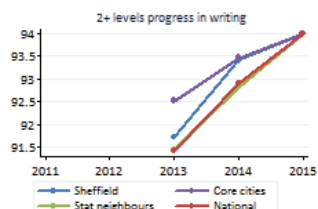
The percentage of Sheffield children achieving the required standard in phonics decoding in Year 1 has increased by 12 percentage points between 2013 and 2016. This improvement has been matched nationally and Sheffield remains 4 percentage points below the national average. Naturally, this remains a focus for the city.

Key Stage 2

Sheffield's performance at Key Stage 2 is also on an improving trend. By 2015 it was at or above that of statistical neighbours and equal to the national average for progress in both maths and writing.



Performance remained below the national average on the combined threshold measure in 2015 and in relation to progress in reading, although in both these areas performance had improved and gaps had closed.



In 2016 Sheffield saw an improvement in its relative performance compared to national in the combined measure by one percentage point to be only one percentage point below the national average.

The further improvement in the provisional Key Stage 2 2016 outcomes is reflected in significantly better national LA rankings. As this table shows, Sheffield ranks higher in the combined measure than the ranking of 105th, which would represent the position of Sheffield in relation to other LAs in terms of the Indices of Multiple Deprivation, for the first time.

Subject (KS2)	National rank 2013	National rank 2014	National rank 2015	National rank 2016 (Provisional)
Combined RWM	123	117	116	92
Reading	139	143	142	119
Writing	131	122	126	77
Maths	129	115	103	99
GPS	141	106	117	104

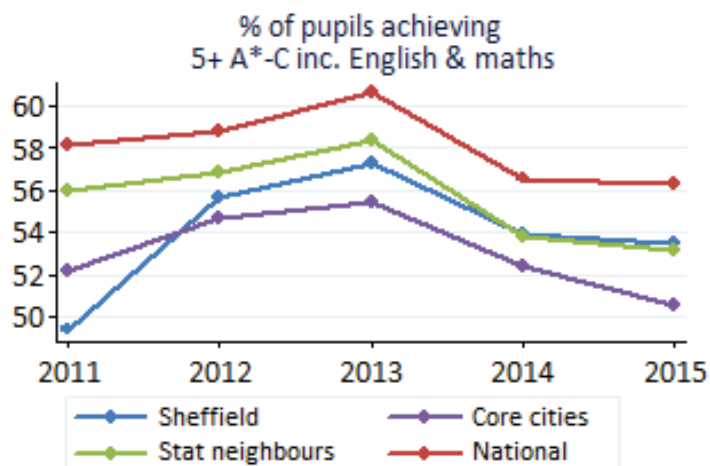
The number of primary schools below floor standards has also reduced significantly in recent years, despite the floor standards becoming more challenging. In 2013 13 schools were below the floor standard. This reduced to ten in 2015 (nationally reported as seven when adjusted to include recent academy conversions) and is expected to be six in 2016.

In 2016 Sheffield ranks higher than its deprivation ranking in KS2 outcomes for the first time.

In 2016 Sheffield ranks higher than its deprivation ranking in KS2 outcomes for the first time.

Key Stage 4

Across the headline measures, Key Stage 4 performance has been on an upwards trend since 2011. The changes in the accountability framework and examination reforms resulted in a national decline in performance in 2014 but despite this, Sheffield has performed relatively well in 2014 and 2015 closing the gap with national and statistical neighbours on the key measure of five or more A*-C including English and maths and three or more levels progress in maths. Progress in English had worsened slightly but this mirrored the national trend and Sheffield's performance was still better than core cities and equivalent to statistical neighbours.



Provisional 2016 data indicated an improvement of 2 percentage points in the proportion of young people achieving five or more A*- C grade GCSEs including English and maths. Whilst

this no longer the headline measure it does confirm the continuation of the upward trend. The new headline measure, Progress 8, appears likely to be positive (i.e. above average national progress) in the provisional data.



Three secondary schools (all academies) were below the Government's floor standard in 2014, reducing by half since 2011. Only one school was below the floor standards in 2015.

Key Stage 5

A-level performance for the City across all measures is not significantly different from the national average for state funded school and colleges. Despite the introduction of new sixth form provision to the City, the Sheffield average grade per entry at remained a C – in 2015, equal to the state funded school and college national average. This performance saw Sheffield ranked 5th of 11 statistical neighbours in terms of average points per A-level entry, and equal to the 2015 statistical neighbour average.

Provisional data for 2016 suggests a stable overall picture, with validated data not available until the spring of 2017.

Strategic Framework

National Framework

Sheffield's strategic school improvement framework continues to sit within a wider national framework for improvement. The statutory responsibilities of a Local Authority, for educational excellence, are set out in the 1996 Education Act. This role has been further developed through subsequent legislation and Schools Causing Concern statutory guidance.

A more detailed breakdown of this framework can be found in Appendix 1, the 'Sheffield Monitoring, Challenge, Intervention and Support Policy and Procedures' document, which was revised in the autumn term of 2016 and will be available on the Learn Sheffield website (see Section Eight).

The outcome of these developments is that Local Authorities have increasingly become strategic commissioners and champions for parents and children, rather than the organisations which deliver school improvement services directly. This reflects a changed policy context in which schools are more diverse and have greater autonomy. However, a Local Authority retains the statutory duty "to promote high standards so that children and young people achieve well and fulfil their potential" (1996 Education Act) and is required to ensure secure arrangements for school improvement.

Local Authority Commission

One of the reasons for the development of Learn Sheffield was its potential to provide these secure arrangements for school improvement within a much changed educational landscape. Sheffield City Council has commissioned Learn Sheffield to deliver the remaining school improvement statutory duties. This commission began in September 2015 and currently extends to August 2018.

In addition to the objectives outlined in section three Sheffield also has expected outcomes which are taken from the school improvement commission. Progress towards the 13 objectives below is reviewed regularly by Learn Sheffield and Sheffield City Council.

1. Understand the **performance of all schools** in Sheffield, using data and information to identify those maintained schools that require improvement and intervention.
2. Seek to **work constructively with academies** and other providers.
3. Secure **strong leadership and governance for maintained schools** that are not providing a good enough education. This will include working with the LA to identify and support potential successful sponsors.
4. Take swift and effective action when failure occurs in a maintained school, by liaising with the LA to **use Warning Notices and Interim Executive Boards (IEB)s whenever necessary** to get leadership and standards back up to at least 'good'.
5. **Intervene early** where the performance of a maintained school is declining, ensuring that schools secure the support needed to improve to at least 'good'.
6. Encourage **good and outstanding maintained schools** to take responsibility for their own improvement and to support other schools.

7. Build strong working **relationships with education leaders** in the area (including Governors and Board members) and encourage high calibre school leaders to support and challenge others.
8. Through **dissemination** of best practice and **signposting** help schools to purchase from a diverse market of excellent providers and signpost where schools can access appropriate support.
9. Provide information and advice to the LA where there is a need for **'formal intervention'**.
10. Share information and data with the LA relating to **safeguarding** and follow the guidance on the roles and responsibilities for safeguarding as set out in: 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'.
11. Liaise with the LA to maintain information and data about the **quality of governance** in schools and develop appropriate monitoring arrangements to identify early signs of failure in relation to finance, safety or performance standards.
12. Work in partnership with the LA to secure a positive outcome in the event of an **Ofsted inspection of the LA's school improvement functions**.
13. Share sufficient information about **financial and resource issues** to enable the LA to be secure that the company is sustainable.

In addition to the expected outcomes outlined above, Learn Sheffield also has desired school improvement outcomes, which form the basis of monitoring and accountability for the commission to deliver statutory duties relating to school improvement. These four priorities are listed below:

1. **Partnership Working**
Stronger partnership working across and between sectors and stakeholders (including Sheffield City Council) impacts positively on outcomes for children and schools.
2. **School Outcomes**
The profile of Sheffield schools and other settings is improving so that the city's performance reaches and exceeds that of statistical neighbours and national averages.
3. **Pupil Outcomes**
The outcomes for Sheffield children, at the end of each stage of learning, reach and exceed those of statistical neighbours and national averages.
4. **Outcomes for Vulnerable Pupils**
The gaps in outcomes between identified groups of vulnerable Sheffield children and the Sheffield average pupil performance are narrowed at the end of each key stage.

Statutory Duties

Learn Sheffield is commissioned to deliver a number of the LA's statutory duties including:

- o Monitoring, challenging and supporting schools to ensure the highest possible standards of education for Sheffield children and young people.
- o Intervening where required and recommending the use of formal interventions to the LA when this is appropriate.

Appendix 1, the 'Sheffield Monitoring, Challenge, Intervention and Support Policy and Procedures' document, sets out more detail about how these procedures are applied in the context of the relationship between the Local Authority and Learn Sheffield.

Sheffield City Council will also, over time, identify additional duties and projects which Learn Sheffield can deliver on its behalf, in addition to services that could transfer. From September 2016, for example, Learn Sheffield has been commissioned to deliver Governor training.



Learn Sheffield Accountability

A schedule of accountability review meetings has been determined in relation to the statutory duties commission. These meetings review standards in the four school improvement outcome areas and progress in relation to the thirteen expected outcomes identified in the commission. They provide an opportunity for Sheffield City Council Officers and Councillors to monitor performance.

Frequency	Activity	SCC Involvement	Purpose
At least fortnightly	KIT Meeting	Commissioning Officer	Informal Discussion
Half Termly	Monitoring & Accountability Meeting	Commissioning Officer	Formal Review (Outcomes & Objectives)
Termly	Presentation & Scrutiny	Portfolio Leadership Team	Officer Scrutiny
Annual	Presentation & Scrutiny	Executive Management Team	Officer Scrutiny
As required (routinely twice each year)	Presentation & Scrutiny	SCC Scrutiny Committee	Political Scrutiny



Sheffield Approach

Vision into action

This School Improvement Strategy has been developed over the course of a year. It is designed to deliver the outcomes set out in the commission from Sheffield City Council. These are described in Section 7 and include school and pupil outcomes, with a particular focus on the outcomes for vulnerable learners.

“Each sector has co-designed the approach... each sector is bespoke but they all follow a similar structure and contain the same key features.”

Each sector has co-designed the approach and participated in the testing and refinement of the system. The approach to school improvement in each sector is bespoke but they all follow a similar structure and contain the same key features. Each sector approach includes:

- o **School Profiles** – which capture the information the sector will use to inform the categorisation and act as the platform for support, challenge and partnership working.
- o **Categorisation** – each school will be categorised, using a traffic lights approach with common language, clear criteria and clarity about the support and challenge package that accompanies it. This process ensures that resources are used to support the right schools. The identification of each school’s category involve the school itself, Learn Sheffield and a peer group of colleagues from the relevant sector partnership.
- o **School Improvement Cycle** – an agreed timeline for the year, which includes the way that the sector will play a part in the review of the support and challenge activity that has taken place.



