

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

Monday 12 March 2018 at 10.00 am

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

The Press and Public are Welcome to Attend

Membership

Councillors Mick Rooney (Chair), Cliff Woodcraft (Deputy Chair), Andy Bainbridge, Lisa Banes, John Booker, Craig Gamble Pugh, Kieran Harpham, Adam Hurst, Mohammad Maroof, Abtisam Mohamed, Vickie Priestley, Bob Pullin, Jim Steinke, Alison Teal and Sophie Wilson

Education Non-Council Members

Gillian Foster, Alison Warner, Waheeda Din, Sam Evans, Joanna 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 Deborah Fellowes, Policy and Improvement Officer on 0114 27 35065 or email.deborah.fellowes@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
12 MARCH 2018**

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 - 16)
To approve the minutes of the meeting of the Committee held on 15th January, 2018
- 6. Public Questions and Petitions**
To receive any questions or petitions from members of the public
- 7. Tackling Poverty - Holiday Hunger 2017** (Pages 17 - 22)
Report of the Director of Policy, Performance and Communications
- 8. Update on the Progress and Impact of Sheffield's Local Transformation Plan for Children and Young People's Wellbeing and Mental Health** (Pages 23 - 38)
Report of the Director of Commissioning, People's Services, Sheffield City Council and the Acting Chief Nurse, Sheffield Clinical Commissioning Group
- 9. Elective Home Education**
Report to follow
- 10. Overview of 16 to 18 Provision** (Pages 39 - 56)
Dan Rice, Performance and Analysis Service, to present
- 11. Sheffield Overview 2017 Final Attainment and Progress** (Pages 57 - 76)
Pam Smith, Head of Primary and Targeted Intervention, Kate Wilkinson, Service Manager, Performance and Analysis Service and Stephen Betts, Chief Executive, Learn Sheffield, to present

12. **Children, Young People and Family Support Scrutiny and Policy Development Committee: Scrutiny Annual Report 2017/18 Draft Content and Work Programme 2018/19** (Pages 77 - 82)
Report of the Policy and Improvement Officer
13. **Task Group on Children's Social Care**
Report to follow

For Information Only

14. **Support to Roma, Gypsy and Travelling Families**
Report to follow
15. **Curriculum Offer at Key Stage 3** (Pages 83 - 86)
Report of the Chief Executive, Learn Sheffield
16. **Ward Level Contextual, Attainment and Progress Data** (Pages 87 - 92)
Report of the Performance and Analysis Service
17. **Date of Next Meeting**
The next meeting of the Committee will be held on a date to be arranged

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 15 January 2018

PRESENT: Councillors Mick Rooney (Chair), Cliff Woodcraft (Deputy Chair), Kieran Harpham, Adam Hurst, Mohammad Maroof, Abtisam Mohamed, Bob Pullin, Jim Steinke, Alison Teal, Sophie Wilson and Colin Ross (Substitute Member)

Non-Council Members in attendance:-

Gillian Foster, (Diocese Representative - Non-Council Voting Member)
Alison Warner, (School Governor Representative - Non-Council Non-Voting Member)
Sam Evans, (Diocese Representative - Non-Council Voting Member)
Peter Naldrett, (Parent Governor Representative - Non-Council Voting Member)
Alice Riddell, (Healthwatch Sheffield, Observer)

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1. APOLOGIES FOR ABSENCE

1.1 Apologies for absence were received from Councillors Andy Bainbridge, Lisa Banes, John Booker, Craig Gamble Pugh and Vickie Priestley (with Councillor Colin Ross attending as her substitute), and from Joanna Heery (Parent Governor Representative - Non-Council Voting Member).

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 In relation to Agenda Item 8 (Special Educational Needs in Sheffield), Sam Evans declared a personal interest as he knows Tim Armstrong (Head of Special Educational Needs) personally, and Mr Armstrong was a volunteer on one of the projects he ran as part of Forge Youth.

4. MINUTES OF PREVIOUS MEETING

4.1 The minutes of the meeting of the Committee held on 11th December 2017, were approved as a correct record, subject to the amendment of Item 1 (Apologies for Absence), by the addition of Alison Warner (School Governor Representative - Non-Council Non-Voting Member), and arising therefrom, the Chair stated that:-

- (a) further to the comments made in connection with how Members would like to see the scope of the scrutiny exercise on Child Poverty narrowed down, a decision had been taken, based on Members' comments, to focus on the link between child poverty and access to free school meals/breakfast clubs/nutritious meals during the holidays, and which had now been included on the Committee's Work Programme 2017/18 to this effect;
- (b) he had forwarded the briefing paper – Social Market Foundation – 'Commission on Equality in Education' to the Sheffield Executive Board for comment, but had not yet received a response;
- (c) once the issue of clarity had been established as to how child trafficking was to be dealt with at a local, political level, the Committee would have to decide whether it wished to look into the issue further; and
- (d) that further to Item 8 (Sheffield Sexual Exploitation Service - Annual Report 2016/17), he was awaiting guidance in terms of how the Committee's request to have more detailed information in future Annual Reports on how the Sexual Exploitation Service works with those young people who have experienced sexual exploitation, in the long-term, in order to help them deal with the trauma involved, and to plan an appropriate survival strategy, could be dealt with.

5. PUBLIC QUESTIONS AND PETITIONS

- 5.1 Andy Shallice referred to the question he raised at the meeting of this Committee held on 11th November 2017, together with the response from Pam Smith (Head of Primary and Targeted Intervention), and stated that, following the meeting, he had heard that the Children and Families Service was to end its dedicated resource (half a post) working closely with gypsy and traveller children, their families and the schools they attended. He considered that this would end a long history in this City of recognising the particular needs of gypsy and traveller children, and the various difficulties and barriers they faced in securing good quality, continuous education. He questioned whether Members could be secure that this decision had been made on the basis of sound educational principles, and knowledge/understanding of gypsy and traveller families, rather than because of the continual pressures of the budget.
- 5.2 Councillor Jackie Drayton (Cabinet Member for Children, Young People and Families) stated that, whilst she was not aware of the original question raised at the meeting of the Committee on 11th November 2017, nor any decision made with regard to ending the dedicated resource for working with gypsy and traveller children, their families and the schools they attended, the Ethnic Minority and Traveller Achievement Service (EMTAS) was supported by the Dedicated Schools Grant and, as far as she understood, this Service would be continuing.
- 5.3 Councillor Bob Pullin stated that he had been informed by the postholder that the post was to be deleted and, as a consequence, the postholder had been forced to cancel a conference which they were in the process of organising, at which Councillor Pullin had been asked to make a keynote speech. Councillor Pullin

expressed his concerns at this decision, indicating that Sheffield had a national reputation in terms of how it dealt and worked with gypsy and traveller children, and that, on the basis that there would always be gypsy and traveller children requiring assistance in terms of their education, this was likely to cause future problems for the Council.

- 5.4 The Chair stated that in the light of the issues raised as part of the question, and the concerns now expressed, Councillor Jackie Drayton be requested to investigate the assertions now made, and take any steps possible to reverse the decision, and provide a response to Mr Shallice, and the Committee, on her findings and any action taken.

6. CHILDREN'S SOCIAL CARE IMPROVEMENT AND RECOVERY PLANS

- 6.1 The Committee received a joint report of the Executive Director, People Services, and the Executive Director, Resources, providing a financial outlook for both Adult and Children's Social Care in Sheffield against the budget available over the period of the medium-term financial strategy (up to five years) and attaching, as appendices, Improvement and Recovery plans for both Children's Services and Adult Social Care. The joint report had been submitted to the Cabinet at its meeting held on 20th September 2017.
- 6.2 In attendance for this item were Councillor Jackie Drayton (Cabinet Member for Children, Young People and Families) and Carly Speechley (Director of Children and Families).
- 6.3 Carly Speechley introduced the report, indicating that there had been a number of reasons for the overspend, the two main reasons being recent funding cuts and increasing demand on services. The increased demand on services included the referral of a further 80 children and young people to the Authority's care, the increase in the number of Unaccompanied Asylum Seeking Children (UASC) and an increase in the number of children and young people having more complex needs. Ms Speechley stated that in addition to this, 32 experienced social workers had left the Authority to work for other local authorities, which had led to a number of issues regarding inconsistency in performance and, over the last six months, there had been a near total change in the Children and Families Service's Senior Leadership Team. She referred to the various initiatives and programmes, as set out in the Improvement and Recovery Plans, focussing on the Children and Families Service, and which it was hoped would go some way to improving the current financial position.
- 6.4 Councillor Jackie Drayton stated that whilst the Council obviously had to be mindful of its budget position, the most important issue was ensuring that the children and young people in the care of the Authority were adequately looked after, and had a quality of life. She stressed the importance of the Authority assisting, where possible, with regard to accepting more UASC, pointing out that Sheffield had been one of only seven authorities who had responded to the request for help from authorities in the Kent area, which had resulted in the Authority accepting a further seven children. Councillor Drayton stated that the funding provided by the Government was never going to be sufficient, resulting in local authorities having to

manage their budgets more efficiently to enable them to deal with such issues.

6.5 Members of the Committee raised questions, and the following responses were provided:-

- Whilst it was obviously the intention to place as many local children and young people in Sheffield, the current nature of the provision had been insufficient to meet the need locally, forcing the Service to purchase an increasing number of out of city placements, thereby further increasing the Authority's financial pressures. Whilst providers, working in a competitive market, were able to sell their placements to anyone, the Authority was working closely with local private providers to try to get them to prioritise places for local children and young people. In addition to this, the Authority was also trying to identify foster carers who would accept sibling groups and older children, on the basis that younger children were much easier to place. A further initiative being considered was Multi Systemic Therapy, which comprised an intensive programme working with children of 11 years or older in order to reduce risk of removal from their families due to social or behavioural issues. Through this initiative, the Authority aimed to provide alternative support to keep families together safely, and avoid the need for further long-term placements over the next five years.
- The loss of a number of experienced social workers over the last few years has had a very damaging effect on service provision and, in an effort to combat this problem, the Authority was still operating the 'Grow Your Own' scheme, via the 'Step Up To Social Work' scheme, funded by the Apprenticeship Levy. The main problem, however, was the difficulty in recruiting and retaining experienced social workers. In order to deal with this, the Authority had looked at a number of measures, including reducing their caseloads and increasing the support available. These early interventions had already resulted in a number of social workers returning to Sheffield from neighbouring authorities. At present, the Authority had 202 social workers, with 70% being three years or less qualified, therefore there was a need to shift this balance. One way of doing this had included appointing a number of experienced agency social workers, although this obviously came at a cost.
- The nature of the children and young people entering the care system, which was increasingly comprising older children, with more complex needs, would require the Authority to refocus the types of interventions/resources that it had available to support such children to remain in Sheffield, whether in Council resources or private providers' provision. There had been an increase in such children presenting themselves as missing or having issues relating to Child Sexual Exploitation (CSE), sexually harmful behaviours and/or gang activity, and whilst the numbers involved were not large, the costs involved were much bigger. There was a need to provide more, and better, local services, including Multi Systemic Therapy.
- The Service was focusing on improving efficiency, which included looking at its IT system, which had not been deemed effective enough, and looking at

the increased use of Multi Systemic Therapy which, although costing approximately £350,000 over two years, it was hoped this would result in a reduction in the number of children and young people entering the Authority's care, and subsequently resulting in a reduction in spend.

- In terms of progress made with regard to the Children and Families Improvement and Recovery Plan since the submission of the report to the Cabinet on 20th September 2017, there had been a large increase in the number of foster carer enquiries, with the Service receiving around 400 enquiries so far in the 2017/18 Municipal Year, as compared to 106 enquiries in the whole of the 2016/17 Municipal Year. Whilst the majority of projects and initiatives referred to in the Plan were currently in operation, following the required preparatory work, they were in the early stages, therefore it was difficult to report any definite improvements or changes at this stage. The Fresh Start programme was progressing well, which involved working with expectant parents who had already had children removed, to prevent any further removals, and which should provide better outcomes through alternative support, and avoid the need for an estimated 36 long-term placements over the next five years. The Domestic Abuse Project (previously known as Growing Futures) and other parenting support programmes were also in progress, and which were addressing parental resilience, and aimed to avoid the need for an estimated 44 long-term placements in the care system over the next five years. A further initiative, Family Group Conferencing was also in progress, and which involved restorative practice techniques to work with families subject to early legal action or child protection plans, to reduce risk by engaging wider family and community supports. It was hoped that this would prevent the need for a further 20 long-term placements over the next five years. The Service was also looking at expanding this service to support families to prevent early entry into care and reunification of children back with families. Two other initiatives involved Multi Systemic Therapy, which had been referred to earlier in the meeting, and the Reunification Programme, which involved working with children currently in care to return back to their families through identification of appropriate kinship care. There were positive early signs in respect of all these programmes and initiatives.
- Whilst the full details in terms of salary differences were not available, it was believed that Level 2 Social Workers could earn approximately £6,000 more elsewhere than those on a similar level in Sheffield.
- The costs of implementing the changes were set out in the Investment Plan, within the report now submitted. The Authority had invested an additional £1.1 million into the Children and Families Service to deal with the issue.
- The Director of Human Resources and Customer Services was leading on the plans to attract those experienced social workers who had left the Authority, back to Sheffield. Several options were being considered as part of an overall recruitment package, which included the payments of benefits in kind, nine-day fortnights and more flexible working arrangements.