“The needs and vulnerabilities of schools are considered to ensure that resources are effectively targeted. This approach is based on the principle that each school has an entitlement to be supported to improve.”

The specific detail for each sector can be found in Appendix 2 (primary), Appendix 3 (secondary) and Appendix 4 (special). These appendices contain the School Improvement Information Pack for each sector, which outlines the process and includes template examples of the key documents.

Learn Sheffield’s new approach to city-wide school improvement and categorisation supports and challenges all schools to improve. The needs and vulnerabilities of schools are considered to ensure that resources are effectively targeted. This approach is based on the principle that each school has an entitlement to be supported to improve. This is explained more fully in Appendix 5 (School Leaders and Governance Guide to Categorisation and School Improvement).

Support and Challenge

This approach is designed to include all schools regardless of their governance arrangement. It recognises that city-wide school improvement activity must be consensual, given greater autonomy that is now granted to schools, but understands that working in partnership is also the most effective form of improvement. Finally, the approach ensures that duties and responsibilities are discharged effectively and in a timely way.

This approach is designed to include all schools... recognises that activity must be consensual... understands that working in partnership is the most effective form of improvement.

In each sector the support and challenge offer is outlined in the categorisation grid.

This example is taken from the primary sector grid and demonstrates how the school's entitlement grows in proportion to the category.

All schools receive an offer, with 'green' schools having an annual visit and entitlement to support through the locality school improvement action plan. As greater need is identified the school is entitled to more support and challenge activities.

Category	Criteria	Support & Challenge Offer
Green	<ul style="list-style-type: none"> Securely good or outstanding (recently judged by Ofsted to perform highly) On track to continue to perform highly and secure or maintain an outstanding Ofsted judgement Good/secure systems due to established performance 	<ul style="list-style-type: none"> Support through locality action plan Annual LSP visit (or equivalent)
Yellow	<ul style="list-style-type: none"> Good but has some vulnerability which requires support Good but not meeting standards of comparable schools At risk of falling but rapidly improving Below/Close to floor standards but rapidly improving Uncharacteristic drop in performance 	<ul style="list-style-type: none"> Support through locality action plan Termly LSP visit (or equivalent) Annual Learn Sheffield Support & Challenge planning meeting School Review considered
Amber	<ul style="list-style-type: none"> Good but vulnerable to fall At risk of falling but not rapidly improving Below/Close to floor standards not rapidly improving Decline in performance over time Performance significantly below schools in similar context Improving with remaining vulnerabilities Early signs of strong improvement but with vulnerabilities remaining 	<ul style="list-style-type: none"> Support through locality action plan Identified additional improvement Partner / Support Half termly visit (or equivalent) Termly Learn Sheffield Support & Challenge meeting School Review agreed by Learn Sheffield Consider Governance Review
Red	<ul style="list-style-type: none"> Ofsted Category or judged likely to be so Close to floor standards or below with vulnerability limiting capacity Strategic leadership capacity limits the pace of improvement 	<ul style="list-style-type: none"> Bespoke support through locality action plan Identified additional improvement Partner / support All staff termly visit (or equivalent) Half termly Support & Challenge meeting Termly School Review (if appropriate) Governance Review Brokerage of partnership arrangements

This may include:

- o More frequent visits from the Learn Sheffield Improvement Partner (or Associate Partner)
- o Learn Sheffield Support & Challenge meetings
- o School Reviews
- o Governance Reviews
- o Bespoke or targeted support through the locality school improvement action plan
- o Brokerage of additional partnership arrangements

The support and challenge offer is determined by a categorisation process in which all schools participate and is made to all schools, regardless of their governance arrangements. The accountability for academies, for example, does not sit with the Local Authority and they are not compelled to engage with the city wide approach to school improvement. Whilst these differences are understood, Learn Sheffield does not differentiate between different types of schools.

Where a school is part of a formal partnership, for example a Multi-Academy Trust, a conversation about how the support and challenge offer will be deployed is likely to take place with the accountable body in the first instance, rather than the individual school. In all cases, the existing arrangements that a school has in place are considered carefully when determining how the support and challenge offer will be deployed.

Formal Intervention

Where school performance is causing concern there remains a statutory responsibility to provide support, challenge and, where necessary, intervention to bring about rapid improvement. Learn Sheffield works closely with the school and all relevant partners when considering these matters. Further details about the nature of possible interventions can be found in the Schools Causing Concern Statutory Guidance and Appendix 1, which is the Sheffield Monitoring, Challenge, Intervention and Support Policy and Procedures document. Information about both of these documents can be found in section eight.

The Education and Adoption Act 2016 has introduced new intervention powers for the Secretary of State, which will be exercised by Regional Schools Commissioners (RSCs), to extend the types of maintained schools that are eligible for intervention to include coasting schools and include formal action in academies that are causing concern. Schools which have been judged inadequate by Ofsted or who have failed to comply with a warning notice are still eligible for formal action.

Warning Notices

A warning notice can be issued, in relation to performance standards and safety or teachers' pay and conditions, to a maintained school by either a Local Authority or the RSC (on behalf of the Secretary of State). Warning notices to academies will be issued by the RSC.

Learn Sheffield will consider the guidance in respect of warning notices and liaise closely with both the LA and the RSC. If Learn Sheffield feels that a warning notice should be issued, and the school is a maintained school, it will make a recommendation to the LA. If the school is an academy then it will discuss the concerns with the RSC, who has the power to issue a notice if they feel one is appropriate.

When considering the statutory guidance relating to warning notices, Learn Sheffield will also consider the engagement of the school with the support and challenge process. In a situation where the level of engagement is limited there will often be a smaller evidence base upon which to make an interpretation of the guidance. In these cases a warning notice is more likely to be recommended to the Local Authority, in the case of a maintained school, or discussed with the Regional Schools Commissioner, in the case of an academy.

Specific Intervention Powers

Other forms of intervention will be considered in a similar way. Learn Sheffield will consider the guidance in relation to requiring a governing body to enter into arrangements, the appointment of additional governors, appointing an Interim Executive Board (IEB) or suspending the delegated budget as required, liaising closely with the LA and the RSC. If Learn Sheffield feels that an intervention power should be used, and the school is a maintained school, it will make a recommendation to the LA. If the school is an academy then it will discuss the concerns with the RSC, who has the power to act if they feel it is appropriate. It is clear in the Schools Causing Concern Statutory Guidance that the RSC may act independently of the LA in relation to maintained schools if it chooses to do so. **Page 46**

Section Seven

Performance Criteria

LA Commission Criteria

The commission from Sheffield City Council to Learn Sheffield is outcomes based. The outcome areas, specific objectives, success criteria and indicative key performance indicators (KPI) are agreed and reviewed annually. It is envisaged that the outcome areas, objectives and success criteria will remain, with minimal changes, for the three years of the contract, whilst the KPIs may be more dynamic.

The objectives and success criteria are listed below:

1. Partnership Working

Objective – Stronger partnership working across and between sectors and stakeholders (including Sheffield City Council) impacts positively on outcomes for children and schools.

Success Criteria (Indicative indicators of success in achieving the objective)

- o Sheffield settings are members and have a relationship with Learn Sheffield in relation to school improvement.
- o Sheffield settings are productively engaged in sector partnership working.
- o Sheffield settings are productively engaged in cross-sector and multi-agency partnership working.
- o System wide school improvement action plans include all Sheffield settings.
- o Increased system leadership capacity facilitates leadership and delivery of a wide range of partnership working in Sheffield.

2. School Outcomes

Objective – The profile of Sheffield schools and other settings is improving so that the cities performance reaches and exceeds that of statistical neighbours and national averages.

Success Criteria (Indicative indicators of success in achieving the objective)

- o Increased proportion of Sheffield settings and learners taught in settings, in all sectors, judged as good or better by OFSTED, with a rising proportion judged as outstanding.
- o Decreased proportion of Sheffield settings and learners taught in settings, in all sectors, judged as requiring improvement by OFSTED and no Sheffield settings judged inadequate.
- o Sheffield settings OFSTED judgements are consistent with categorisation and no Sheffield setting is placed into an OFSTED category without having been identified as causing concern.
- o Sheffield settings causing concern, and/or placed in OFSTED categories, make accelerated progress to the next level of performance by the next categorisation or full OFSTED Inspection.
- o Sheffield settings, who have made progress to the next level of performance, maintain or improve that category at the categorisations which follow or the next full OFSTED Inspection.
- o Duties in relation to all schools causing concern (including academies and free schools) are properly performed in all cases, according to statutory duties, as determined by the DfE.
- o Any Inspection of the LA's school improvement functions has a positive outcome.

3. Pupil Outcomes

Objective – The outcomes for Sheffield children, at the end of each stage of learning, reach and exceed those of statistical neighbours and national averages.

Success Criteria (Indicative indicators of success in achieving the objective)

- o Sheffield children to reach and exceed statistical neighbours and national percentages in attainment measures at the end of EYFS, KS1, KS2 and KS4.
- o Sheffield children to reach and exceed statistical neighbours and national percentages in progress measures, where applicable, at the end of EYFS, KS1, KS2 and KS4.
- o The proportion of Sheffield settings, in all sectors, which are below floor standards (and other nationally defined measures, including coasting) reduces and falls below statistical neighbours and national percentages.

4. Outcomes for Vulnerable Pupils

Objective – The gaps in outcomes between identified groups of vulnerable Sheffield children and the Sheffield average pupil performance are narrowed at the end of each key stage.

Success Criteria (Indicative indicators of success in achieving the objective)

- o Looked After Sheffield children to reach and exceed national expectation in attainment and progress measures at the end of EYFS, KS1, KS2 and KS4.
- o Disadvantaged Sheffield children to reach and exceed national averages in attainment and progress measures at the end of EYFS, KS1, KS2 and KS4.
- o Targeted groups of vulnerable Sheffield children to reach and exceed the national averages in attainment and progress measures (of their peer group and/or national performance), at the end of EYFS, KS1, KS2 and KS4.
- o Attendance is rising across all sectors.
- o Persistent absence is reducing across all sectors.
- o Fixed-term exclusions are reducing across all sectors.
- o Permanent exclusions are reducing across all sectors.

In addition to these criteria the commission from Sheffield City Council to Learn Sheffield also includes the 13 performance objectives outlined in Section Five.