- Some of the initiatives/programmes and changes in working practices had not been in place 18 months ago, and had been implemented to deal with the recent increases in the numbers of children and young people coming into the Authority's care, together with the increasing complexity in the needs of such children and young people. The figures in terms of how the initiatives/programmes would hopefully prevent the need for additional long-term placements, were set out in the report.
- The expected target in terms of recruitment was to have an approximate 50% split in terms of those social workers having three years or more experience, and those having less than three years' experience. This would involve, if required, the appointment of agency staff.
- Whilst the Authority would always prefer to place children and young people with foster carers in the City, it could not rule out recruiting foster carers from outside Sheffield. Nottingham had a specialist unit for children and young people suffering CSE, and the Authority was looking at undertaking partnership work with that Authority.
- The Authority was currently responsible for the care of approximately 60 UASC. However, due to a lack of capacity, and no likelihood of further resources being provided by the Government, the Authority was not in a position to accept any further such children.
- The average caseload for social workers had been reduced significantly, and currently stood at 19 for those at Level 2 or above, and 13 for newly qualified staff, which was considered comparatively low. The social workers also received support from an on-site consultant social worker, which comprised approximately two hours a month for social workers at Level 2 or above and once a fortnight for newly qualified social workers. Whilst there wasn't a national caseload average, such levels in Sheffield were deemed to be manageable.
- Whilst most local authorities had their own in-house fostering agencies, which were regarded as better quality and which authorities had better control over, they were all dependent on independent fostering agencies to some extent. Whilst some independent agencies were better than others, the Authority was looking to utilise examples of good practice in terms of the better quality agencies, as well as looking at a wider 'wrap around' offer that it could give to its foster carers.
- The early results of the recruitment and retention strategy had indicated that there had been an element of shift in terms of more experienced social workers, together with a reduction in levels of turnover of staff, staff sickness levels and frequency/ regularity of supervision.
- The time spent by social workers' line managers in terms of supervision was deemed as time well spent, particularly in those cases when it resulted in a reduction in caseloads, thereby aiding the retention process.

- 32 social workers at Level 2 or above had been lost to the Authority within a period of 18 months. The departure rates had now slowed down, and due to the work undertaken as part of the recruitment and retention strategy, a number of experienced social workers had returned to Sheffield.
- The reference to “not significant change” in the report, regarding the need for consultation, reflected no change in fulfilling statutory responsibilities. However, it was accepted that it did represent significant change in some areas. Regular consultation took place through various governance structures, such as the Foster Carers Group and Care Leavers Union. The Authority’s Children in Care Council undertook some excellent work in terms of trying to change the lives of those young people who had been brought up through the care system.
- It was proposed that the funding in respect of ‘Invest to Save’ would be coming from the Council’s unearmarked reserves, with a proposal to pay back this sum over five years. Approximately £4 million was to be invested in the various programmes and initiatives, as part of the Recovery Plan, in the long-term.

6.6 RESOLVED: That the Committee:-

- (a) notes the contents of the report now submitted, together with the responses to the questions raised;
- (b) supports the planned approach as set out in the report now submitted; and
- (c) requests the Executive Director, People Services, and Executive Director, Resources, to submit a further joint report to a meeting of this Committee to be held in September 2018, containing details on the progress made in respect of the Improvement and Recovery Plan, and setting out statistical information to enable Members to measure the progress made, further details on the recruitment and retention package offered to social workers and clarification in terms of conversations with the user groups involved.

7. SPECIAL EDUCATIONAL NEEDS IN SHEFFIELD

- 7.1 The Committee received a report of the Director of Strategic Commissioning and Inclusion Services containing details on the current provision and practice in regards to supporting children and young people with Special Educational Needs (SEN) in the City, together with the response to the Special Educational Needs and Disabilities (SEND) reforms.
- 7.2 In attendance for this item were Councillor Jackie Drayton (Cabinet Member for Children, Young People and Families), Joel Hardwick (Head of Commissioning – Inclusion and School Services) and Tim Armstrong (Head of SEN).
- 7.3 Joel Hardwick introduced the report by referring to the Sheffield Inclusion Strategy,

of which a refreshed version was currently in the process of being completed, and would be consulted on, and which would provide clear outcomes in 4 key themes – (a) Identification and Assessment of Needs, (b) Support, Provision and Commissioning, (c) Improving Outcomes through High Quality Partnership, Leadership and Practice and (d) Engagement of Children, Young People, their Families and the Workforce and Good Communication.

7.4 Members of the Committee raised questions, and the following responses were provided:-

- In terms of the current SEN provision in Sheffield, there were a number of special schools across the City, including independent specialist provision, attended by over 1,000 children. The SEND reforms, which had been implemented in September 2014, under the Children and Families Act, represented the largest changes to the way children and young people with SEN were supported in over 30 years. The changes included, amongst others, a holistic approach to meet the needs of those with SEN from age 0 up to 25 from across Education, Health and Care Services, a graduated approach to meeting a child's SEND, ensuring effective preparation for adult life for those with SEND and the replacement of School Action and School Action Plus with SEND support, and the introduction of Education, Health and Care Plans (EHC) to replace SEND statements, with a requirement that all statements should be reassessed to provide a EHC Plan by the end of March 2018. There were a number of different services offered by a variety of service providers. The services offered by the Authority included educational psychology support, speech and language therapists, autism support, deaf and hearing impairment support, visual impairment support and independent travel training support. Other services were offered by health and care providers, such as the Child and Adult Mental Health Service (CAMHS), and other specialised provision. There were also the Multi-Agency Support Teams (MAST). The Service operated on a referral and evidence-based system, and undertook regular reviews of the children's progress, being mindful to listen to the views of the children's families.
- Whilst some progress had been made in terms of reducing the backlog with regard to the reassessment of SEND statements to provide a EHC Plan by the end of March 2018, there was still a considerable amount of work to do. As well as the required work with regard to the reassessment, the Service was also receiving an increased number of requests for an EHC Plan, but it was hoped that with the additional resources put in place, which included the employment of a number of Senior Business Support Officers to oversee the process, and the secondment of staff from within People Services, it was hoped that the targets would be met.
- The Authority would continue to monitor levels of provision required in respect of each child having SEN. There had been an increase over time in the numbers of children moving from mainstream to special schools, as well as those moving from special schools to out of City specialist provision. Whilst the main focus was on what was best for the child and their families, such

increases had a financial impact on the Authority. Whilst there was a need for flexibility, there needed to be a balance in terms of the child's individual needs. The new specialist provision planned in the City would be part of the answer to dealing with these issues, as well as reviewing provision more generally.

- Whilst it was not always the Authority's view that out of City placements for some children were the most effective course of action, the SEND reforms highlight the importance of parental preference.
- The Authority was working with schools and health and care practitioners to ensure that there were clearly defined processes for identifying needs early, particularly through key transition points, and joined up with other assessment processes. The Authority was trying to look at a more common offer in the City, which it was hoped could be found through a number of different ways, including the training of the Early Years workforce. It was accepted that there may be too many children starting in school without an adequate support plan in place.
- Sheffield had developed the use of the MyPlan as a tool to support good and consistent identification and assessment of need at SEND Support Level. There had been no intention on the part of the Authority to use the MyPlan to delay assessment or provision.
- There were still delays in terms of the Education, Health and Care Needs Assessment and, in recognition of this, officers were looking at how the process could be improved through additional leadership capacity, staffing and training.
- External plan writers had been appointed specifically, and were supporting a number of Inclusion Officers, to transition the SEND statements to an EHC Plan. In addition to this, additional staff from other Services within People Services, had been seconded in order to try and clear the remaining transition cases. At the present time, there were approximately 600 cases which needed to transition from a statement to an EHC Plan. The Department of Education were very clear that the deadline of the end of March 2018 should be met.
- It was hoped that parents, particularly those who required help, would be assisted by a Council officer or a representative from the health and care services, in terms of referring their child for an assessment. It was accepted that some parents, particularly those in hard to reach areas of the City, or with language problems, would find it harder to request a Plan, and it was hoped that such people could receive assistance.
- Work had already commenced on the development of Early Years Centres of Excellence from within existing structures, to align with the localities, to support the prevention and early intervention agenda by working with Early Years providers to identify and support children aged 0 - 5 with SEND as

early as possible, through supporting improved practice across providers.

- There were currently 25 full-time posts within the SEN Team, who were responsible for dealing with the reassessment of SEND statements, as well as any new referrals and reviews of EHC Plans.
- Early responses from the review were pointing towards a lack of capacity in terms of provision between mainstream and special schools, and efforts were being made to look at how this gap in provision could be filled.
- One of the biggest criticisms of the SEN Team by service users has been poor communication. One of the steps being taken to address this was talking to the Parent Carer Forum to seek their views on how this could be improved.
- The Service was not aware of any specific sanctions facing the Authority if the March 2018 deadline in respect of the reassessment of SEND statements to provide EHC Plans was not met. There may, however, be a certain level of criticism from parents.
- Whilst bullying was prevalent in all schools in the City, it was particularly unsavoury in those circumstances where SEN children were victims. There was a need for the Local Authority to work with all schools and associated support services in connection with the schools' bullying policies. There was also a need to identify specific support for those children with SEN attending mainstream schools. The SEN Team would investigate the allegations made at the meeting by Councillor Bob Pullin.

7.5 RESOLVED: That the Committee:-

- (a) notes the contents of the report now submitted, together with the responses to the questions raised;
- (b) thanks Councillor Jackie Drayton, Joel Hardwick and Tim Armstrong for attending the meeting and responding to the questions raised; and
- (c) requests the Director of Strategic Commissioning and Inclusion Services to submit a report to a meeting of the Committee to be held in September 2018, providing an update on the progress of the development and implementation of the Inclusion Strategy, specifically with regard to the conversion to EHC Plans.

8. WORK PROGRAMME 2017/18

8.1 The Committee received a report of the Policy and Improvement Officer which set out its Work Programme for 2017/18.

8.2 Deborah Fellowes (Policy and Improvement Officer) referred to the agenda items for the meeting on 12th March 2018, being the last meeting of the Committee

during the 2017/18 Municipal Year.

8.3 RESOLVED: That the Committee approves its Work Programme for 2017/18.

9. DATE OF NEXT MEETING

9.1 It was noted that the next meeting of the Committee would be held on Monday, 12th March 2018, at 10.00 am, in the Town Hall.

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Report to Children and Young People's Scrutiny & Policy Development Committee

Report of: James Henderson (Director of Policy Performance and Communications)

Subject: Tackling Poverty - Holiday Hunger 2017

Author of Report: Adele Robinson, Social Justice and Inclusion Manager
Tel - 27 35861

Summary:

This report is an evaluation of a pilot project run over the 6 weeks summer holidays of 2017 with funding for the pilot set aside from the Fairness Commission. The Project was to contribute to the development of a sustainable approach to reducing holiday hunger in Sheffield over holidays, when children do not have access to free school meals. Proposals from organisations or partnerships were invited to show how they could develop, co-ordinate and run programmes offering free nutritious food and enriching activities, based on available evidence.

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 this report
- Provide comments on the pilot project, the evaluation and the learning points
- Recommend whether a similar scheme should be run again, if funding can be found.

Background Papers:

Request for Quotation: Developing Sustainable Schemes to Tackle Holiday Hunger in Sheffield

Category of Report: OPEN/ (please specify)

Report of the Director of Policy, Performance and Communications Tackling Poverty – School Holiday Hunger Project 2017

1. Introduction/Context

1.1 This Project was run as part of the Councils commitments under the Tackling Poverty Strategy 2015-18. £30,000 in funding was available to run a pilot project to reduce holiday hunger over the school holidays from 21st July to 1st September 2017. A procurement process to find a provider was undertaken in line with Council procurement policy.

1.2 The Project needed to offer free nutritious food and activities and be inclusive to children in the city in terms of both dietary need and type of holiday activities. Funding was to be focussed on areas where there are high levels of child poverty and low levels of activities available for young people to participate in.

1.3 Proposals had to demonstrate strong knowledge of Sheffield and the specific areas in which the project would operate as well as strong partnership working and links with local organisations and groups working in the areas.

1.4 The procurement process took longer than anticipated which meant that providers had a limited 3 weeks to submit a proposal for the project.

1.5 VAS were the successful bidder and they are be subcontracting with a range of organisations to support delivery. Providers have already begun running activities in 5 localities for the duration of the summer holidays. Pilots will take place in Netherthorpe (supported by Zest), Firth Park (supported by SOAR and Longley 4G), Broomhall/Central (supported by Home Start), Manor and Castle (supported by MCDT) and Sharrow (supported by Sharrow Community Forum). Fare Share and The Real Junk Food Project are also involved with food provision. Sheffield Hallam University supported with evaluation and data collection tools

1.6 The main expected outcomes of the Project were;

- A reduction in financial strain and food insecurity for families
- A reduction in hunger for children over the holidays
- Improved nutritional knowledge, where needed
- Improved home learning environment, wellbeing, social interaction and reduced isolation, where needed.

2. The Project and evaluation

2.1 We wanted to invest in the development of a proposal that could make a significant contribution to holiday hunger. We expected the activities with free food to run for at least three days per week during each of the six weeks of the holidays.

2.2 We expected the provision to reach at least 200 different children (50 per lot) who are at risk of not having sufficient food during the summer holidays 2017. We expected there to be at least 3,600 (900 per lot) child-days of activity and food. By this we mean the number of children attending multiplied by the number of days they attend for. We want to achieve a balance between reaching sufficient children and providing a regular opportunity to attend consistently for those who would really benefit from it. We therefore expect providers to ensure that a core of at least 80 (20 for each lot) children attend for at least 15 days.

2.3 We have held a feedback meeting with the providers to discuss the Project and the learning from it. See the enclosed evaluation report by the providers for full details but some key areas are noted below.

2.4 The main areas of provision in terms of areas were Manor 30% (highest level of foodbank use), Darnell/Tinsley 15%, Shiregreen/ Brightside 12% and Arbourthorne and Norfolk Park. There were over 47,000 child days of activity were provided and at least 124 families attended for 15 days or more. A summary of the breakdown of the number, ages of children who have benefitted is below.

| Age range | 0 – 4 | 5-10 | 11-15 | 16+ | Parents | Others? |
|----------------|-------|------|-------|-----|---------|---------|
| Number: | 602 | 750 | 256 | 45 | 716 | 72 |

| Breakfast | Lunch | Afternoon/tea time | Total |
|-----------|-------|--------------------|-------|
| 918 | 344 | 2966 | 7228 |

2.5 Overall over 7228 meals provided for families (which is broken down to 1674 children and 716 parents) and there was access to free activities that included food which would otherwise have been unaffordable. Where there was surplus food was taken home by families.

2.6 Here are some comments from the evaluation from the providers.

- Parents and carers disclosed they would struggle through the holidays and in some cases families only attend when food is being served. Sessions that included food had a 35% higher attendance than those that didn't". (MCDT).
- The 'market stall' – with pay as you feel –was very popular however families were encouraged to take more food without needing to make a donation as they didn't have the money to make a contribution"(SCF). A number of parent volunteers and children supported the preparation of food.
- Because of high numbers of families attending, extra food deliveries were organised to keep up with demand" (HSSY).

2.7 In addition to the outcomes achieved as set out in the tender, a lot of additional benefits and 'added value' was achieved from the 6 weeks including in-kind support.

- 39 volunteers were recruited / donated time to the holiday schemes, many of whom are willing to continue to support similar projects.
- Sheffield Student Union provided storage space for perishable foods.
- There was also donated food and sports equipment etc
- It's estimated that least £11,936 of in-kind volunteer time, resources, food and room hire were donated.

2.8 There was also match funding of £30,883 cash-match – delivery, reach and impact would not have been possible without the already planned and resourced activities by delivery partners over the school holidays i.e. this contract provided 50% of the resource. Staff time e.g. staff volunteered time during the summer holidays to support the project and other staff had to work on the schemes due to the demand.

2.9 This was a partnership project FareShare and RJFP with the donation of food, skills and time, e.g. The Real Junk Food Project has supported the project through deliveries (extra as required) throughout the summer. They also helped to set up the 'Market stall' which was staffed by children. They also acted as a consultant, offering ideas and expertise.

- There was also work with Supermarkets: e.g. Tesco stores (Sharrow, Abbeydale and Ecclesall Road)
- Best Start Communities Count worked in partnership with the City Council's Children's Centre staff to cover all activities to ensure capacity.
- Work with 'Parklives' to provide active outdoor sessions.
- Work with SIV on delivery activities for the children/families

2.10 Another additional outcome was promoting community development / cohesion within neighbourhoods. The numbers of people attracted to the play schemes and centres and outdoor spaces used, supported other actions associated with play, social cohesion and community development. Many of those registered had not used or were familiar with the work and other support available to them.

2.11 As well as the positive outcomes there were also areas of challenge and learning the main one being the limited lead in time due to delays in the procurement process. This would really benefit any future project as this would enable more effective planning and a more targeted programme. Also this would enable time to make the right partnership links is also important, particularly with local schools and MAST. Other learning includes

- Piggy backing onto existing activity increased reach and did not stigmatise people who will have been financially struggling to make ends meet during the holidays. They could participate without being made to feel different.
- Match funding: by bringing this contract into pre-planned activities with resources already identified has helped increase the reach of support to families whilst ensuring those in need also benefit as part of a socially inclusive community development approach.
- Volunteer recruitment, engagement and training. We learnt that families were happy to be involved and lead on the food activity, introducing new foods to their children so more value can be added to the programme if there is a longer lead in time for training for parents.
- Helping ensure more added value through better planning and sharing of food suppliers. Whilst a lot of resource/food has been donated through our food supplier partners, more can be achieved with better planning and a longer lead-in time to co-ordinate what is needed where.
- Food does add value into holiday activity schemes – it helps meet the needs which are not always initially apparent and is an effective way of addressing food poverty alongside meeting a wider set of needs for families to achieve more impact and wider outcomes including building support networks and increasing families and communities' resilience.

2.12 Although we feel this pilot project was successful overall, there were areas of very high deprivation that the project did not cover. An example of this is Burngreave, which according to the latest child poverty figures is the highest area in Sheffield for child poverty. Any further projects of a similar nature would need to ensure a longer lead in time, wider coverage to take in the areas of very highest need and take into account the learning from this pilot.

3. What does this mean for the people of Sheffield?

3.1 This Pilot Project was important for children and families' living in poverty in Sheffield and the specific focus was on those children and families who were;

- Eligible for income-based free school meals during term time
- Other children who are at risk of not having sufficient food during the summer holidays, for example, children who are living in poverty but not eligible for free school meals, children who are not of school-age and others
- Children who might otherwise be hungry, but we were open to proposals that involved a mixture of children and families, for example with some free places and some paid for, so

long as this is done in a non-stigmatising way and provided that at least 200 children who are at risk of not having sufficient food during the summer holidays 2017 are reached..

- Living in areas of the city where there are large numbers of children in poverty so in Wards or Lower Super Output Areas where more than 30% of children are in poverty. (See the tender for details)
- Living in areas of the city where there is little or no activity available for children to take part in over the summer holidays.

3.2 Given the outcomes achieved in this Pilot Project we are working with organisations to see if a further project could be run again in summer 2018 taking into account the learning from this Project. We have set up meetings this year with a range of interested people to explore options for developing another one. We are not sure at this stage whether there is funding available.

4. Recommendations

4.1 The committee are being asked to

- Consider the report
- Provide views on the Pilot Project, the evaluation and the learning
- Consider whether we you think that a similar project should be prioritised if funding were available.

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Children, Young People and Family Support Scrutiny Committee 12th March 2018

Report of:

Director of Commissioning, People's Services, Sheffield City Council and
Acting Chief Nurse, Sheffield Clinical Commissioning Group.

Subject

Update on the progress and impact of Sheffield's Local Transformation Plan for
Children and Young People's Emotional Wellbeing and Mental Health.

Author of Report

Matthew Peers, Commissioning Manager, Sheffield City Council and Sheffield
Clinical Commissioning Group. Matthew.peers@sheffield.gov.uk /
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Bethan Plant, Health Improvement Principal, Sheffield City Council,
Bethan.plant@sheffield.gov.uk

Summary

The purpose of this report is to provide the Children, Young People and Family
Support Scrutiny Committee, with an update on the progress and impact of
Sheffield's Local Transformation Plan (LTP) for Children and Young People's
Emotional Wellbeing and Mental Health, since January 2017.

Key issues highlighted in the report include:

- Launching of new services, such as the Section 136 Health Place of Safety, the Door 43 service and the roll-out of the Healthy Minds Framework.
- Sheffield's involvement at a regional and national level in the development of new approaches to support children and young people's mental health.

- Impact of the transformation plan on issues such as Child and Adolescent Mental Health Services (CAMHS) waiting times.
- The priorities for the next 12 months, including a focus on internal waits in CAMHS, further alignment of children’s and adults mental health commissioning and the development of a bid to be a “trailblazer area”.
- **Type of item:**

| | |
|---|----------|
| 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 progress of the Local Transformation Plan over the past 12 months.
- Highlight any issues or concerns with the Local Transformation Plan so far, which the programme team can then act upon.
- Provide the Programme Team with a steer on any additional areas of work that need to be considered over the next 12 months.
- Consider how the Scrutiny Committee could use its influence to support Sheffield’s bid to be a trailblazer area for the Green Paper on Children and Young People’s Mental Health.
- Consider how the Scrutiny Committee could use its influence to pressure Central Government for greater clarity on the plan for children and young people’s mental health post 2020.
- Consider how the Scrutiny Committee can use its influence to ensure continued joint commissioning of children and young people’s mental health funding allocated to Sheffield Clinical Commissioning Group (CCG) beyond 2020.
- Consider how the Scrutiny Committee could use its influence to help ensure that partners continue to prioritise investment to improve children and young people’s mental health services beyond 2020.

Background Papers:

- [Emotional Wellbeing and Mental Health Needs Assessment 2014.](#)
- [Future in Mind 2015.](#)
- [Green Paper on Children and Young Mental Health 2017.](#)
- [Sheffield's Local Transformation Plan 2017.](#)

Category of Report: OPEN

Report of the Director of Commissioning, People's Services, Sheffield City Council and Acting Chief Nurse, Sheffield Clinical Commissioning Group

Update on the progress and impact of Sheffield's Local Transformation Plan for Children and Young People's Emotional Wellbeing and Mental Health

1. Introduction and Context

Sheffield's Local Transformation Plan (LTP) for Children and Young People's Emotional Wellbeing and Mental Health was first developed in 2015 in response to the publication of Future in Mind (2015).

The LTP was built upon Sheffield's emotional wellbeing and mental health work which took place prior to the publication of Future in Mind. This included the involvement of the Children's Trust Executive Board, the development of a children's mental health strategy and consultation with young people on the changes needed.

Future in Mind highlighted five priority areas for the transformation of children and young people's mental health:

- Being accountable and transparent.
- Caring for the Most Vulnerable.
- Developing the Workforce.
- Early Intervention and Resilience.
- Improving Access.

Sheffield's plan was written to align to these five areas; other key drivers for the plan included children and young people's feedback, Public Health and health needs assessment data (local, regional and national), the CAMHS Scrutiny Review in 2014 and national policy direction.

At the heart of our plan is a focus on transforming our early intervention services to support children and young people earlier and, subsequently, reduce the number of inappropriate referrals to CAMHS, whilst also improving the performance of our CAMHS services, so that the children and young people who do need CAMHS support are supported more quickly and effectively.

Following a rigorous assurance process, Sheffield was successful in receiving an additional funding allocation for children and young people’s mental health. Sheffield’s 2015 submission was also identified as one of the top 18 in the country by the [Education Policy Institute](#). Since 2015, the LTP has been subject to annual refreshes in 2016 and 2017. Both of these refreshes received a full assurance rating from NHS England, with the 2017 refresh identified as one of the best LTP’s for prevention and involvement of children and young people. If Sheffield was not fully assured by NHS England, there is a risk that our funding allocation would be reduced or held back.

From the outset, Sheffield has been guided by the principles of co-production, joint working and integration to deliver the transformation programme. This has resulted in the development of an integrated commissioning team between Sheffield CCG and Sheffield City Council to lead the implementation of the LTP. We have also developed a programme structure (shown in Figure 1) to help engage with stakeholders from a range of areas. This structure has been modified since 2015 to increase the efficiency of the programme.

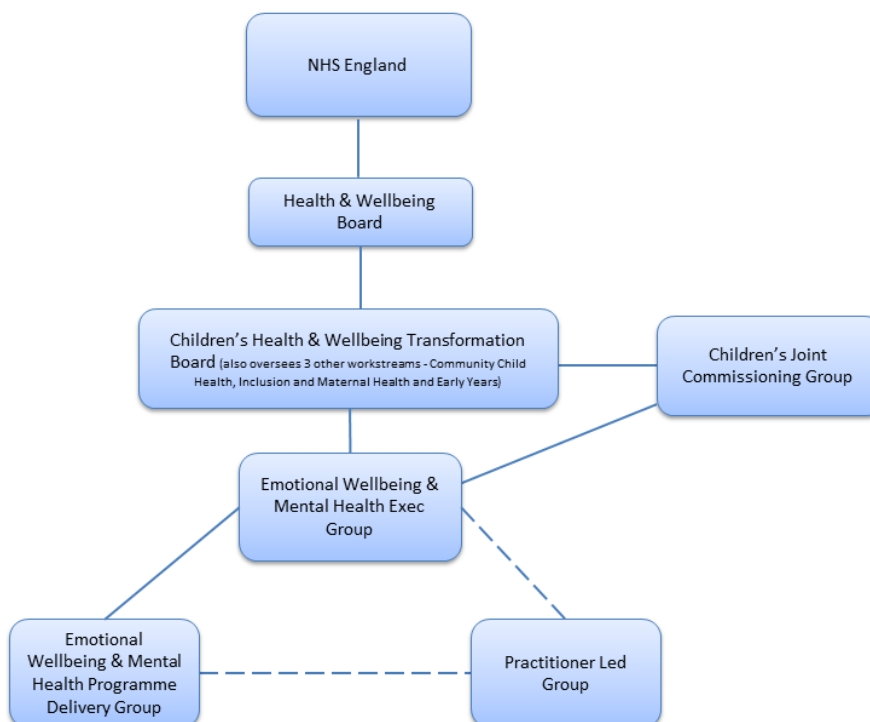


Figure 1 Sheffield's LTP Programme Structure

In December 2016, a report was provided to the Scrutiny Committee on the Local Transformation Plan (LTP) for children and young people's mental health. The Committee requested a report which focused primarily on work in schools and early intervention work in the community. The report provided an overview of this work and also a brief update on the rest of the programme.

For this report, we have been asked to provide a general update on the progress and impact of the LTP over the past 12 months (January 2017-January 2018). Therefore this report provides an update on the programme as a whole, rather than focusing on one specific area such as work in schools.

To do this, the main section of the report is split into three sections. The first section provides an overview of progress made over the past 12 months, the second section then highlights the impact of the LTP so far. The final section provides an overview of the plan for the next 12 months.

2. Progress over the past 12 months

In the past 12 months, significant progress has been made in the delivery of the LTP. The focus of the programme has been gradually shifting from the developing and piloting of new ideas, to the delivery of new services and operational improvements.



Figure 2 March 2017 NHS England and Department for Education Team with staff from Sheffield's Transformation Programme

Key areas of progress and descriptions are shown in table 1 on the next page.