Specific Intervention Powers

Learn Sheffield has developed criteria in relation to the priorities it has identified within each of the six themes of the Sheffield Priorities. These criteria can be found within the action plans for each theme, which are on the Learn Sheffield website.

Learn Sheffield will report regularly on the progress made against these criteria, including an annual report which is developed with the support of external independent analysis.

www.learnsheffield.co.uk/Strategies/SheffieldPriorities



Section Eight

Appendices & Other Relevant Documents

Summary of documents found on the Learn Sheffield website

The following documents will be available on the Learn Sheffield website. Visit the school Improvement Strategy page and choose the 'Appendices & Relevant Documents' option.

The appendices to the School Improvement Strategy are as follows:

- **Appendix 1** – Sheffield Monitoring, Challenge, Intervention and Support Policy and Procedures document (revised September 2016)
- **Appendix 2** – Primary School Sector School Improvement Information Pack
- **Appendix 3** – Secondary School Sector School Improvement Information Pack
- **Appendix 4** – Special School Sector School Improvement Information Pack
- **Appendix 5** – School Leaders and Governance Guide to Categorisation and School Improvement

Other relevant documents and links are as follows:

Type (Relevance)	Document	Date / Frequency
General / About Learn Sheffield	Prospectus www.learnsheffield.co.uk/AboutUs/Prospectus	September 2016
	Updates www.learnsheffield.co.uk/AboutUs/OurWork	Spr & Sum 2016
	Sheffield Priorities – multiple pages including; www.learnsheffield.co.uk/Strategies/SheffieldPriorities	September 2016 (ongoing)
Local Authority Commission	Monitoring & Accountability template	Annual Review
	Desired Outcomes – Key Performance Indicators	Annual Review
	Learn Sheffield Commission Outcomes Report	2015/16 Review
National Policy	Education Act (1996) www.legislation.gov.uk/ukpga/1996/56/contents	1996
	Education Act (2011) www.legislation.gov.uk/ukpga/2011/21/contents/enacted	2011
	Schools Causing Concern – Statutory Guidance www.gov.uk/government/publications/schools-causing-concern--2	Ongoing Updates

The full Statutory Duties Commission document is not publicly available due to the commercially sensitive information that it contains. Whilst some completed and reviewed commission documents are published, the annual outcomes report for example, this does not happen when individual school information is included. The Monitoring and Accountability document is not shared for this reason.

How can I find out more about Learn Sheffield?

Please contact us to find out more. We look forward to hearing from you.

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Learn
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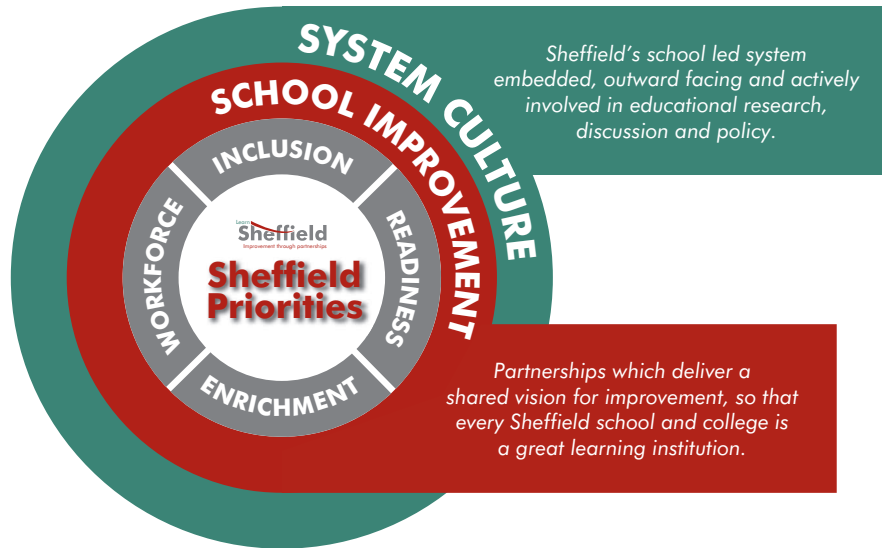
Sheffield Priorities

Learn
Sheffield
Improvement through partnerships

September 2016



Sheffield Priorities



Our expectation is that Sheffield children will receive the best education in England.

The achievement and readiness of our young people will enable them to be active citizens of a world class city.

This document sets out the priorities of Learn Sheffield in order to achieve these goals.

INCLUSION

To identify and overcome the barriers to learning for vulnerable learners and their families.

WORKFORCE

Recruitment, development and retention of high quality teachers, school staff, leaders and governance.

READINESS

Children and young people ready for learning, the next stage in education and adult life in a cohesive community and successful economy.

ENRICHMENT

Rich learning experiences across the curriculum as an entitlement for all children and young people.

	What do we want to achieve?	How will we know if we have been successful?	What will we do to achieve it?
<p>Theme</p> <p>System Culture</p> <p>Vision</p> <p>Sheffield's school led system embedded and actively involved in educational research, discussion and policy.</p>	<p>Sheffield's education community is honest, constructive, positive and always looking to promote and celebrate Sheffield.</p>	<ul style="list-style-type: none"> • Analysis of partnership outcomes shows high engagement and increasing depth to strategic collaboration. • Improved profile and perception of Sheffield – within the city and from outside. 	<p>All of the strategies identified in this document support the further development education system culture in Sheffield.</p> <p>In addition/particular:</p> <p>Policy & Research Digest</p> <p>Sheffield Cultural Education Challenge.</p> <p>Learning Voices Project.</p> <p>Sheffield School Improvement Strategy 2016-2018.</p> <p>Wellbeing and Development Taskforce.</p> <p>Vulnerable Learners Challenge Project.</p>
	<p>Sheffield is outward looking and influences policy-making at every level of the education system.</p>	<ul style="list-style-type: none"> • Learn Sheffield has a co-ordinating role within the city and provides a coherent voice for Sheffield education. • Sheffield's work with other organisations regionally and nationally leads to positive outcomes. 	
	<p>Sheffield's education culture enables all learning institutions to be self-improving, inclusive and sustainable.</p>	<ul style="list-style-type: none"> • Every school to make a contribution to school improvement. • All schools are reflective, solution focussed and always improving. • Teaching and learning are prioritised over intervention and the focus is always on pupil need. 	
	<p>Enquiry-based curiosity drives the strategic direction of schools and the city.</p>	<ul style="list-style-type: none"> • Sheffield schools are leading and participating in research-based activity. • Sheffield is at the forefront of research-led professional development. • The city is well represented on expert groups. • The strategic planning of Sheffield schools reflects both current priorities and future challenges. 	

	<i>What do we want to achieve?</i>	<i>How will we know if we have been successful?</i>	<i>What will we do to achieve it?</i>
<p style="text-align: center;">Theme School Improvement</p> <p style="text-align: center;"><i>Vision</i> Partnerships which deliver a shared vision for improvement, so that every Sheffield school and college is a great learning institution.</p>	<p>To have an accurate and current evaluation of all schools and colleges, underpinned by robust self-evaluation.</p>	<ul style="list-style-type: none"> • School self-evaluations, Learn Sheffield categorisation outcomes and Ofsted Inspection triangulate. 	<p style="text-align: center;">Sheffield School Improvement Strategy 2016-2018. Sheffield Achievement Strategy 2016-2017.</p>
	<p>High quality of school leadership impacts on the outcomes of all schools and colleges in the city.</p>	<ul style="list-style-type: none"> • Improved Ofsted outcomes for Sheffield schools. • Analysis of pupil outcomes shows improved outcomes for all learners, including vulnerable learners. 	
	<p>High quality teaching impacts on the outcomes of all pupils.</p>	<ul style="list-style-type: none"> • Schools share data, expertise and engage in peer review (professional dialogue and challenge). • School self-evaluation of teaching is a triangulation of observation, books and data. The accuracy of judgements is supported by external verification. • Improved pupil outcomes for all learners, including vulnerable learners. 	
	<p>Schools have a shared commitment to the vision for Sheffield school improvement and collective refusal to accept under-performance.</p>	<ul style="list-style-type: none"> • Analysis of partnership outcomes shows increasing depth to strategic collaboration. • Improved school outcomes demonstrates the impact of targeted and timely support and challenge for schools. 	

<p>Theme</p> <p>Workforce</p> <p>Vision</p> <p>Recruitment, development and retention of high quality teachers, school staff, leaders and governance.</p>	What do we want to achieve?	How will we know if we have been successful?	What will we do to achieve it?	
	A great teacher in every classroom.	<ul style="list-style-type: none"> System collaboration and clear/high quality routes into teaching supports successful teacher training. Available data demonstrate high quality of teaching. Staff data show sustainable pipeline of teachers, especially for schools in challenging circumstances. 	<p>Wellbeing and Development Taskforce</p> <p>Mapping of the training offers from Teaching Schools and others.</p>	Teach Sheffield.
	High quality leaders for every Sheffield school.	<ul style="list-style-type: none"> School performance outcomes improving. Retention, progression and vacancy data show sustainable pipeline of leaders, especially for schools in challenging circumstances. 		<p>Professional Networks.</p> <p>School and System Leader Programmes.</p>
	Sheffield schools have the right expertise to support learning.	<ul style="list-style-type: none"> Targeted and research-led professional development ensures that schools have access to education professionals with skills to enhance learning. Improved staff vacancy and performance data in schools identified as vulnerable. School and pupil performance outcomes improving, especially for schools in challenging circumstances. 		<p>Role-specific development programmes.</p> <p>Commissioning and brokerage to support vulnerable schools.</p>
	A positive, supported, informed, reflective and sustainable workforce.	<ul style="list-style-type: none"> Staff absence, retention, progression and vacancy data demonstrate sustainability of high quality staff whose diversity reflects the communities that they serve. CPD Standards audit and staff survey data show high quality of professional development. Engagement with CPD is high and sustained leading to improved pupil and school outcomes. 	<p>Wellbeing and Development Taskforce.</p>	
	All Sheffield professionals are accessing high quality professional development.			
	Sheffield schools have governance with the appropriate skills and knowledge.	<ul style="list-style-type: none"> High quality governance promotes school improvement and leads to improved school and pupil outcomes. 	<p>Governance Training Offer.</p> <p>Governance Improvement Strategy.</p>	