Table 1 Areas of progress for the LTP from January 2017-January 2018

| Area of Progress | Description |
|--|--|
| Attendance at national events and policy forums | The programme team have attended a number of national events to share Sheffield's progress following invitations from national teams. This has included sharing progress on our work in schools and how we have engaged children and young people. A member of our CAMHS team from Sheffield Children's NHS Foundation Trust attended the Health and Education Select Committee to discuss how best to support children and young people in school. The evidence this team member provided has helped inform the Green Paper on Children and Young People's Mental Health. |
| Best practice national visit from NHS England and the Department for Education. | In March 2017, Sheffield was visited by national leads from NHS England and the Department for Education. The visit was undertaken following the national teams positive reviews of our assurance returns and the development of a number of areas including the Healthy Minds Framework. |
| CAMHS SMS Reminder Service introduced. | An SMS reminder service is now in place with our CAMHS Service to remind young people of their appointments. 16-18 year olds receive a text directly, whilst under 16's have texts sent to their parents. This has been provided in response to young people's feedback and a previous request from scrutiny, this should help prevent young people from missing appointments. |
| Door 43 Service Launched. | The Door 43 service, previously known as the Youth Information and Counselling Service (YIACS), was opened in October 2017, provided by Sheffield Futures. Door 43 is a service model recommended in Future in Mind and provides a one stop shop for 13-25 year olds to access a range of services. The service forms a key part of our transition support as it works across children and adults mental health. Door 43 has so far supported 117 young people in four months and has growing demand on its services. From April 2018, a fully integrated counselling offer and step up support from community mental health services and increased transition service into adult services will be in place. |

| Area of Progress | Description |
|---|---|
| Emotional Wellbeing and Mental Health Training Programme | Over 600 professionals have been trained in youth mental health first aid, attachment, Flower 125 PSHE group programme, eating disorders, LGBT+ and self-harm. These subjects were identified as part of the suicide prevention action plan following the launch of the children and young people's multi-agency pathway in March 2017. |
| Expansion of the Healthy Minds Framework to an additional 45 schools. | The Healthy Minds Framework has now been expanded to an additional 45 schools following the initial CAMHS School Link Pilot. Schools were selected via an application process, with a multi-agency panel reviewing applications to allocate places. All seven localities have schools now receiving Healthy Minds, meaning 54 schools in total have had Healthy Minds input. The approach taken in Healthy Minds has been highlighted nationally as good practice, with learning from our Healthy Minds work used to inform the Green Paper on Children and Young People's Mental Health. |
| Launch of the Children and Young People's Suicide Prevention Pathway and Emotional Wellbeing and Mental Health Safeguarding Conferences. | A multi-agency group led by a VCS partner produced a children and young people's (CYP) suicide prevention pathway, which was launched in March 2017. The pathway includes referral thresholds advice, information, local resources and assessment tools for professionals. It was co-produced with young people supported by Chilypep. Two safeguarding conferences took place in December 2017 and January 2018 where over 200 staff working with children and young people were updated on the prevention work funded by Future in Mind as part of the LTP. The CYP suicide prevention plan is integrated into the all age suicide prevention strategy. |
| Pilot of Psychological Wellbeing Practitioners (PWP's). | Since April 2017 we have been piloting five PWP's (funded through NHS England national funding) in Sheffield. PWP's are employed by CAMHS and provide early intervention support for children and young people to prevent the need for a CAMHS referral, or a referral to other services. So far, PWP's appear to have prevented over 60 CAMHS referrals and over 20 referrals to Sheffield City Council's Multi-Agency Support Teams (MAST). |

| Area of Progress | Description |
|---|---|
| Section 136 Health Place of Safety opened. | In July 2017, the Section 136 Health Place of Safety opened. This means that any 16/17 year old detained under Section 136 in Sheffield is taken to an appropriate place. Since opening, we have had four patients attend the facility. |
| Supportive Treatment and Recovery (STAR) service launched. | The STAR Service was launched in July 2017 and provides intensive community support for children and young people who present with deliberate self-harm. The purpose of this support is to try and prevent inpatient admissions. We will be reviewing the STAR Service in the next 12 months to explore how the service can be further developed and the referral criteria broadened. |
| Wellbeing Café launched. | As part of Door 43, a Wellbeing Café is also provided. On Tuesdays a Wellbeing Café is open until 7pm so that young people can access a safe space with peer and professional support. 35-40 young people (143 attendances) have come to the wellbeing café since it opened in August 2017 with funding from the Crisis Care Concordat. The Café is working with other Wellbeing Cafés in the city to avoid duplication; it is our aspiration to extend the opening times of the Wellbeing Café. This is subject to securing the necessary funding and the completion of necessary works to ensure the Café is able to open later at night. |

3. Impact of the LTP

The impact of the LTP can be seen across a range of measures, below is an overview of different areas of impact.

3.1 Community CAMHS Performance

Table two below shows Community CAMHS performance for financial years 2014-15, 2015-16 and 2016-17.

Table 2 Community CAMHS Performance

| Data Field | 2014-15 | 2015-16 | 2016-17 |
|---|---------|---------|---------|
| Number of referrals | 2512 | 2831 | 2971 |
| Number of accepted referrals | 1816 | 2093 | 2297 |
| % of accepted referrals | 72.3% | 73.9% | 77.3% |
| Number of signposted referrals | 658 | 709 | 638 |
| % of signposted referrals | 26.2% | 25.0% | 21.5% |
| Average waiting time to first appointment (weeks) | 14.8 | 11.6 | 7.1 |
| Range waiting time to first appointment (weeks) | 0 to 36 | 0 to 21 | 0 to 17 |
| Number of First Attendances | n/a | 2358 | 2676 |
| Number of Follow Up attendances | n/a | 16081 | 16825 |
| Number of Follow Ups per First Attendance | n/a | 6.8 | 6.3 |

- In 2016/17 2971 children were referred to CAMHS services by professionals, their family/carers, or self-referrals.
- 2297 (77.3%) referrals were accepted by CAMHS.
- 638 (21.5%) referrals were signposted to alternative services/provisions as they did not meet the criteria for CAMHS support.
- During 2014/15 the average waiting time to the first appointment was 14.8 weeks. In 2016/17, this was reduced to 7.1 weeks.

3.2 Inpatient Eating Disorder Activity

Table three below shows the number of inpatient days for Sheffield Children and Young People from 2014/15 to 2016/17.

The table shows that the number of inpatient days for eating disorders has decreased over the past three years. This reflects the increased provision we now have in place at a community level to prevent inpatient admissions.

Table 3 Inpatient Eating Disorder Activity

| Period | Spells starting in Period | Spells ending in Period | Bed Days in Period |
|---------------|----------------------------------|--------------------------------|---------------------------|
| 2014/15 | 12 | 11 | 483 |
| 2015/16 | 14 | 15 | 242 |
| 2016/17 | 8 | 8 | 145 |

3.3 Assurance Feedback

Sheffield has consistently received a fully assured rating from NHS England from its quarterly assurance reports, reflecting the positive progress made. This is reflected in Sheffield's on-going involvement in showcasing events which aim to show to other areas of the country best practice that is taking place.

In March 2018, the programme team has been requested by the NHS National Team to attend a regional event to present the whole-life course approach to prevention that has been developed as part of the LTP. This includes work in schools, but also looks at other areas such as perinatal mental health, Door 43 and work in MAST.

3.4 Progress in response to the recommendations of the CAMHS Working Group 2014 (previous recommendations made by the scrutiny process).

In 2014 a review was undertaken by the CAMHS Working Group, which was a sub-group of the Healthier Communities and Adult Social Care Scrutiny and Policy Development Committee

This review highlighted a number of areas of improvements for Sheffield's CAMHS service and grouped them into six outcomes. Table four below shows these outcomes and progress made against them.

Table 4 CAMHS Working Group Outcomes and Progress

| Outcome | Progress |
|-------------------------------|--|
| Improved Communication | SMS reminder service is now in place, the Let's Talk Directory provides an overview of children's mental health services available. Further improvements are planned in the next 12 months, particularly in relation to communication with GP's. |
| Reduced Waiting times | Waiting times for first appointments have |

| Outcome | Progress |
|---|--|
| | reduced from 14.8 weeks in 2014-15 to 7.1 weeks in 2016-17. We are now putting an increased focus on waits for subsequent appointments and improving patient flow within CAMHS. |
| An improved customer journey (speed and clarity). | The Psychological Wellbeing Practitioner service is improving patient journey for those on the edge of CAMHS who then require a CAMHS referral. There are changes taking place in the next 12 months to make the referral and appointment process a better experience. |
| Increased opportunities for early intervention and prevention. | The Healthy Minds Framework is going through a phased roll-out across all primary and secondary schools. This focuses on developing a whole school approach to supporting emotional wellbeing and mental health. A student wellbeing resource has been developed for schools in partnership with Learn Sheffield with information, best practice and local resources to help support students' health and relationships. Partners are currently developing RSE resources and curriculum for schools. |
| An opportunity for more community based services. | The STAR team is a new community based service which is now in place. We will be reviewing how we can further develop this service over the next 12 months. |
| Improved transitions and post 16 support. | Community CAMHS has now been extended up to 18. A transition group is now in place between Sheffield Children's NHS Foundation Trust and Sheffield Health and Social Care Trust to improve the transition process. This group is involving third sector partners and Sheffield City Council. Further work is planned over the next 12 months to better align children's and adult's mental health services. |

3.5 Progress against recommendations from the Sheffield Health and Wellbeing Board Event in November 2014 with Chilypep, Sheffield Futures and Young Healthwatch

Sheffield Health and Wellbeing Board Event with Chilypep, Sheffield Futures, Young Healthwatch
13 November 2014

What are some of the difficulties young people face?

- They're afraid of being judged and insulted in a context of stigma, negativity and misunderstandings around mental health
- They're passed around from one person to the next, often abandoned
- They have to wait a long time to receive the care and support they feel they need – and at that age, waiting for a year means a whole year of education affected
- They're not taken seriously: services (if they exist at all) aren't tailored appropriately to their needs and age-group; often they have to meet in an office rather than somewhere more comfortable and less intimidating



So what could we do? Some ideas kept coming up again and again:

- **Improve working with schools:** better support to be available to help young people talk about how they feel, have protection from stigma, and be enabled to continue in education
- **Provide someone to help:** it's not always about medical support; instead, it's about having one person who is responsible, who advocates, who cares, who listens – this person could be a 'keyworker' or it could simply be another young person who is able to provide support
- **Commission better services and a clearer pathway:** it's not being unfairly negative to say that services need to improve so there's provision for 16-18 year olds, so that services are more generally age-appropriate, so that waiting times are reduced, so that preventative care and support is available, and so that services are infused with more warmth
- **Campaign:** We need to give positive stories from young people for young people that promote compassion and understanding

What's next? The Health and Wellbeing Board will discuss and feedback in spring 2015. Thanks to everyone who came!

Figure 3 Young people's feedback at 2014 Health and Wellbeing Board Event

Figure 3 shows what young people wanted us to do to improve support for children and young people's mental health in Sheffield. Below is an update against our progress in these areas.

| Recommendation | Progress and Impact |
|--------------------------------|--|
| Improve working with schools | We have commissioned a phase roll-out of the Healthy Minds Framework across primary and secondary schools. Healthy Minds focuses on improving the capacity of staff in school to support mental health, and the working relationships between schools, CAMHS and other agencies. |
| Provide someone to help | All young people in CAMHS have a primary worker assigned to them who is their main point of contact. We're exploring ideas such as peer mentoring and advocate support to further improve this area. We're working with Chilypep and the STAMP group to help develop better ways of supporting young people as they access services. |
| Commission better services and | General CAMHS now goes up to 18 and |

| Recommendation | Progress and Impact |
|-------------------|---|
| a clearer pathway | waiting times have reduced. We are currently working on implementing changes to CAMHS pathways to make the service easier to access and navigate. We have also invested in our early intervention services, for example, Door 43, to provide better support at an earlier stage. |
| Campaign | As part of our work with Chilypep, we commissioned the #nottheonlyone campaign which was aimed at reducing stigma around mental health. We're currently in the process of developing another campaign with the Sheffield City Council communication team, that will look at issues of stigma and what support is available. |

4. Looking ahead for the next 12 months

Our intentions for the next 12 months are outlined fully in our LTP, below is an overview of some of the areas. As we continue to deliver the programme over the next 12 months, it's likely that other priorities will emerge.

4.1 Development of a “trailblazer” bid

The Green Paper on Children and Young People’s Mental Health identifies that trailblazer areas will be launched in April 2019 to test the recommendations of the Green Paper and develop services to deliver what the Green Paper requires. In Sheffield we will be developing a bid to take part in the trailblazer opportunity. Through the work we have already undertaken in schools we believe we are in a good position to develop a potentially successful bid.

We are still working out the detail of what our trailblazer bid will look like, but we will be looking to build on the foundations put in place by Healthy Minds. The independent evaluation we have commissioned from the University of Sheffield of the Healthy Minds Framework will also help inform this bid.

4.2 Focus on subsequent appointment wait and patient flow in CAMHS

Whilst a national target is not in place for internal waits in CAMHS, we have identified this as a priority area for the next 12 months. Whilst it is imperative that we continue to deliver improved performance for first appointments, we now need to focus on subsequent appointments and patient flow in CAMHS.

We are currently undertaking a performance analysis to set a target for improving internal waits in CAMHS, we are also looking at how the wider mental health system can support this work by providing step down opportunities from CAMHS. Key to delivering this will be operational changes within CAMHS that are currently being developed.

4.3 Focus on Transforming Care and Inpatient Bed Reduction

Over the next 12 months we will be increasing our activity around the Transforming Care programme, as we aim to reduce the number of inpatient admissions which involve learning disabilities and/or autism spectrum disorder.

We know that Sheffield and the wider South Yorkshire region is a higher than average user of inpatient facilities, we will be working with colleagues in both Sheffield and the region to better understand why this is, and develop solutions to try and reduce our inpatient activity.

4.4 Further alignment of children's and adult's mental health commissioning

Both Sheffield CCG and Sheffield City Council are working toward greater alignment and integration of commissioning across the two organisations, particularly in relation to mental health.

The transformation programme will be working with the adult mental health commissioning on a number of priority areas (currently being identified) over the next 12 months. This should result in better aligned services which are easier to navigate for Sheffield children, young people and adults.

4.5 Further development of links between mental health services, education and the Inclusion Programme

Alongside the Healthy Minds roll-out and the development of a trailblazer bid, we will also be exploring other areas of development. This includes improving links between CAMHS and areas such as the Primary Inclusion Panel and Secondary Inclusion Panel and the development of a Healthy Minds offer for the Pupil Referral Unit.

We are also looking at how we improve links between our mental health services and the SEND Programme, for example how we can support the Education, Health and Care (EHC) Plan process as effectively as possible. We are also exploring how other developments such as Door 43 have improved links to the education sector.

5. What does this mean for Sheffield people?

This programme of work means that Sheffield children, young people and their families will have an improved service for children and young people's emotional wellbeing and mental health. The changes that we are working to deliver are not just changes in CAMHS; it's system wide changes across health, the local authority, education and the third sector. We are making progress in making these changes, however significant challenges remain and it will take time to deliver.

As the changes are implemented, Sheffield people will have better early intervention support, better training for the professionals that support them and better access to services when they need it.

6. Recommendations

The Committee are asked to

- Consider the progress of the local transformation plan over the past 12 months.
- Highlight any issues or concerns with the Local Transformation Plan so far, which the programme team can then act upon.
- Provide the Programme Team with a steer on any additional areas of work that need to be considered over the next 12 months.
- Consider how the Scrutiny Committee could use its influence to support Sheffield's bid to be a trailblazer area for the Green Paper on Children and Young People's Mental Health.
- Consider how the Scrutiny Committee could use its influence to pressure Central Government for greater clarity on the plan for children and young people's mental health post 2020.
- Consider how the Scrutiny Committee can use its influence to ensure continued joint commissioning of children and young people's mental health funding allocated to Sheffield Clinical Commissioning Group beyond 2020.
- Consider how the Scrutiny Committee could use its influence to help ensure that partners continue to prioritise investment to improve children and young people's mental health services beyond 2020.

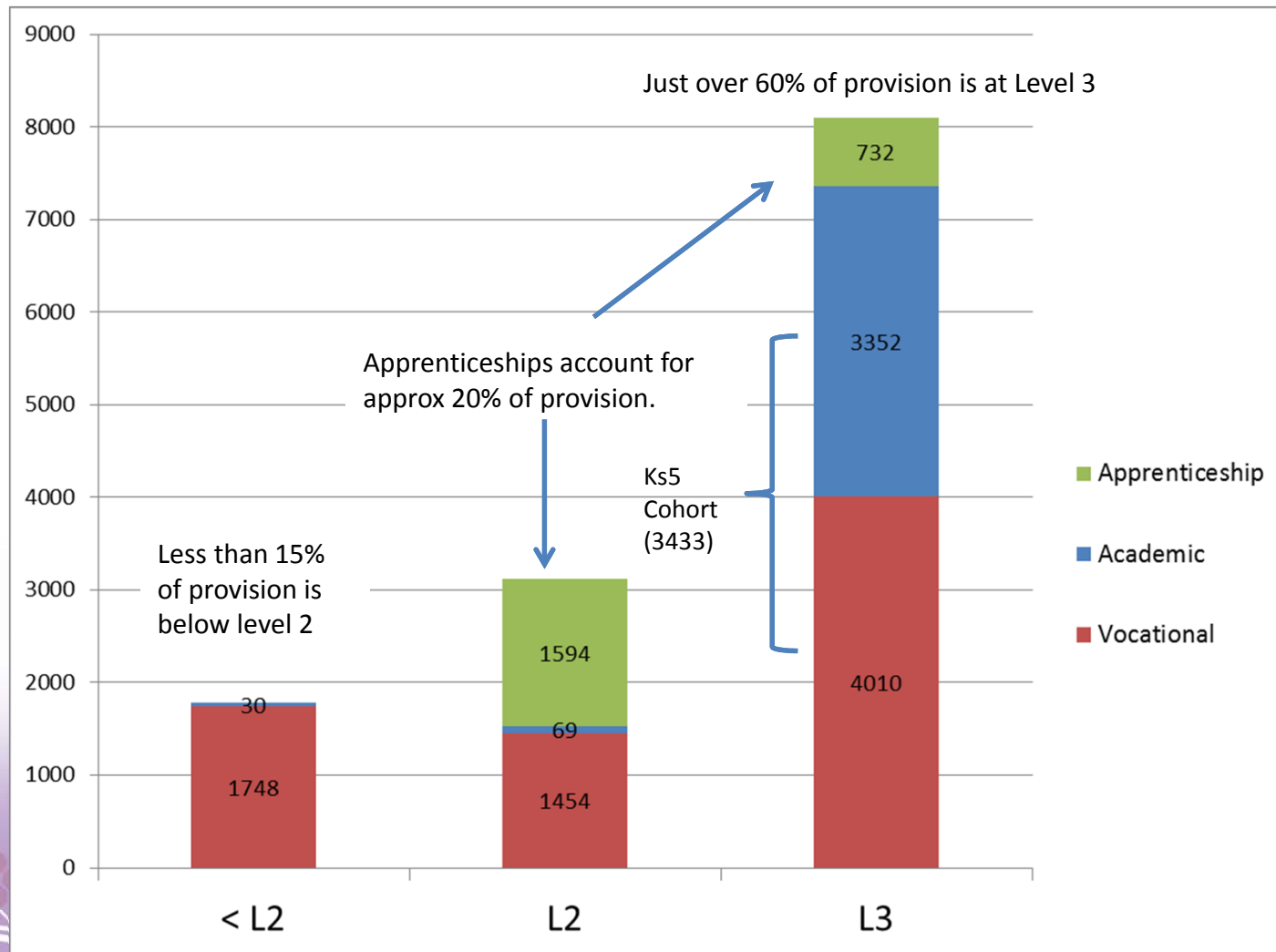
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Overview of 16 to 18 Provision in Sheffield

Dan Rice, Performance and
Analysis Service

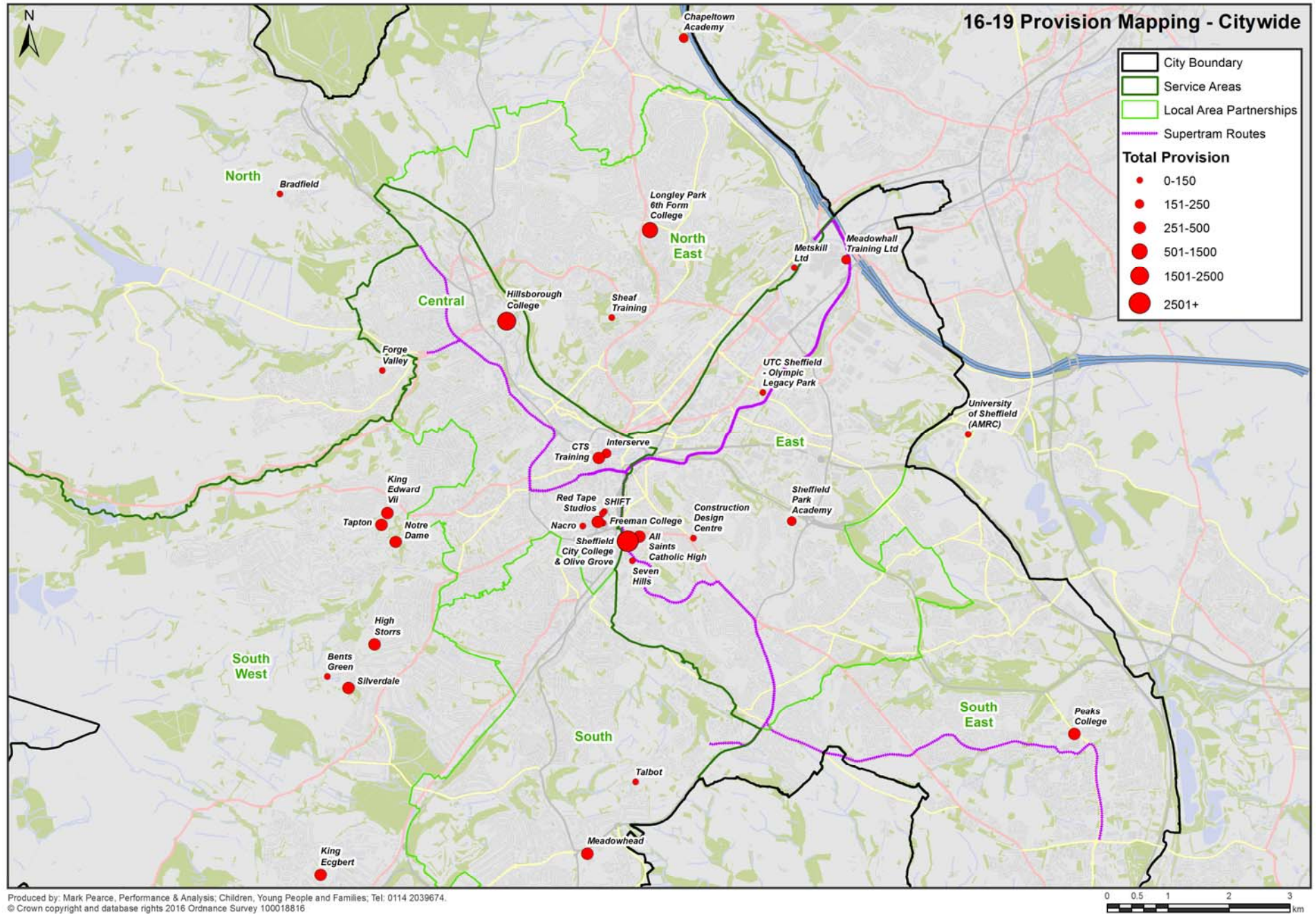


16-18 Provision by level and type

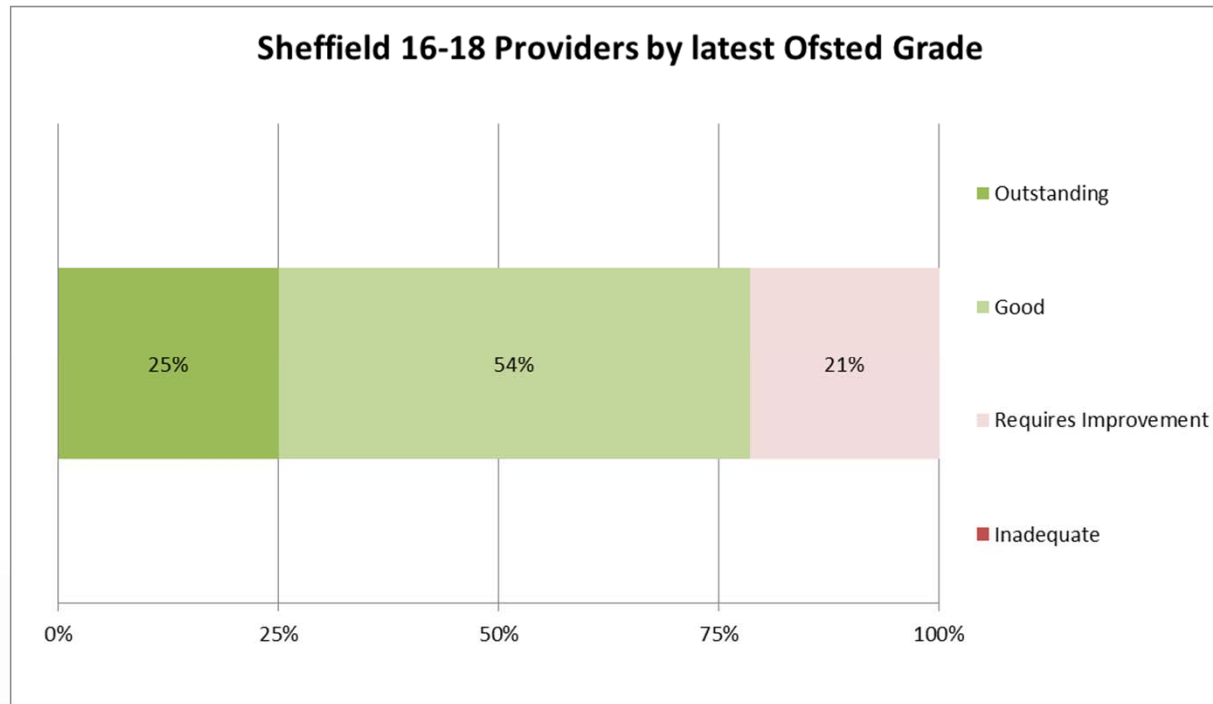


16-18 Providers

- **1 GFE College** with 4 centres at City, Olive Grove, Hillsborough and Peaks, providing for 40%+ of the city's 16-18 provision.
- **1 Sixth Form College**
Sheffield's second largest provider, with a focus on widening participation and progression
- **12 school sixth forms** some among the best performing in England, but some smaller and less established.
- **2 UTCs (sub-set of school sixth forms)**– Engineering & CDI (since 2014) at City and Human Sciences & Computing (opened 2016) Olympic Legacy Park.
- **150+ Commercial and charitable providers** primarily delivering work-based learning to Sheffield resident young people. Providers often without training facilities in the area due to type of provision.
- **79% of 16-18 providers rated Good or Outstanding by Ofsted**
6 providers Require Improvement - 3 of the 6 are school sixth forms.



Quality of 16-18 Provision - Ofsted



- 79% of providers are Good or Outstanding.
- 6 Providers Require Improvement – 3 of which are schools.
- There are currently no Inadequate providers.

Ks5 Attainment - Measures

4 Qualification Categories:

- **Academic** - A and AS levels, including applied, plus other L3 academic subjects (e.g Extended Project, L3 Core Maths, Free standing Maths, International Baccalaureate Diploma).
- **A level** – A and AS levels, including applied. Subset of Academic category.
- **Applied General** – List of vocational qualifications included in this category published each year.
- **Tech Level** – Vocational quals, list published each year.