	<i>What do we want to achieve?</i>	<i>How will we know if we have been successful?</i>	<i>What will we do to achieve it?</i>
<p style="text-align: center;">Theme Inclusion</p> <p style="text-align: center;"><i>Vision</i> To identify and overcome the barriers to learning for vulnerable learners and their families.</p>	<p>To maximise attainment and readiness for all vulnerable learners including, but not limited to:</p> <ul style="list-style-type: none"> • looked-after children • disadvantaged pupils • learners with Special Educational Needs and Disabilities • learners with social and emotional mental health challenges • learners with English as an Additional Language at all stages of language acquisition • Newly arrived learners • children missing in education 	<ul style="list-style-type: none"> • Inclusion data show that barriers to learning for vulnerable learners are diminishing and inclusive practice is consistently strong. • Analysis of pupil outcomes shows improved relative outcomes for all learners, including vulnerable learners and vulnerable groups of learners. • Accurate identification of vulnerable learners and clear pathway information about universal, targeted and specialist support impacts positively on outcomes. 	<p>Sheffield School Improvement Strategy 2016-2018.</p> <p>Vulnerable Learners Challenge Project.</p> <p>Support for Inclusion activity – including the Virtual School, Inclusion Programme Board, Early Help and Support, locality-based, school-led practice, etc.</p>
	<p>To identify all young carers and provide them, and their families, with appropriate support.</p>	<ul style="list-style-type: none"> • Accurate and comprehensive identification of young carers in all Sheffield schools and colleges. • Clear and resourced pathway supports schools to maximise the attainment and readiness of young carers. 	<p>Young Carers Pilot Project.</p>
	<p>All children and young people entitled to:</p> <ul style="list-style-type: none"> • an inclusive education • early intervention to address vulnerability and/or avoid exclusion • a pathway to further education, employment or training 	<ul style="list-style-type: none"> • Inclusion data show that barriers to learning for vulnerable learners are diminishing and inclusive practice is consistently strong. • Inclusion data show exclusions are reduced and are always accompanied by a plan for reintegration. • NEET and post-16 destination data demonstrate that Sheffield young people are making informed and positive decisions about their future pathways. 	<p>Vulnerable Learners Challenge Project.</p> <p>Support for school-led panels to determine access and inclusion.</p>

	<i>What do we want to achieve?</i>	<i>How will we know if we have been successful?</i>	<i>What will we do to achieve it?</i>
<p style="text-align: center;">Theme Readiness</p> <p style="text-align: center;"><i>Vision</i> Children and young people ready for learning, relationships, the next stage in education, the workplace and adult life in a cohesive community.</p>	Sheffield children and young people have the resilience and support to flourish in the modern world.	<ul style="list-style-type: none"> Mental health data (including Healthy Minds Survey) show strong relative performance and impact of early intervention. Clear pathway information about universal, targeted and specialist support impacts positively on outcomes. 	Healthy Minds Framework.
	Sheffield to have the fittest children in Britain.	<ul style="list-style-type: none"> Sheffield has active schools and active pupils. Sheffield health data show strong relative outcomes. 	Move More Strategy. Healthy Schools Strategy.
	Children’s attendance and punctuality are maximised.	<ul style="list-style-type: none"> Absence, persistent absence and punctuality data demonstrates strong relative performance - including vulnerable pupils and schools in challenging circumstances. 	Sheffield Attendance Strategy. Attendance Conference.
	Children develop good executive function skills and self-regulation to be ready for school and learning.	<ul style="list-style-type: none"> Audit and analysis show that children in early years consistently experience high quality interactions and enriched learning environments. Early Years outcomes show strong relative achievement and readiness for Sheffield children. 	Best Start Strategy. Sheffield Achievement Strategy 2016-2017.
	Children and young people are supported effectively through the transitions in their education and into adult life.	<ul style="list-style-type: none"> A city wide strategic approach to transitions supports children and young people effectively – shown by pupil/parent/school opinion and in-year progress data. 	Transitions Working Group to review ‘Early Risers’ and other potential strategies.
	Young people have relevant information and equality of opportunity to meet their own high expectations and aspirations.	<ul style="list-style-type: none"> All young people receive independent and impartial guidance, within a relevant careers framework. Structured experiences of workplaces and further and higher education impact on outcomes. 	Sheffield Careers Framework & Pathways Careers Project.
	Every Sheffield young person to make a positive contribution to their community.	<ul style="list-style-type: none"> Every Sheffield child to access age appropriate citizenship programmes throughout their education. Relevant data suggest that Sheffield is more cohesive and engaged than other core cities. 	Specific programmes – including the National Citizenship Programme (NCS) and others. Learning Voices Project.

	<i>What do we want to achieve?</i>	<i>How will we know if we have been successful?</i>	<i>What will we do to achieve it?</i>
<p>Theme Enrichment</p> <p>Vision Rich learning experiences across the curriculum as an entitlement for all children and young people.</p>	<p>Pupils to have the experiences to enable them to attain well and be ready for the next stage of learning.</p>	<ul style="list-style-type: none"> Analysis of pupil outcomes demonstrate improved outcomes for all learners, including vulnerable learners and pupils with high prior attainment. School outcomes demonstrate consistently positive references to the curriculum offer of schools and colleges. 	<p>Sheffield Priorities Strategic Working Group.</p> <p>Sheffield Cultural Education Challenge.</p> <p>Sheffield Achievement Strategy 2016-2017.</p> <p>Learning Voices Project.</p> <p>Many of the projects and strategies in this document will have an aspect of enrichment.</p> <p>Support for the Standing Advisory Council for Religious Education and other city learning focussed events, activities and initiatives.</p> <p>Learning Voices Project.</p> <p>Sheffield Achievement Strategy 2016-2017.</p> <p>Support for established stakeholder consultation and discussion forums.</p>
	<p>All Sheffield children and young people experience a broad, balanced and relevant curriculum.</p>	<ul style="list-style-type: none"> Pupil feedback and data reflect positively on the quality of teaching, the curriculum and learning experiences. A clear set of commitments to every Sheffield child and young person impacts on outcomes. 	
	<p>All Sheffield children and young people to benefit from a consistently high quality cultural education offer.</p>	<ul style="list-style-type: none"> Sheffield children actively participate in and experience cultural education, including widening successful completion of formal qualifications. Cultural education impacts on both the attainment and readiness of pupils 	
	<p>All Sheffield schools and colleges to capitalise on Sheffield as a resource and stimulus for learning.</p>	<ul style="list-style-type: none"> The Sheffield curriculum enhances the civic pride, learning opportunities and achievement of all Sheffield children and young people. 	
	<p>Pupil voice to have a genuine impact on provision.</p>	<ul style="list-style-type: none"> Established and new structures ensure that pupil voice impacts on provision at a school and system level, leading to better strategic decision-making. 	
	<p>Parents, families and communities supported to enhance the learning of children and young people.</p>	<ul style="list-style-type: none"> Collaboration and communication support all schools to develop effective parent and carer partnerships, which impact positively on the achievement of pupils. 	

How can I find out more about Learn Sheffield?

Please contact us to find out more. We look forward to hearing from you.

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Report to Children, Young People and Family Scrutiny & Policy Development Committee Monday 21st November 2016

Report of: Dawn Walton, Acting Director, Children, Young People and families Service

Subject: Support and services for young carers, with reference to the requirements of the Children & Families and Care Act

Author of Report: Nicola Shearstone, Acting Head of service, Children, Young People and Families
Sara Gowen, Managing Director, Sheffield Young Carers

Type of item: The report author should tick the appropriate box

Reviewing of existing policy	<input checked="" type="checkbox"/>
Informing the development of new policy	<input type="checkbox"/>
Statutory consultation	<input type="checkbox"/>
Performance / budget monitoring report	<input type="checkbox"/>
Cabinet request for scrutiny	<input type="checkbox"/>
Full Council request for scrutiny	<input type="checkbox"/>
Community Assembly request for scrutiny	<input type="checkbox"/>
Call-in of Cabinet decision	<input type="checkbox"/>
Briefing paper for the Scrutiny Committee	<input type="checkbox"/>
Other	<input type="checkbox"/>

The Scrutiny Committee is being asked to:

Understand Sheffield's support and services for young carers, with reference to the requirements of the Children & Families and Care Act.

Please see recommendations on page 6-7

Background Papers:

- Children and Families Act 2014
- Carers and Young Carers Strategy 2016-2020
- Young Carers' Multi-Agency Action Plan
- Sheffield Young Carers Annual Report 2015-2016
- Sheffield young carer assessment

Category of Report: OPEN

Report of the Director of Children, Young People and Families

Title of report – What progress has been made in implementing the Children and Families Act 2014 for young carers?

1. Introduction/Context

1.1 The Children and Families Act 2014, which came into force in April 2015, significantly strengthens the rights of young carers. Previously under law, a young carer was entitled to an assessment of their needs, however assessments had to be requested and young carers had to be providing or intending to provide a substantial amount of care on a regular basis. This approach was not preventative and meant that young carers and their families had to be aware of their services and rights and ask for support. The new Act brought in the following changes:

- Extension of the right to an assessment of needs for support to all young carers under the age of 18 regardless of who they care for, what type of care they provide or how often they provide it.
- A clearer duty to assess young carer's needs based on the appearance of need (or request) to assess a young carer's needs for support – young carers will no longer have to request an assessment or be undertaking a 'regular and substantial' amount of care.
- Appropriate links between children's and adults' legislation to enable local authorities to align the assessment of a young carer with an assessment of an adult or child they care for.

In addition a Local Authority is required to:

- Involve young carers, their parent/s and any person whom the young carer or parent of the young carer requests when carrying out a young carer's needs assessment.
- Consider whether it is appropriate for the young carer to provide or continue to provide care, in light of the young carer's needs for support, other needs and wishes.
- Provide a written record of the assessment to the young carer, the young carer's parents or any person who the young carer or parent requests receives a copy.
- Take reasonable steps to identify the extent to which there are young carers within their area who have needs for support

Local Authorities must meet the need for support by:

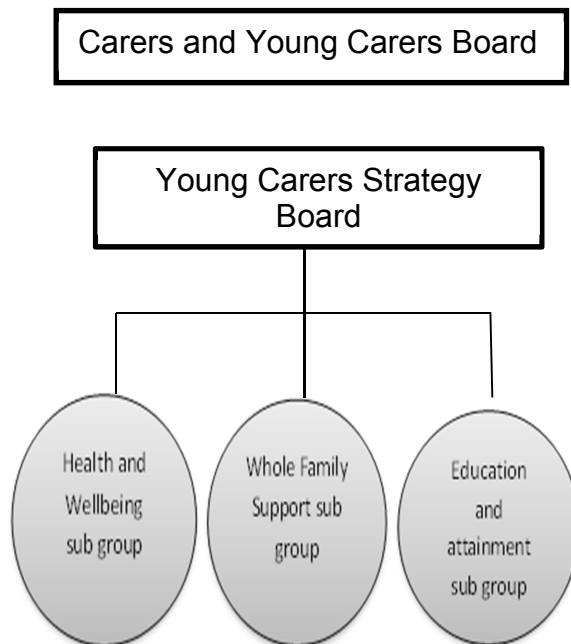
- Considering whether a young carer’s needs for support can be met through services which may be provided under section 17 (to the young carer and/or any member of their family) and;
- Whether a young carer’s needs can be met by providing support to the person who is being cared for by the young carer.