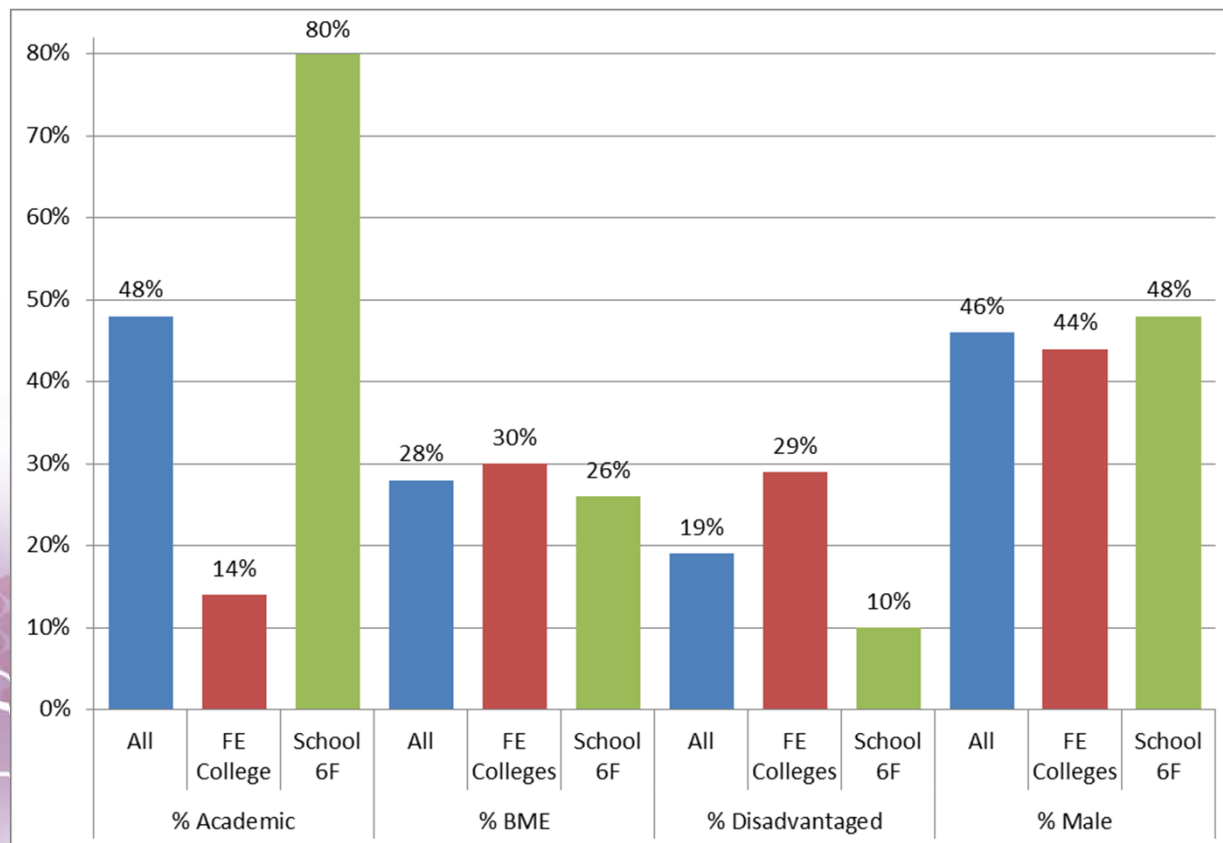
Students can count in more than one category.

Headline measure is the Average Points Per Entry for each category

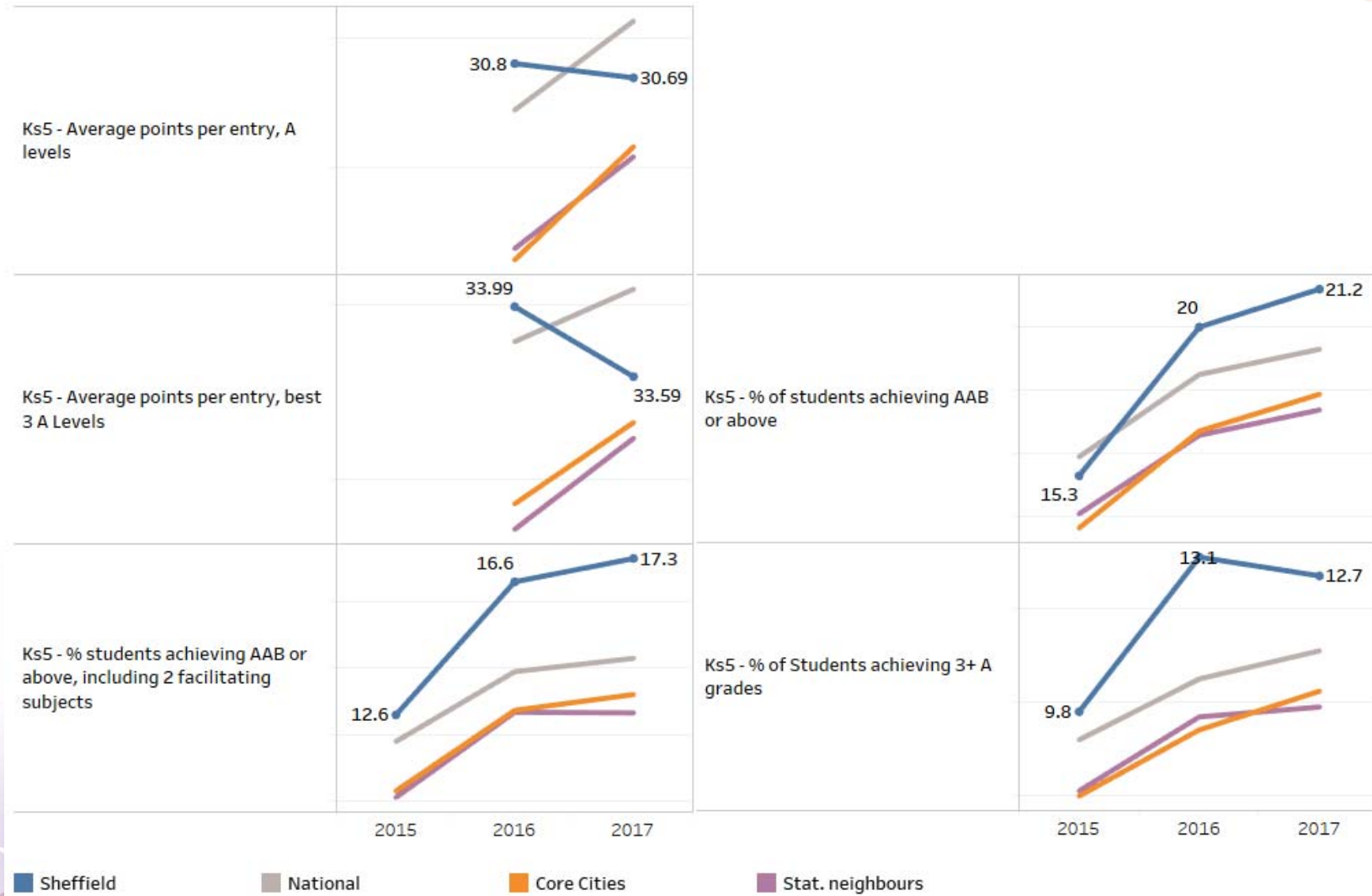
Ks5 Attainment - Cohort

Includes young people at the end of Ks5 Study – 3433 in 2016/17.

- Cohort by main programme type - 48% Academic/52% Vocational
- Even split between FE College (49%) and School Sixth Form (51% - includes UTC)
- 86% of FE Colleges’ students have a vocational main programme (Applied General/Tech), FE has nearly 3 times the proportion of disadvantaged students compared to schools, and a slightly larger proportion of BME students.

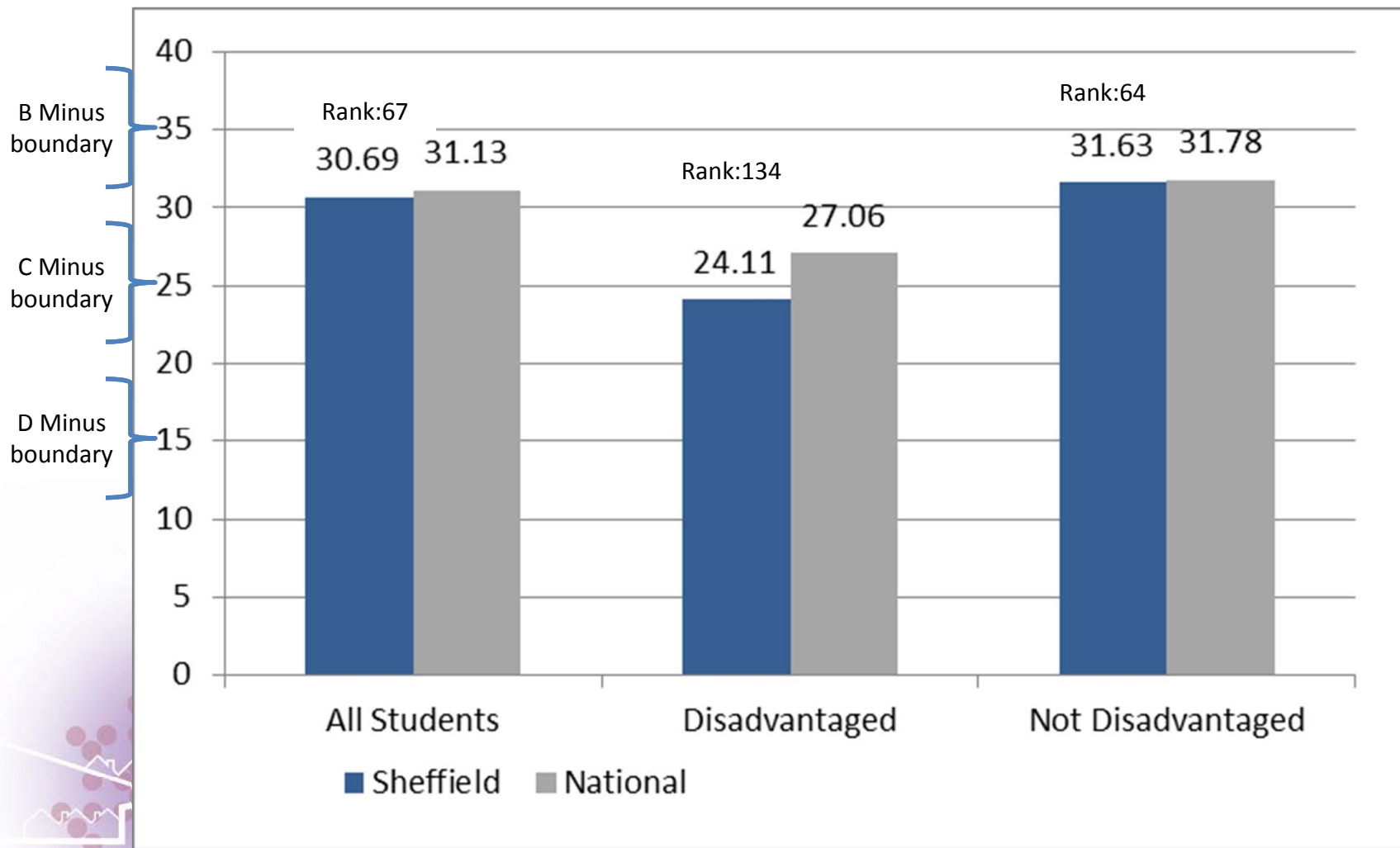


Ks5 – A level attainment



Ks5 – A level attainment by disadvantage

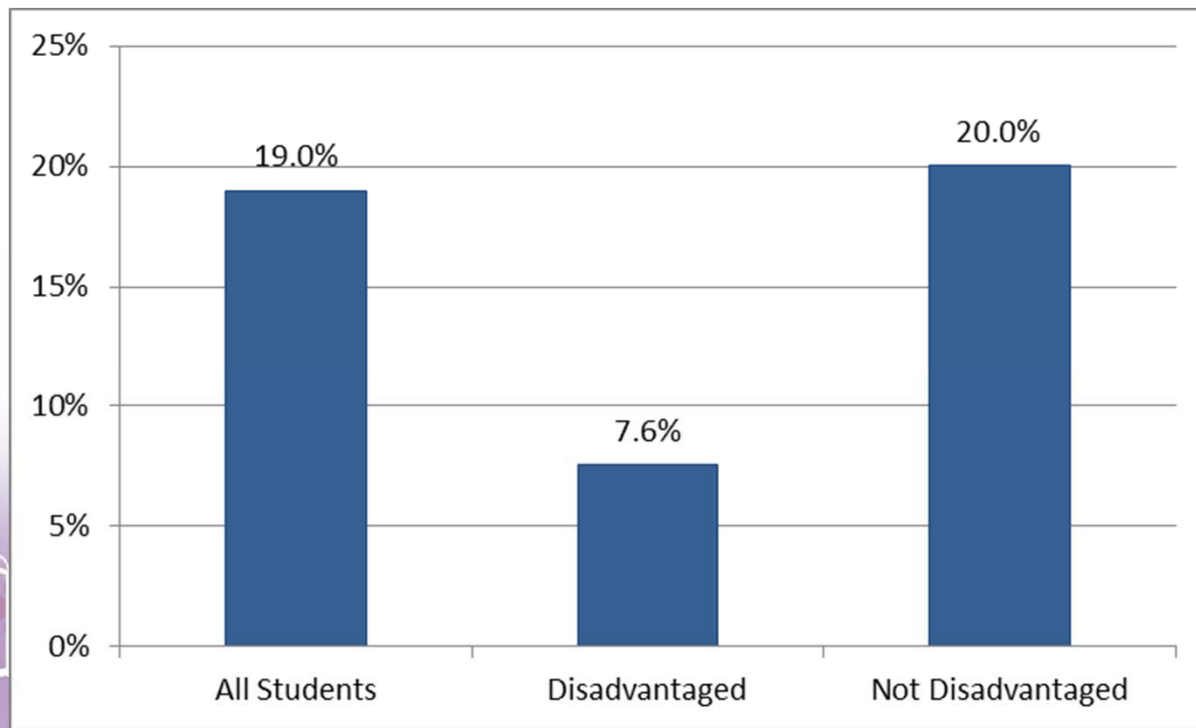
Disadvantaged students - all students who were in receipt of pupil premium when they were in their last year of key stage 4.



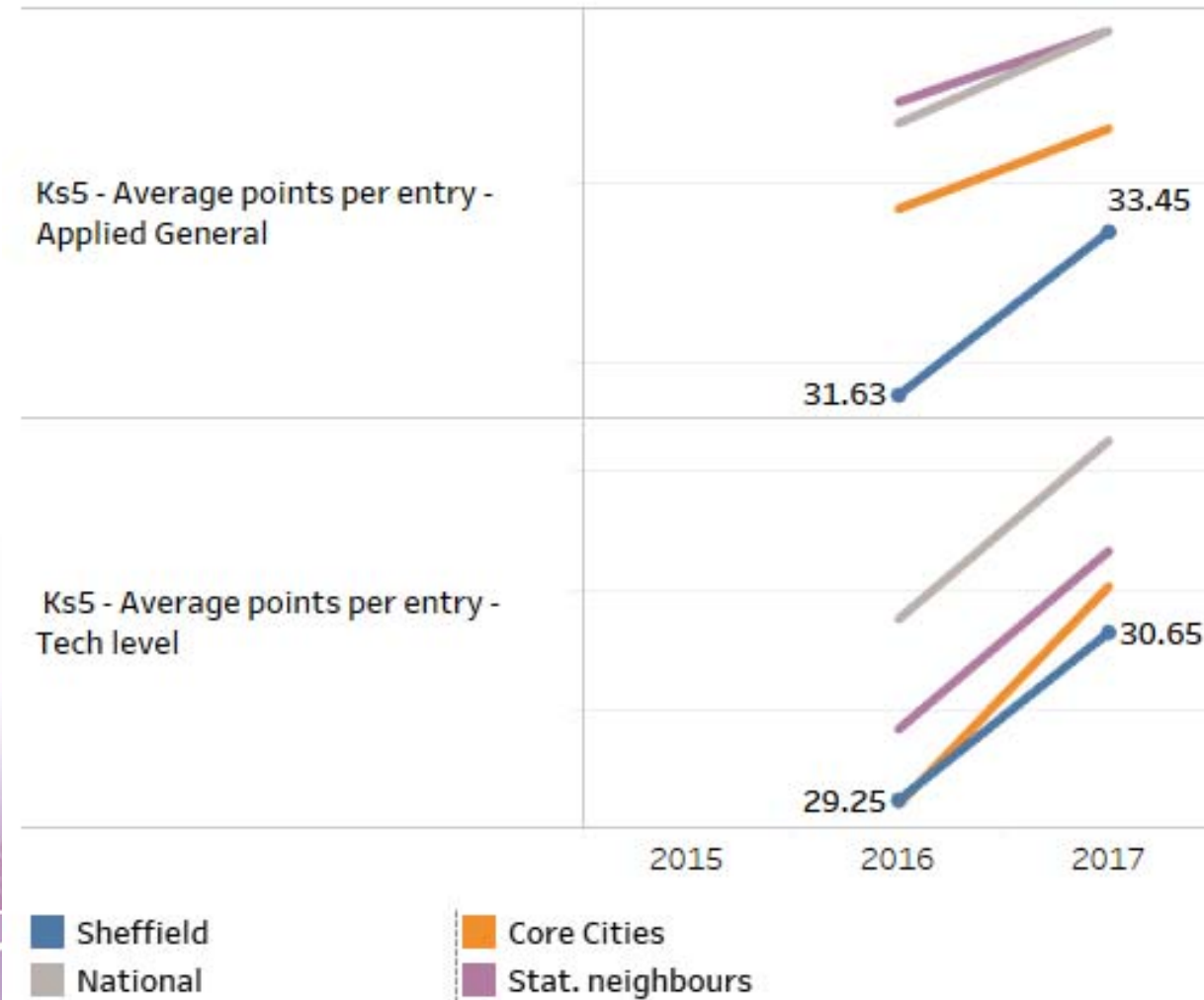
Ks5 – AAB including 2 Facilitating subjects by disadvantage (Sheffield Schools)

Disadvantaged students - all students who were in receipt of pupil premium when they were in their last year of key stage 4.

- 89% Of AAB 2 Facilitating eligible cohort attended a school (1358)
- 98% of those who achieved AAB 2 went to a school (258)
- 9 out of 119 eligible disadvantaged students achieved AAB 2.



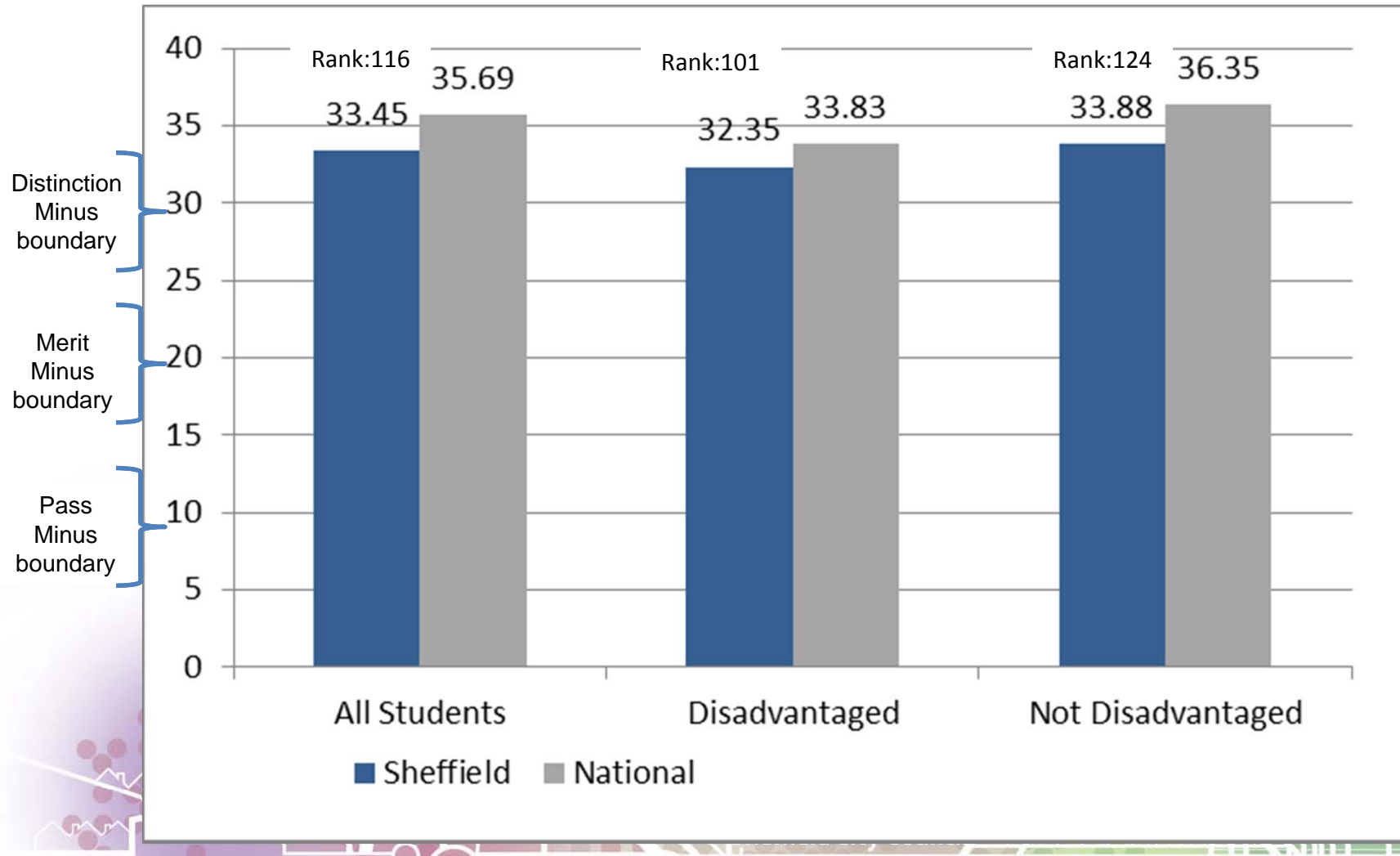
Ks5 – Applied General/Tech Level attainment



Ks5 – Applied General attainment by disadvantage

Disadvantaged students - all students whose schools were in receipt of pupil premium when they were in their last year of key stage 4.

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Ks5 – Attainment

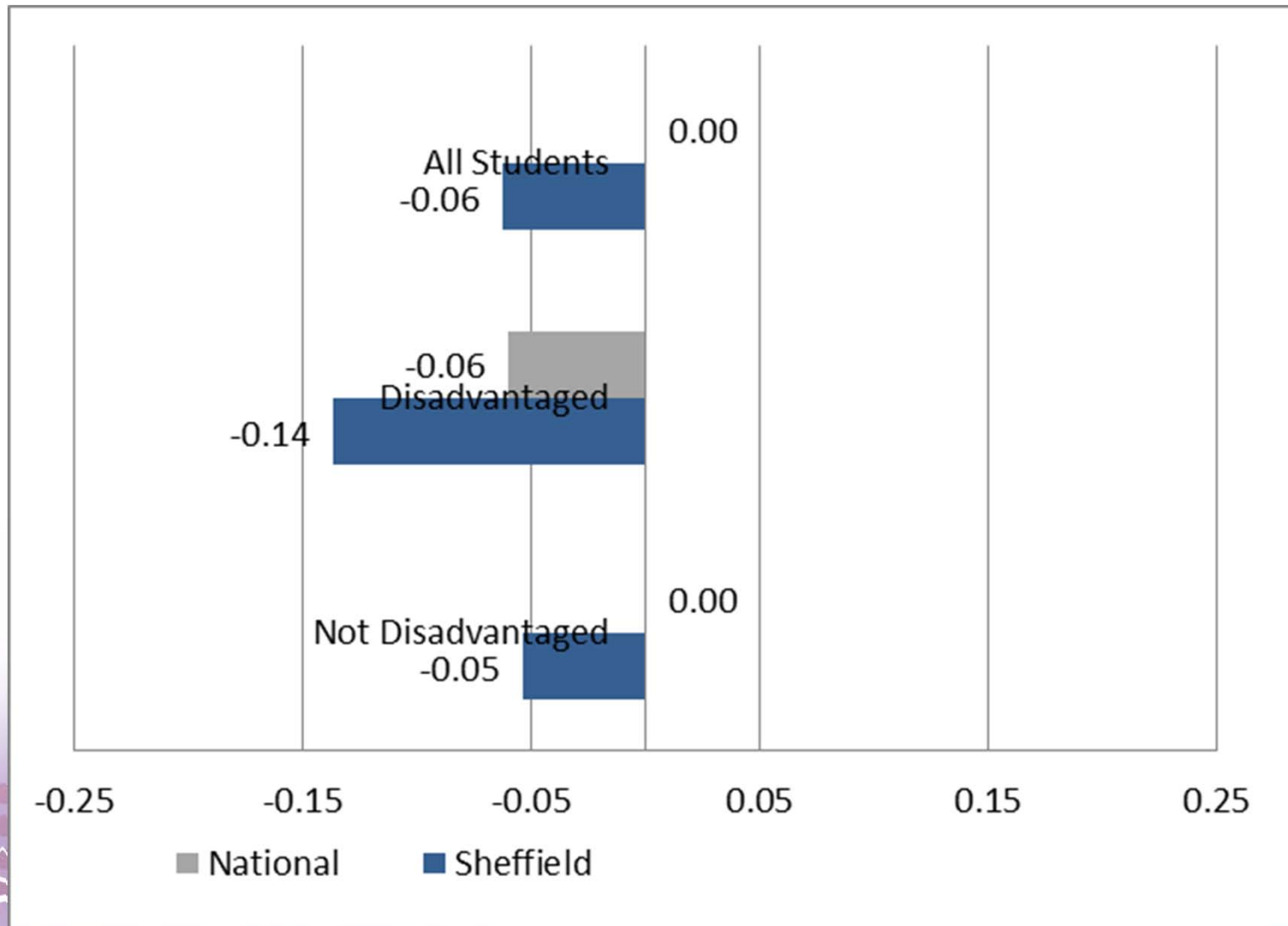
A Levels/Academic

- Top quartile for proportion with high grades (AAB 2/AAB/3 A*-A)
- Slight drop in Average points since 2016 (0.1pts), but remains above stat neighbour and core city benchmarks.
- Disadvantaged student attainment (APPE) in the bottom quartile.