The legislation provides a clear framework for Local Authorities to take a whole family approach to assessing and supporting young carers and delivering support in a coordinated way, so that children and young people at risk of undertaking inappropriate caring roles are identified and protected.

2. Progress against the requirements of the Act

2.1 Sheffield Local Authority and Sheffield Young Carers work closely together, through a commissioning arrangement, to ensure support and services are provided for children and young people who have a caring responsibility for someone with a mental or physical illness, a disability and/or substance misuse issues.

The young carers’ agenda is currently supported through the Young Carers Strategy Board.



The sub groups have each considered their ability to impact on the requirements of the Children and Families Act 2014.

Sheffield’s Young Carers Multi Agency Action Plan, developed and supported by the sub groups, reflects the requirements of the legislation as follows:

Detailed Objectives	Intended Outcomes
<p>Promotion of, and adherence to, legislation affecting young carers (Care Act, Children and Families Act, Rights of the Child). Young Carer Participation – young people’s wishes and feelings are listened to and acted upon.</p>	<p>Professionals and young carers are aware of the rights of young carers and the services in place to support them</p> <p>Young carers are knowledgeable about their rights, and entitlement to carers’ assessment and additional support to help reduce the impact of their caring responsibilities</p> <p>Young carers have a voice and have someone on their side</p>
<p>Ensure professionals and partners are trained to recognise and identify young carers when working with families, and offer appropriate support such as young carer assessment</p>	<p>Increased awareness and understanding of the issues faced by and the needs of young carers, and using the young carer assessment in Sheffield</p> <p>Reduction in the number of hidden young carers</p> <p>More support in place for young carers and their families as a whole</p>
<p>Work with commissioners within SCC and partners to ensure young carers have a voice and that this is built into contracts and specifications</p>	<p>Services are accountable to young carers and are designed by, with and for those who access them</p>
<p>Work with schools, colleges, universities, training providers and employers to raise awareness of and actively address issues affecting young carers</p>	<p>Young carers achieve the same or better outcomes as other people their age in relation to education and employment</p>
<p>Ensure young carers are proactively identified and treated as ‘carers’ – GP surgeries, hospitals, school nursing and other</p>	<p>Increase in young carer assessments undertaken in primary care</p>

health workers to identify and recognise young carers	
Explore ways in which young carers could be involved more in the care plans of those they care for	Increase in young carers' involvement in care planning for the person they care for

2.2 The progress to date on these objectives and outcomes are:

- Sheffield has a young carer's assessment designed collaboratively with a range of partners drawn from across the city, with young carers taking a leading role. The assessment was developed as a result of many different conversations, questionnaires, discussions and consultations with young carers. A text version of the assessment for older young people has subsequently been developed following feedback from young adult carers.
- The needs assessment of young carers trigger a needs (re)assessment of the person(s) they care for through the safeguarding adult process.
- There is a protocol in place to ensure that a needs assessment of a parent with care needs triggers a young carer assessment of the child/children
- Young carers are now identified at screening by Children's Social Care and through the early help offer provided by the Prevention and Early Intervention Service. Young carers are also identified during case work by Social Care and the Prevention and Early Intervention Service, as young people do not always immediately identify as a young carer
- The whole family sub group is now starting to involve young carers in monitoring young carer assessments
- There is a young carer champion in the 3 social care areas and in the 3 multi-agency support areas
- The University of Sheffield and the Sheffield Hallam University now have young carers as student ambassadors/champions
- Education providers now identify young carers and many record this on the SIMs system. Sheffield was a pilot area for the national Young carers in Schools Award, four Sheffield schools have achieved the award to date
- We are actively looking at systems/recording to improve how we capture information on young carers. Adult services are also looking

at recording the age of a care to monitor the need to offer young carers a joint assessment with the cared for person.

- No restrictive criteria is imposed for accepting children and young people referred to the local authority as young carers for needs assessments
- Sheffield Young Carers have incorporated information on new legislation in all training and materials
- Young carers have been involved in training social work students, youth work students, university outreach teams, Sheffield College, and also delivered a presentation to 0-19+ Partnership Board
- The Sheffield Health and Social Care NHS Foundation Trust now have a system to identify young carers at first assessment of service user, have produced an information pack on carers and young carers rights and have written a Carers and Young Carers Strategy, in partnership with adult and young carers, Sheffield Carers Centre and Sheffield Young Carers
- Sheffield Teaching Hospitals are in the process of developing a Carers and Young Carers Strategy and action plan, again in partnership with adult and young carers
- Sheffield Young Carers have begun training and awareness raising work within Primary Care to enable General Practitioners to identify and support young carers
- 36 Young Carer Needs Assessments were completed for children referred to the Local Authority between April 2015 and March 2016. In addition, 255 children were referred to the local authority as Young Carers. In the financial year approximately 295 Young Carers received support from the local authority, either directly or through the services provided by Sheffield Young Carers.

3 What does this mean for the people of Sheffield?

- 3.1 The Children and Families Act 2014 amended the Children Act to make it easier for young carers to get an assessment of their needs and to introduce 'whole family' approaches to assessment and support.

The assessment enables the identification of individual needs and how these affect a child or young person's wellbeing and to establish the outcomes that the person who is assessed wishes to achieve in their day-to-day life. The assessment also supports the Local Authority in determining the services, if any, that should be provided.

Assessments of young carers must recognise that each child is a unique person on their own journey to adulthood and maturity. Professionals responsible for assessing children should be able to recognise their individual developmental needs and whether the caring responsibility is appropriate for the child's age and level of maturity.

The increase in the use of the young carer's assessment in Sheffield brings many advantages. There is greater recognition of the young carers role and support with caring, especially to free them to go to school and do homework. In addition it provides an opportunity to offer information about support and services as well as providing emotional support and someone to talk to about feelings.

Although Sheffield has made significant progress in widening the use of the young carer assessment, actions are in place to progress this still further.

Young carers have been given an opportunity to feedback their views on the multi-agency action plan and progress to date. They expressed how positive they felt hearing the developments that agencies across Sheffield were making, particularly in relation to the number of young carer assessments being offered and the roll out of the young carer champion roles.

Young carers asked that future work considers feedback from family members about the support/services they have accessed or require and that we consider raising awareness of young carers in the training of teachers. These areas are now being incorporated into an updated multi-agency action plan.

There is a risk that effective planning and support for a young carer may be disrupted at the point where they have to make the transition to legal adulthood. Collaborative, joined up working between services for children and adults is especially important over this transition period. This is a key area for development over the next few months.

There is a need to enhance the integration of service provision and information sharing to improve the outcomes for children and adults alike. This will include the exploration of the current process for triggering assessment for a whole family approach.

Up skilling workers in the use of the young carer assessment and incorporating this into actions and review of the assessment is ongoing work and this will be further explored across all agencies.

4. Recommendation

4.1 That the committee:

- Note the content of this report in relation to the changes that have been made to incorporate the requirements of the Children and Families Act 2014.
- Note that the current revision of the young carer multi-agency action plan will ensure further development of the needs around the young carer assessment.

- Note and support further developments that are required in relation to:
 - (1) Improving transition arrangements for young carers into adulthood
 - (2) Statutory and voluntary services working with young carers to continue to implement the legislative requirements
 - (3) Statutory and voluntary services continuing to identify ways in which to increase the number of young carer assessments being completed
 - (4) Identifying ways in which to improve the processes that will allow for a whole family approach to caring
 - (5) The Local Authority continuing to work to strengthen the local data available in relation to young carers and their needs, which in turn will support commissioning arrangements
-



Report to Children, Young People & Family Support Scrutiny & Policy Development Committee

Monday 21st November 2016

Report of: Policy & Improvement Officer

Subject: Work Programme 2016/17

Author of Report: Diane Owens, Policy and Improvement Officer
diane.owens@sheffield.gov.uk
0114 273 5065

The latest draft of the work programme is attached at Appendix 1.

The work programme aims to focus on a small number of issues in depth. It remains a live document throughout the year and is brought to each committee meeting.

The Scrutiny Committee is being asked to:

- Note the contents of the work programme and provide any comment / feedback

**Children, Young People & Family Support Scrutiny & Policy Development Committee
Draft Work Programme 2016-17**

Chair: Cllr Ian Saunders

Vice Chair: Cllr Steve Ayris

[Meeting Papers on SCC Website](#)

Meeting day/ time: Monday 1-4pm

Please note: the work programme is a live document and so is subject to change.

Topic	Reasons for selecting topic	Lead Officer/s	Agenda Item/ Briefing paper
Monday 19th December 2016			
Emotional Health & Wellbeing in Schools Page 70	<p>The report and scrutiny session will provide an overview in terms of the broader "future in mind programme" and Sheffield's Transformation Plan. It will cover the impact on prevention and early intervention services, partnership working and upcoming challenges as well as a specific focus on work being undertaken through schools.</p> <p>The latest version of the Emotional Wellbeing & Mental Health Transformation Plan has been sent to Committee Members in early November as a background document for the session.</p> <p>The agreement to look at this topic in part reflects one of the recommendations that came out of the committee's annual meeting with young people in April 2016.</p>	<p>Bethan Plant, Health Improvement Principal - Public Health Team</p> <p>Matthew Peers, Commissioning Manager – EWBMH, CCG</p> <p>Kate Laurence, Senior Commissioning Manager, CCG</p> <p>Other possible attendees include:</p> <ul style="list-style-type: none"> o ChilyPep - Children and Young People's Empowerment Project and Sheffield Futures - tbc o Sheffield Children's Hospital, Children and Adolescent Mental Health Services (CAMHS) - tbc 	Single Agenda Item

<p>Briefing Paper CYP&FS Prevent Task Group – an update in response to the recommendations contained in the Task Groups report</p>	<p>During 2015-16 the Committee set up a Task Group. The focus of its review was:</p> <p>To understand the implications of the recent Counter-Terrorism and Security Act 2015 in terms of the statutory requirements around Prevent and the implications for children and young people.</p> <p>To consider how we are responding to this in Sheffield and identify any recommendations</p> <p>The committee will receive an update report from the service in response to the 10 recommendations outlined in the Committees Prevent Task Group report.</p>	<p>Sam Martin, Assistant Director - Lifelong Learning and Skills</p>	<p>Briefing Paper</p>
<p>Briefing Paper A Level Provision in the City</p>	<p>Following consideration of a report about A level provision in the South East of the city at its July meeting the Committee will request a brief update on progress with regards to destinations of young people and A level provision.</p> <p>Following a subsequent report on citywide provision that was considered at its September meeting the committee may choose to expand the parameters of this report to be citywide.</p>	<p>Children's Commissioner & Director of Inclusion & Learning - tbc</p>	<p>Briefing Paper</p>

Monday 20th February 2017			
Sheffield Children's Safeguarding Board	<p>This report will provide an update on the work of the Safeguarding Board, including current priorities and challenges. It will also reflect the views of the young people that the board will be engaging with to develop and shape its plans.</p> <p>The Sheffield Children's Safeguarding Board Annual Report 2015/16 and the Business Plan 2016/17 were sent to Committee members in October as background documents for the session.</p>	<p>Jane Haywood, Chair of the Sheffield Safeguarding Children Board</p> <p>Victoria Horsefield, Assistant Director, CYPF - Children and Families</p> <p>Other officers tbd</p>	Agenda Item
Sheffield Sexual Exploitation Service Annual Report 2015-16 & Update Report	<p>These reports will provide an update on the work of the Sexual Exploitation Service and partner agencies working to address child sexual exploitation.</p>	<p>Jane Haywood, Chair of the Sheffield Safeguarding Children Board</p> <p>Victoria Horsefield, Assistant Director, CYPF - Children and Families</p> <p>Other officers tbd</p>	Agenda Item
<p>Briefing Paper Attainment 2015-16 – citywide attainment outcomes in schools & academies</p>	<p>The Committee may choose to request a further written report when validated results and benchmarking data are available.</p>	<p>Children's Commissioner & Director of Inclusion & Learning - tbc.</p>	Briefing Paper
<p>Briefing Paper The implications of the 'Educational Excellence Everywhere' Government White Paper - update</p>	<p>Following consideration of this item at its meeting in July 2016 the Committee may choose to request a brief update on progress with regards to the 'Educational Excellence Everywhere' Government White Paper.</p>	<p>Children's Commissioner & Director of Inclusion & Learning - tbc.</p>	Briefing Paper

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Monday 3rd April 2017			
Youth Services in Sheffield	To understand the latest developments in terms of work to look at the future of youth services in Sheffield. This follows a report received by the Committee in March 2016 on "Youth Services in Sheffield", which the committee requested a further update on.	Sam Martin, Assistant Director - Lifelong Learning and Skills Other officers tbd	Agenda Item
Skills development in Sheffield	<p>The Sheffield City Region Devolution Deal would give the region £1.3 billion to spend over the next 30 years. The Deal would offer new powers and funding to improve infrastructure, transport, skills, housing and other drivers of business growth.</p> <p>In terms of improving skills this would mean - investing in education infrastructure, better skills, employment and adult education</p> <p>The committee could receive a report to enable them to understand the implications of these proposals and future developments specifically in terms of skills development for young people.</p>	Tony Tweedy, Director - Lifelong Learning and Skills Other officers tbd	Agenda Item
Briefing Paper Adoption Annual Report	The committee receive an annual report to enable them to consider priorities and performance over the past 12 month The committee could also look at the implications of the 2016 Children & Social Work Bill in terms of adoption and fostering services.	Joel Hanna , Acting Assistant Director - Provider Services	Briefing Paper
Briefing Paper Fostering Annual Report	As above.	Joel Hanna , Acting Assistant Director - Provider Services	Briefing Paper

Other Possible topics			
Youth Services in Sheffield	October/November 2016 1-2 sessions could be organised for the scrutiny committee (or a sub group of the committee) to enable committee members to feed into proposals around youth services as they are being developed.	Sam Martin, Assistant Director Lifelong Learning & Skills	Task Group - 2/3 months
Training etc.			
Attainment Data Training Session Monday 14th November 2-4pm Committee Room 3, Town Hall.	This session will be held prior to the committee considering the attainment report in November/December. The session will be led by Kate Wilkinson, Service Manager from the Performance & Analysis Service.	Diane Owens, Policy & Improvement Officer	Training session

Selecting Scrutiny topics

This tool is designed to assist the Scrutiny Committees focus on the topics most appropriate for their scrutiny.

- **P**ublic Interest
The concerns of local people should influence the issues chosen for scrutiny;
- **A**bility to Change / Impact
Priority should be given to issues that the Committee can realistically have an impact on, and that will influence decision makers;
- **P**erformance
Priority should be given to the areas in which the Council, and other organisations (public or private) are not performing well;
- **E**xtent
Priority should be given to issues that are relevant to all or large parts of the city (geographical or communities of interest);
- **R**eplication / other approaches
Work programmes must take account of what else is happening (or has happened) in the areas being considered to avoid duplication or wasted effort. Alternatively, could another body, agency, or approach (e.g. briefing paper) more appropriately deal with the topic

Other influencing factors

- **Cross-party** - There is the potential to reach cross-party agreement on a report and recommendations.
- **Resources**. Members with the Policy & Improvement Officer can complete the work needed in a reasonable time to achieve the required outcome

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Report to Children, Young People & Family Support Scrutiny & Policy Development Committee 21 November 2016

Report of: Executive Director Children, Young People & Families

Subject: School Places Planning Update

Author of Report: David Ward, School Organisation Project Officer
(ext. 35820)

Summary:

This report provides an update on school places needs in Sheffield and provides details of the Government's recent announcement on Grammar Schools. This report is being presented at the request of the Chair of the Committee.

Type of item: The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	X
Other	

The Scrutiny Committee is being asked to:

The Committee is asked to consider the report and note its contents.

Background Papers:

Category of Report: OPEN

Report of the Director of Children, Young People & Families – School Places Planning Update

1. Introduction

- 1.1 This report provides an update on school places needs in Sheffield and provides details of the Government’s recent announcement on selective schools. This report is being presented at the request of the Chair of the Committee.
- 1.2 The Council’s published vision is for all Sheffield families to have access to great, inclusive schools in every area of the city. This means schools working in partnership to ensure each child reaches their potential, equal access for the most vulnerable children to high quality education, schools at the heart of their communities, and getting best value from all funding opportunities.
- 1.3 The starting point for the strategy is to provide sufficient places in areas of major population growth. The strategy must acknowledge the strong expectation that parents will be able to gain a place for their child at a good local school and be founded on a strong vision of excellence that will support and encourage the aspiration of parents.

2. Meeting Demand for School Places

- 2.1 Births in Sheffield rose by 25% between 2002 and 2012 with 1000 more children per year now coming into Reception. The children born in 2012 are the largest birth cohort in the city since 1991. This has required a programme of extra places in the primary sector and now the secondary sector as the bigger cohorts have filtered through.

Primary Places

- 2.2 Throughout this period of growth in demand, places have been added in the areas of pressure. In total around 5000 primary places have been added since 2006, bringing a very high level of capital investment to create new schools, expansions and amalgamations. As a result of this work we have been able to retain a very high proportion of families being offered a place at a preferred school – 97% in 2015/16. Whilst there may be localised pressure, we are not expecting demand for primary school places to continue growing in the next period and the scale of the programme to add places should significantly reduce.

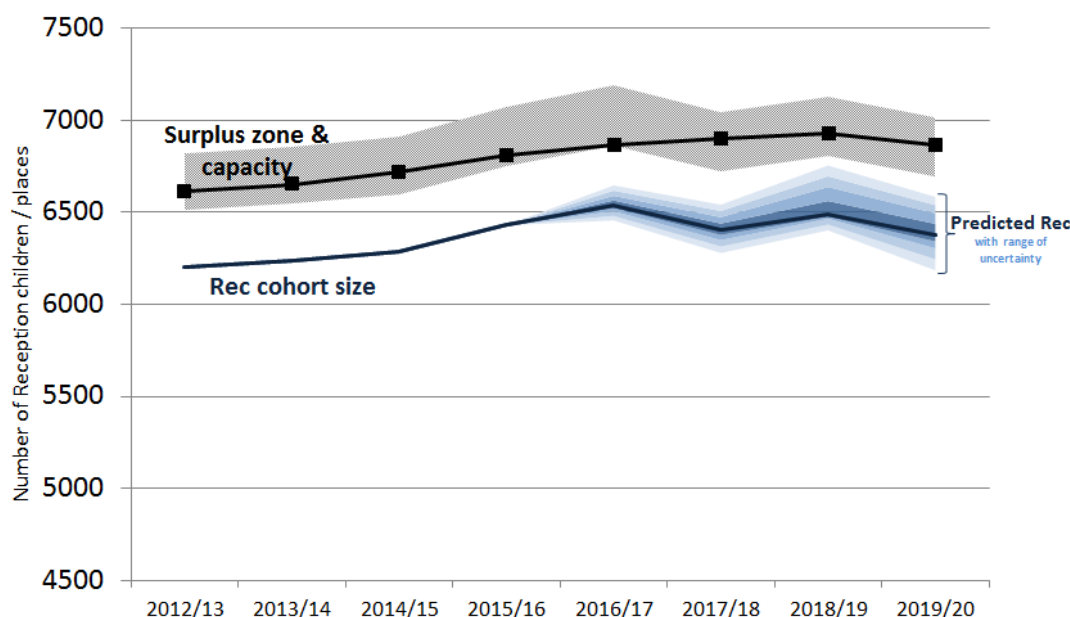


Figure 1: predicted Reception places needed for Sheffield. From 2015/16 the dark blue line represents a forecast based on GP registration data adjusted for average historical error. The shaded areas display a range of uncertainty.

Secondary Places

- 2.3 The growth started to come through into Year 7 from 2014 and the most significant rises are expected in 2018 and 2019. In response the city has commissioned new secondary schools for 2018 in the northeast at Pye Bank/Woodside, the southwest at Bannerdale, and Oasis Don Valley, a through primary-secondary school, will also open its Year 7 for the first time in September 2018. Beyond this point we are anticipating continued pressure on places in the first half of the next decade, albeit not on sufficient scale to require further new schools. The Council will need to work with the secondary sector to ensure that sufficient places are available during this period.

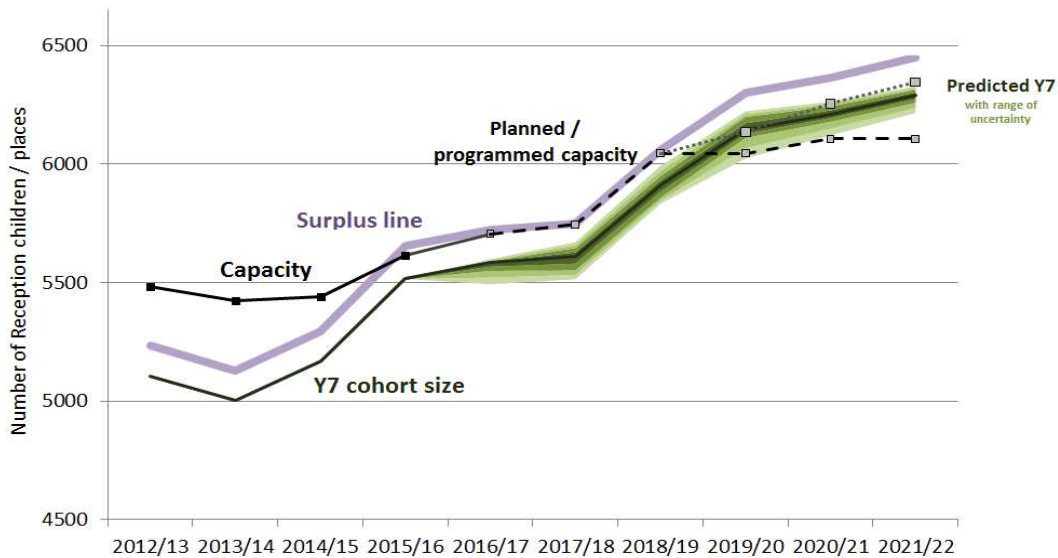


Figure 2: predicted Y7 places needed for Sheffield. From 2015/16 the dark green line represents a forecast based on primary numbers on roll adjusted for average historical error. The shaded areas display a range of uncertainty.

The Future

- 2.4 The 2013-15 birth pattern could be seen as a sign of stabilisation and Office for National Statistics' projections show a steady increase in births until 2023. Historically the pattern of crests and troughs in birth numbers continues a picture seen since the post-war baby boomer generation. It is possible that births could reduce in the future, consistent with the fall and rise pattern seen in previous decades. However, it is important to be aware that births are only one driver of demand for school places, particularly when looking at smaller local areas. For example, both the southwest and northeast have established patterns of young families moving in, which add to existing high levels of demand. To date there has been no clear change in patterns of inward or outward movement of pupils following the EU referendum before the summer.

3 Grammar Schools

- 3.1 The Government has recently announced a consultation called "Schools that work for everyone". It describes a number of proposed measures including, "allowing existing selective schools to expand and new selective schools to open". It also proposes permitting existing non-selective schools to become selective.
- 3.2 The introduction of a possible return of selective schools has been widely referred to in both the local and national media as a return of grammar schools. The consultation closes on 12 December 2016 with the results expected to be published in Spring 2017.

- 3.3 Sheffield currently has no grammar schools. In the context of improving results in Sheffield the Council's position on grammar schools is clear. The Council does not support their re-introduction and believes providing extra support and impetus to the existing progress that we have made would better meet the long term needs of Sheffield children and the city as a whole.

4 What does this mean for the people of Sheffield?

- 4.1 Effective planning is essential in ensuring that there are enough school places for every school age child in Sheffield. This is a statutory responsibility of the Council. It is essential to Sheffield's focus on enabling children to have a great start in life, achieve their full potential, and contribute to the success of the city. At the heart of the vision for planning school places in Sheffield is the Council's role in enabling excellent education outcomes and equitable access for all to high quality education.

5. Recommendation

- 5.1 The Committee is asked to consider the report and note its contents.
-

SOUTH WEST PRIMARY PLACES: Analysis of Need

Need for Places

As we know, the primary system in this area is currently tight. We have turned away catchment pupils for Dobcroft, Dore, Ecclesall, Greystones, and Topley in recent intakes. The note below considers the current need for primary school places in this area as far as can be known based on available data.

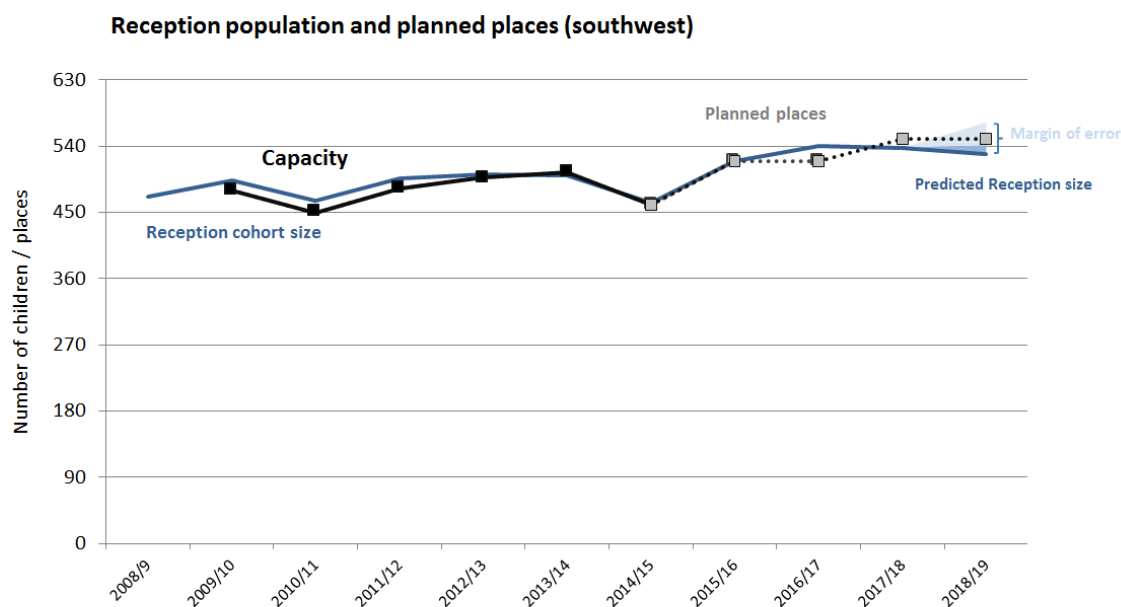


Chart 2: predicted Reception places for southwest. From 2015/16 the dark blue line represents a forecast based on public health records of the local population. The shaded areas display the margin for error. The absence of shaded areas in 2015/16 and 2016/17 indicates the high accuracy of forecast figures in this area 1 year and 2 years ahead.

The chart shows the recent and expected match between Reception places and pupils in the southwest area (Dobcroft/Greystones/Ecclesall/Dore/Topley). The current demographic trend in the area is for significant numbers of young families to move into the area before starting primary school. With this growth factored in we can see ongoing pressure is expected for the next three years. It therefore supports the need for the current additional 30 places proposed in Ecclesall and 30 in Dore/Topley. Whilst places may remain tight, it does not currently look likely that a further addition of places would be necessary in this area.

Could demand go up again? Forecasts of births have proved inaccurate at a national level, so the confidence in any predictions at primary catchment level would be very low. As an alternative we have looked back at cohorts in these catchments over the last 25 years. This includes cohorts from the previous peak in births (1991). This gives a sense of how many families each catchment area is likely to be able to accommodate during a peak – an estimate of a saturation point. This shows numbers across the area over the next three years to be at or around the previous peak. In some localized parts, such as Greystones, the current cohorts are higher than seen previously (which links to the change in demographic from students to young families).

Whilst there is no certainty, the current pre-school cohorts, trends in growth, and long term picture all currently suggest that it is unlikely the demand will grow significantly beyond our current estimates. On the other hand, with some pupils

refused catchment places in recent years and an expectation of continued pressure based on existing populations, the level of demand is now well-established.

Site Comparison in the Dobcroft/Ecclesall/Greystones area

The table below shows a comparison of each school site in the Dobcroft/Ecclesall/Greystones area. Any calculation purely based on site area has some limitations. They do not take into account the usable site area, i.e. slopes, trees or other barriers, nor do they take into account schools such as Greystones where the building is over three floors in order to ensure the amount of playspace and internal floor area are maximized.

Example from the table: Clifford Infants has 90 places, it has a current site of 1966sqm. Guidance on site areas for 90-place infant schools suggests 2990sqm, so Clifford's current site is 66% of the guidance. Dividing the site size by the number of pupils gives 21.85 sqm per pupil.

School	Total Number of Places	Site Area (sqm)	Govt Guidance Site Area	Comparison to Guidance (as %)	Area per Pupil (sqm)
Clifford CE Infant School	90	1966	2990	66%	21.85
Clifford CE Infant School + 110 Psalter Lane (Through Primary)	210	3116	8993	35%	14.83
Dobcroft Infant School	270	8384	4970	169%	31.05
Dobcroft Junior School	360	15669	20000	78%	43.52
Ecclesall Infant School (current)	180	19810	3980	498%	110.06
Ecclesall Infant School (proposed - through Primary)	630	19810	22979	86%	31.44
Ecclesall CE Junior School	360	4616	20000	23%	12.82
Greystones Primary School	630	8013	20979	38%	12.72



Report to Children, Young People & Family Support Scrutiny & Policy Development Committee

21 November 2016

Report of: Executive Director Children, Young People & Families

Subject: Sheffield Parent Carer Forum, State of Sheffield 2014 Report - update report

Author of Report: Tim Bowman, Head of Inclusion & Targeted Services

Summary:

This paper follows from updates produced for this Scrutiny Board on 25th January 2016 and a paper presented to the Sheffield Carers Board on 28 July 2016. The paper draws heavily upon the later document.

Type of item: The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	X
Other	

The Scrutiny Committee is being asked to:

- Consider the report and provide any comment

Background Papers: n/a

Category of Report: OPEN

1. Issue

This paper follows from updates produced for this Scrutiny Board on 25th January 2016 and a paper presented to the Sheffield Carers Board on 28 July. The paper draws heavily upon the later document. The purpose of this paper is to:

- update on the actions underway
- describe the activity still to be completed and further work to be done
- propose a number of actions to improve co-working between Sheffield City Council and the Sheffield Parent in the future

2. Background

The latest Sheffield Parent Carer Forum (SPCF) State of Sheffield report which was published in autumn 2014 set out a number of recommendations to commissioners and providers of education, health and social care services.

In response to the recommendations Sheffield City Council began to develop an action plan based on the agreed areas of priority, which complemented work already being addressed through the Implementation of the SEND Reforms. Since January 2016 the reforms have been incorporated into a wider Inclusion Strategy which aims to transform the way services are provided for vulnerable children, young people and their families. The Inclusion Strategy describes in more detail the work being done to implement the SEND Reforms (and respond to the issues raised by parents and carers). There is more to be done to involve parents in the co-production of this strategy and in the associated work packages. Recommendations about how this can be improved are contained in section 4 of this report.

In addition to specific work related to areas highlighted in the State of Sheffield report we (SCC) have also continued to strengthen our relationship with SPCF and develop new ways of working and a much more collaborative approach to agreeing and addressing areas of priority. Including:

- SPCF being key members of the SEND Co-Production Group
- SPCF being core members of the parents group which meets with the Executive Director for Children, Young People and Families
- Monthly meetings with the members of SPCF, the Inclusion Programme Manager and lead officer for parental engagement.
- Involvement in a number of working groups, including a quality assurance group who are looking at the quality of Education Health and Care Plans and work on the review of the Local Offer and Short Breaks.

All of these routes allow members of the SPCF and the SCC to discuss matters of concern, ongoing issues and explore solutions and actions in partnership.

Through the regular meetings with SPCF it was agreed that a working document would be established that would take forward the recommendations of the State of Sheffield report and that this action plan would inform and be informed by the Inclusion Strategy which would provide a framework to ensure the recommendations would inform policy and delivery across a range of service areas.

Four key areas were identified:

- Cumulative Impact of Disability
- High Levels of Isolation
- Impact of Parental Wellbeing
- Work, Finances and Childcare

3. Update on Actions Underway

Recommendation for SCC	Work undertaken by SCC	Responsible Officer
Cumulative Impact of Disability		
Sheffield City Council and Sheffield CCG (Clinical Commissioning Group) systematically collect data on the number of children and adults with disabilities and/or long-term health conditions per household and use this information to design and commission services.	A joint all age LDD needs assessment was completed in 2016, and a joint needs assessment of Children’s Complex Care in 2014/15. Joint needs analysis has been undertaken and a data sharing agreement has been agreed, which will inform the work of the joint commissioning group. The analysis of the use of short breaks services considers the use by household.	Joint Commissioning Group
Sheffield City Council ensures that social care assessments take account of the cumulative impact of providing care for more than one disabled person.	See scrutiny update paper.	Children and Families Service
Sheffield City Council awards the short breaks grant per disabled child instead of per family. Consideration should be given to lowering the threshold for accessing the grant for families with more than one disabled child.	During 2014 and 2015 various conversations have been held with parent carers regarding Short Breaks services in Sheffield. A Consultation will be launched shortly. This will include options on how the short break grant may operate in the future.	Lorraine Hall
High Levels of Isolation		
Mainstream leisure providers (e.g. leisure centres, cinemas, theatres, restaurants, sports clubs) invest in disability awareness training and work with disabled children, young people and their parents to identify and eliminate barriers to accessing services.	Although not within the remit of SCC, SCC will continue to work with partners such as SIV highlight what families are telling us are barriers to accessing their services through such things as the Every Child Matters, Sheffield Parents’ Survey, and the Short Breaks Consultation.	Rebecca Mason and Lorraine Hall

	<p>SIV have previously commissioned 'Check it Out' the Young Inspectors Group to inspect some of their service provision for children and young people from an inclusive perspective.</p> <p>In 2017 the Special Olympics (Olympics for UK residents with LD) is being hosted in Sheffield, offering a prime opportunity to raise a positive profile for disability and additional needs. Although not being led by SCC, a SCC officer group including childrens and adults services has been convened with the vision to develop a legacy – improving access to mainstream services is one of the ambitions.</p>	
Sheffield City Council funds a range of peer support projects (e.g. parent support groups, befriending schemes).	<p>The SPCF are funded through SCC to hold an annual family fun day which aims to engage families who may not always get involved with support groups.</p> <p>The role of third sector organisations needs to be strengthened to address the isolation felt by many families.</p>	
Impact on Parental Wellbeing		
Sheffield City Council prioritises short breaks services when assessing budget cuts.	<p>SCC remain committed to services for families of disabled children, and our goal is to continue to deliver short break services, support parents and carers, and offer activities which will improve the experiences and opportunities for disabled children and young people.</p>	Lorraine Hall

	<p>Although the funding we receive for short break and respite services has reduced, we have so far maintained most of the funding for short break and respite services.</p> <p>Following conversations with parent carers, children, young people and staff in 2014 and 2015, a consultation will be launched shortly on how we continue to provide the services in the future.</p>	
Sheffield City Council promotes short breaks services more widely to parent carers, using a range of communication methods.	<p>The information available on short break services is currently being reviewed and updated, and parent carers have been invited to be engaged in this work.</p> <p>This will cover both the Local Offer and the Short Break Statement.</p>	Lorraine Hall
Sheffield City Council ensures that the needs of parent carers are taken into account through a distinct carer's assessment which considers their need to work and to access education, training and leisure activities.	Work is being undertaken to ensure links are made with the support offered to carers within Adult services.	
Sheffield City Council commissions a specialist parenting course which focuses on increasing parents' knowledge and building resilience (e.g. modelled on the "Insider's Guide" courses developed by Amaze Brighton).	<p>A refresh of SCC's parenting programmes is currently underway.</p> <p>Previous workshops have been commissioned on supporting positive behaviour, and future workshops are being developed by the Special Needs Inclusion Play Service and SENDIAS.</p>	Candi Lawson

	SCC will ensure the needs of parents of children with SEND are addressed in the commissioning of future programmes.	
Work, Finances and Childcare		
The findings from this study inform the Childcare Sufficiency Assessment (CSA)	<p>The CSA considers the needs of Children with SEN, looking at ward profiles of need, and the information available on current provision. The findings from the State of Sheffield survey will be considered within the next sufficiency assessment.</p> <p>We will aim to implement a coordinated approach to undertaking surveys and ensuring we capitalise on opportunities to gather information that is meaningful and provides the insight to inform need and developments.</p>	Cathy Tandy & Lorraine Hall
Sheffield City Council reviews the sufficiency of inclusion grants for childcare providers.	<p>Through the review and refresh of the Local Offer, SCC will improve information on specialist childcare options.</p> <p>Members of SPCF are on the Local Offer working group and therefore can support the availability of appropriate information.</p>	Cathy Tandy & Lorraine Hall
<p>Sheffield City Council incorporates information from the DCATCH childcare folder into the local offer. This should include:</p> <ul style="list-style-type: none"> - Specialist childcare options, e.g. 	<p>Through the review and refresh of the Local Offer, SCC will improve information on specialist childcare options.</p> <p>Work to understand the knowledge and skills</p>	Inclusion Programme Team – Alasdaire Duerden

<p>specialist childminders, Personal Assistants, direct payments for working parents;</p> <ul style="list-style-type: none"> - Information about inclusion grants, training, mentoring support, resources and physical adaptations available to childcare providers; - Brokerage support for parents who cannot find suitable childcare; - Guidance for childcare providers regarding the reasonable adjustments duty 	<p>profile of wider childcare providers will be undertaken, to increase our knowledge and information on specialist provision.</p>	
<p>Sheffield City Council ensures that the Home-based Childcare Team has sufficient capacity to build on and expand the DCATCH-funded project to recruit, train and mentor specialist childminders and Personal Assistants.</p>	<p>SCC continued to implement training for childcare after the DECATCH project ended.</p> <p>We will look at how this can be incorporated into the induction for specialist childminders and personal assistants.</p>	

As well as the above 4 areas, progress has been made on the following recommendations:

SCC continues to develop the local offer in partnership with SPCF to ensure it is written from a user perspective, not a service perspective.

- Since January 2016, members of the SPCF and other parents have been part of the local offer working group, which has been looking at all aspects of the current local offer website and updating the content, look and navigation of the system. Young People have also been involved in this review.
- Although, the local offer was re-launched in summer 2016 following this joint work. There is much work still to do to improve the quality of content on the site. We will continue to work with the Sheffield PCF to co-produce these improvements.

SCC reviews the process of allocating banded funding to learners with complex needs in mainstream settings, and involves SPCF and school representatives in this review.

- A task and finish group, which included representatives from SPCF and the school sector was established in late summer 2015 to look at the banded and high needs funding. The recommendations made by the group were accepted by Schools Forum in February 2016 and implemented across schools in April 2016.
- This new locality approach is now underway in all localities. All localities have completed an assessment of learners using the new Sheffield Support Grid and a city wide group of Headteachers are providing oversight of implementation. We would like to engage parents in this work.

Schools work with parents of pupils with disabilities/additional needs to review how they communicate with this group of parents. Ideally, this should be done consistently across the local authority.

- The vision for the Inclusion Programme sets out clearly that **excellent communication and greater transparency to increase confidence in the system** is one of the ways we will achieve *the vision over the next five years to transform the lives and futures of vulnerable children and young people. Parental confidence in the education, care and health system will be very high and families will be well supported to enable their children to succeed.* And schools are crucial to delivering this vision.

4. Further work still to be done

Although we have developed some excellent joint working between Sheffield City Council and parents and carers on operational issues (see page 1), there is still more to do to ensure parents and carers are engaged and involved in strategic developments. A good example of this is the Inclusion Strategy. Parents have been involved in many discussions relating to the strategy have been involved in much of the thinking relating to specific work packages (i.e. Local Offer). Despite this the Parent Carer Forum still feel that they have not been well enough engaged in co-production of the strategy.

To address these concerns, officers and the PCF have agreed to host a session or series of sessions with parents on the strategy. These sessions will follow a similar format to previous discussion groups and will be designed to involve and engage parents on:

- The scope of the strategy
- The structure of its work packages
- Its targets and their associated timescales
- Whether the strategy addresses the key issues identified by parents in the “State of Sheffield” report.

This session(s) will be held this term and will feed into the draft strategy. Officers and the PCF have also agreed to review parental representation on the Inclusion Board. This review will focus in particular on joint working between the PCF and Healthwatch Sheffield.

5. Future co-working

Finally, officers from Sheffield City Council and representatives of the Sheffield Parent Carer Forum have recently discussed how joint working on the “State of Sheffield” could be improved in the future. Although we believe relationships are good and that we have worked together well on the critical issues raised in the State of Sheffield report, in other areas we have more slowly than we could have.

To respond to this we are proposing the following:

- Before consultation work on the next report is undertaken we will meet and discuss what issues we would jointly wish to look at and what the scope of the report should be.
- When the consultation is completed we will meet again to consider the recommendations and responses.
- Once the Sheffield Parent Carer Forum has agreed its recommendation but before publication of the report the Council will consider these recommendations and provide commentary to the report. This commentary will make it clear whether the council is accepting the recommendation and if so what plans it will make to address the issue.

We are also proposing that the next report (subject to funding being available) should be commissioned to coincide with the conclusion of implementation of the SEND Reforms in March 2018. This would mean the next State of Sheffield would be our main means to assess the success of our changes.

6. Recommendations

The Scrutiny Committee is being asked to:

- Consider the report and provide any comment
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