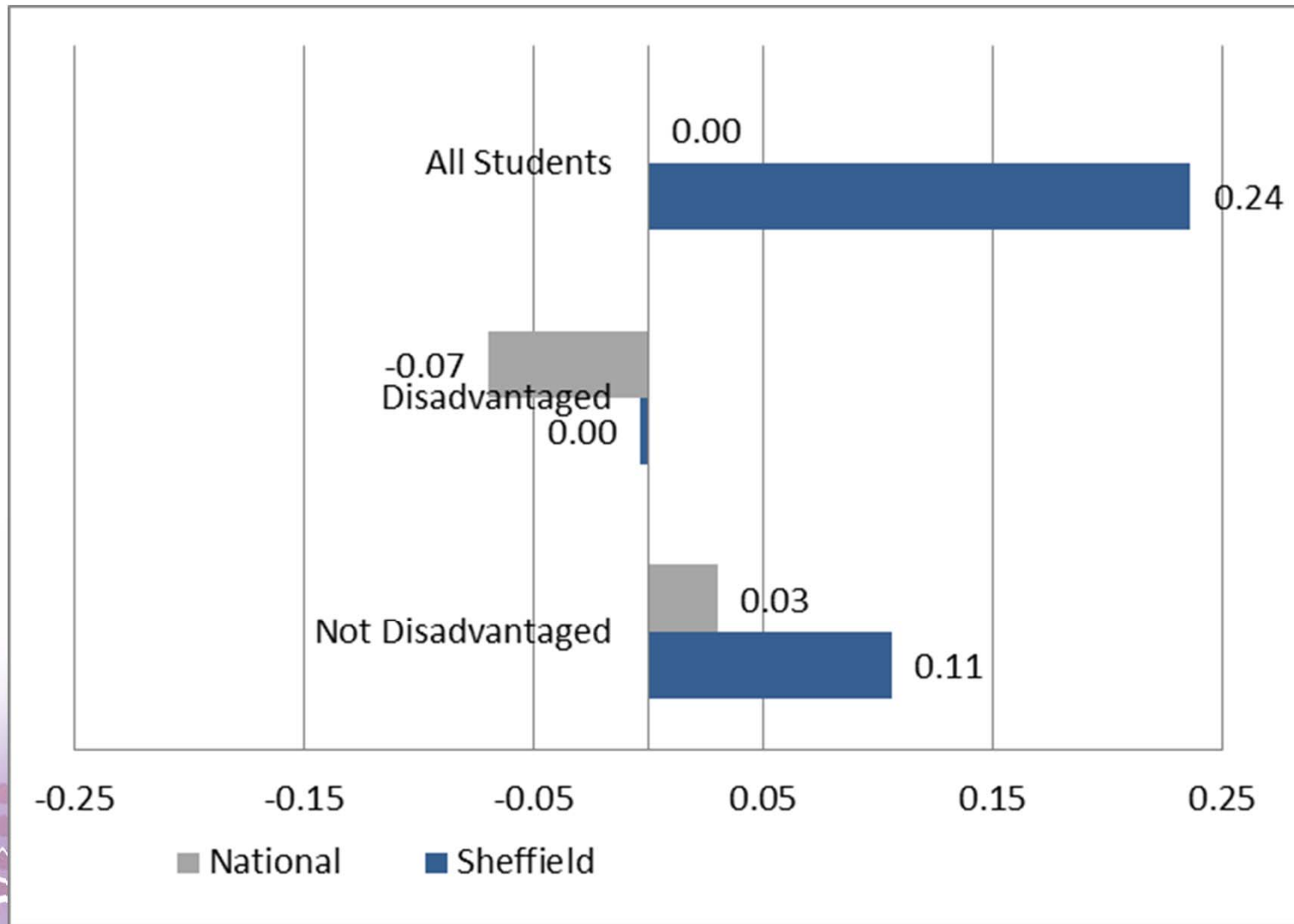
Applied General/Tech Levels

- Average points for Vocational provision, though improving, is in lowest quartile and below statistical neighbours and Core Cities.
- Disadvantaged student attainment in the 3rd quartile.

Ks5 Progress - A Levels



Ks5 Progress - Applied General



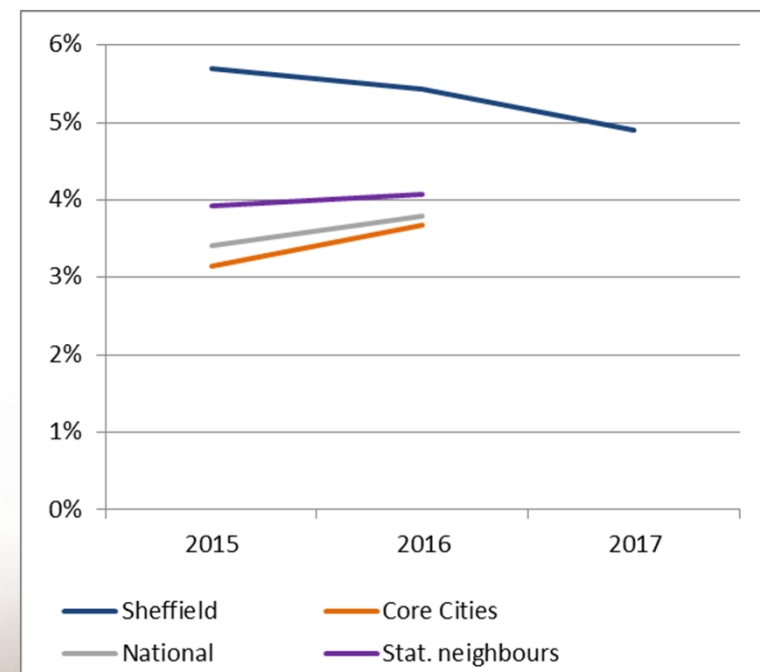
Ks5 – Progress

- Above Average progress in Applied General, including disadvantaged students.
- Below Average Progress for Academic/A levels, including disadvantaged.
- 10 providers (67%) with average or better progress – 6 (40%) with above average progress.
- 5 providers (33%) with below average progress including 1 provider below minimum standard for Academic provision.

Apprenticeships – Progression at 16

- Top quartile of LAs (2016) for % progression into Apprenticeships at age 16.
- Slight reduction in number and proportion progressing between 2015 and 2017, related to:
 - increased UTC /School Sixth Form provision, with a smaller 16 year old cohort.
 - Changes to Apprenticeship funding/administration (Employer Levy Implementation)

Y11 Activity Survey - % Into Apprenticeships



Changing 16-18 Landscape

- New Secondary Schools with at least one more school sixth form (from 2023).
- Resident 16 & 17 year old Cohort Expected to rise from 18/19 (not accounting for impact of potential changes to immigration policy)
- FE Sector Reforms
 - new “Tech Level” curriculum from 2021.
 - Skills Devolution?



Sheffield Overview

2017 final attainment and progress

March 2018



Update since provisional data

- **Overall position** - very little change between provisional and final data in KS2 and KS4 rankings
- **KS1 to KS2 progress** - Improvement in KS2 progress ranks compared to 2016, Sheffield now at or above median. Sheffield is above stat neighbours and national average for progress in all subjects but still below Core Cities average in reading and maths.
- **Floor standards and coasting schools**
 - The % of primary schools below floor has been falling for the last 3 years and is below the national average. Only 2 schools were below the floor standard in 2017.
 - The % of secondary schools below floor reduced in 2015 but increased last year with 1 additional school below the floor standard. The number of secondary schools below floor has increased to 4 schools in 2017 (15%).
 - In 2017, 3 (3%) primary schools and 3 (11.5%) secondary schools were classified as coasting. The % of primary schools coasting is below the national average (4%) but the % of secondary schools coasting is slightly above the national average (9.6%) but below the average for Core Cities (17.5%).

Further work on priorities - phonics

- Performance in phonics has been highlighted to school leaders in our data presentations to primary school leaders in July
- Learn Sheffield Improvement Partners have been focussing on phonics in both locality meetings and discussions with specific schools when appropriate.
- Phonics is identified as a priority on Locality Action Plans
- Locality Assessment Leads will be checking school readiness for the Y1 Phonics Check, supporting schools and also sharing any issues with preparation that might require curriculum or teaching and learning support with regards to phonics.
- Further analysis has been done as part of a 'deep dive paper', written by Learn Sheffield and the Sheffield City Council data team in partnership. The initial findings will be shared with school leaders this term.
- Further analysis is planned to collect additional information about how each school in the city approaches the teaching of phonics. This piece of work will be supported by Research School partners, to ensure a perspective beyond the city, and will also seek input from the EEF.
- Phonics will also be picked up as part of further work focussing on reading more broadly.

Further work on priorities - reading

- Performance in reading has been highlighted to school leaders in our data presentations to primary school leaders in July and identified in Locality Action Plans where appropriate.
- Attainment in reading has been identified as a regional priority. Sheffield has been working with other LAs in Yorkshire & The Humber to develop a regional approach to improving reading attainment.
- We will be part of a collaborative bid to the DfE Strategic School Improvement Fund (SSIF) in partnership with other LAs, regional teaching schools, local MATs and Huntington Research School. The bid will be looking to develop a network of reading schools focussing on developing: leadership and management of literacy; the teaching of reading and parental engagement to support language development and reading at home.
- Funding has been secured to run a pilot study focussing on Y5 pupils with 2 schools participating in Sheffield.
- Further analysis has been done as part of a 'deep dive paper', written by Learn Sheffield and the Sheffield City Council data team in partnership. The findings of the report will help to inform the bid to SSIF and to identify schools to target for intervention.

Further work on priorities – White British disadvantaged

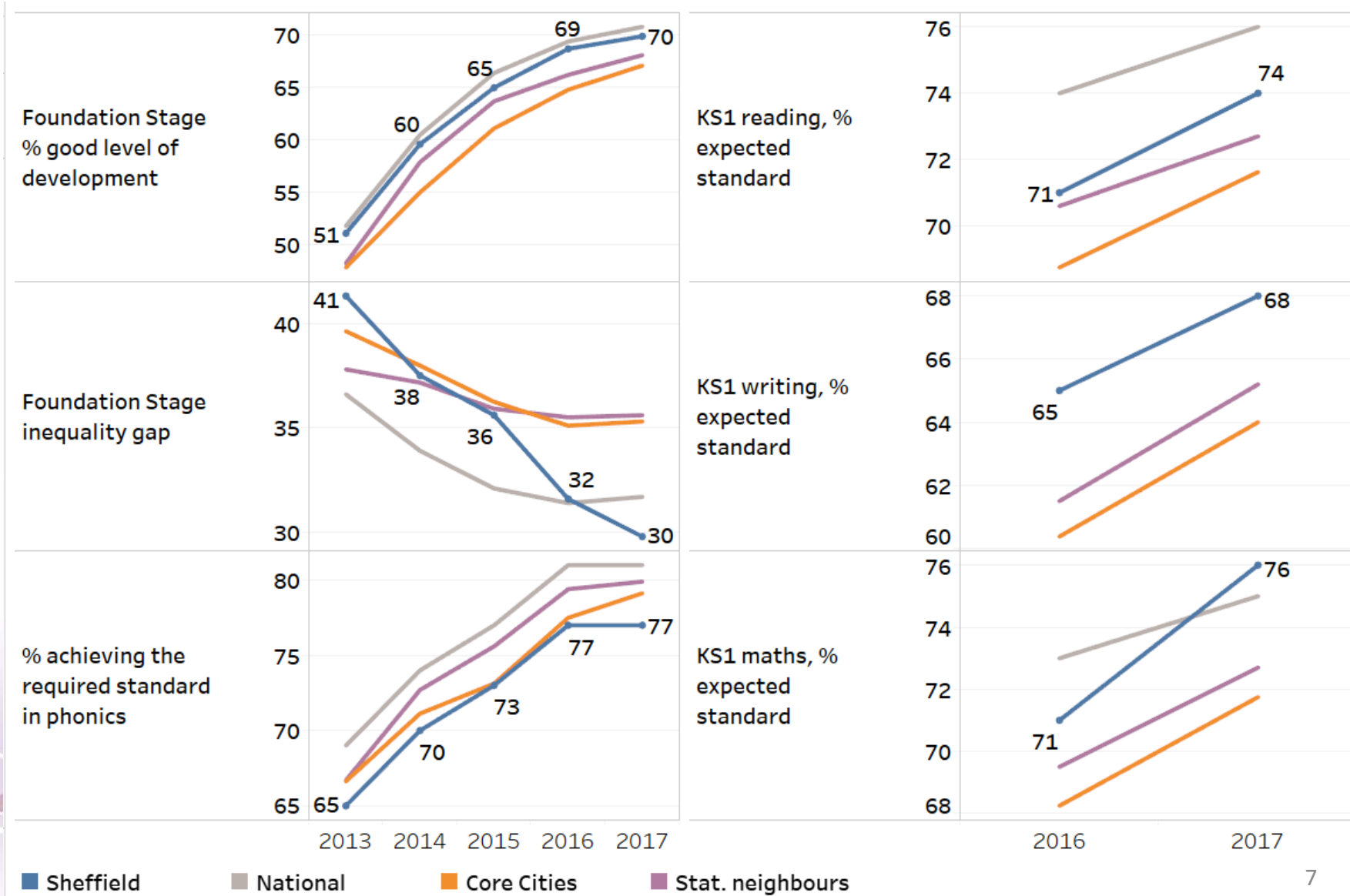
- Work has begun on in-depth data analysis and literature review.
- Findings from in-depth analysis of reading and phonics highlight that the White British disadvantaged group are making poor progress in both of these areas and also start school with lower levels of attainment.
- Literature review suggests that ethnicity itself is not a caused of low attainment but it linked to other factors which could include: low income, persistent community disadvantage, quality of housing, leisure and green space, parental education levels, home learning environment, parental engagement in schooling, young people's aspirations and engagement with learning, quality of schooling including pre-school – some of these are difficult to measure but may be related to under-attainment of the White British disadvantaged cohort.
- Analytical work focussed on understanding more about this cohort – where do these children live in Sheffield, how large is the attainment gap, are there particular schools where these young people do better?
- There is potentially a huge amount of research and analysis that could be done; however, need to focus on where we may be able to make a difference for example are there interventions that have been successful and could they be applied in Sheffield?
- This has been the first year of a Learn Sheffield Pupil Premium Project which has been offered to secondary schools, fifteen of which are taking part. The secondary strand will continue into next year and a primary strand will begin. The schools have had initial Pupil Premium reviews with Marc Rowland (Rosendale Research School Lead and Learn Sheffield Policy Director) and are currently acting on those findings ahead of return visits in the summer and autumn of 2018.

2017 attainment and progress - summary

- Sheffield's performance has improved or is sustained against the majority of headline measures.
- There have been significant improvements in the gap measure at Foundation Stage and at Key Stage 1. Sheffield is now at or above the national average for a small number of indicators.
- Performance at Key Stage 2 continues to improve and the number of schools below floor has reduced.
- Progress at Key Stage 4 remains strong but attainment still needs to improve, the number of schools below floor has increased.
- A number of areas have been identified where focussed work is required to drive improvement including: Phonics; reading; attainment and progress for certain vulnerable groups (particularly White British disadvantaged).

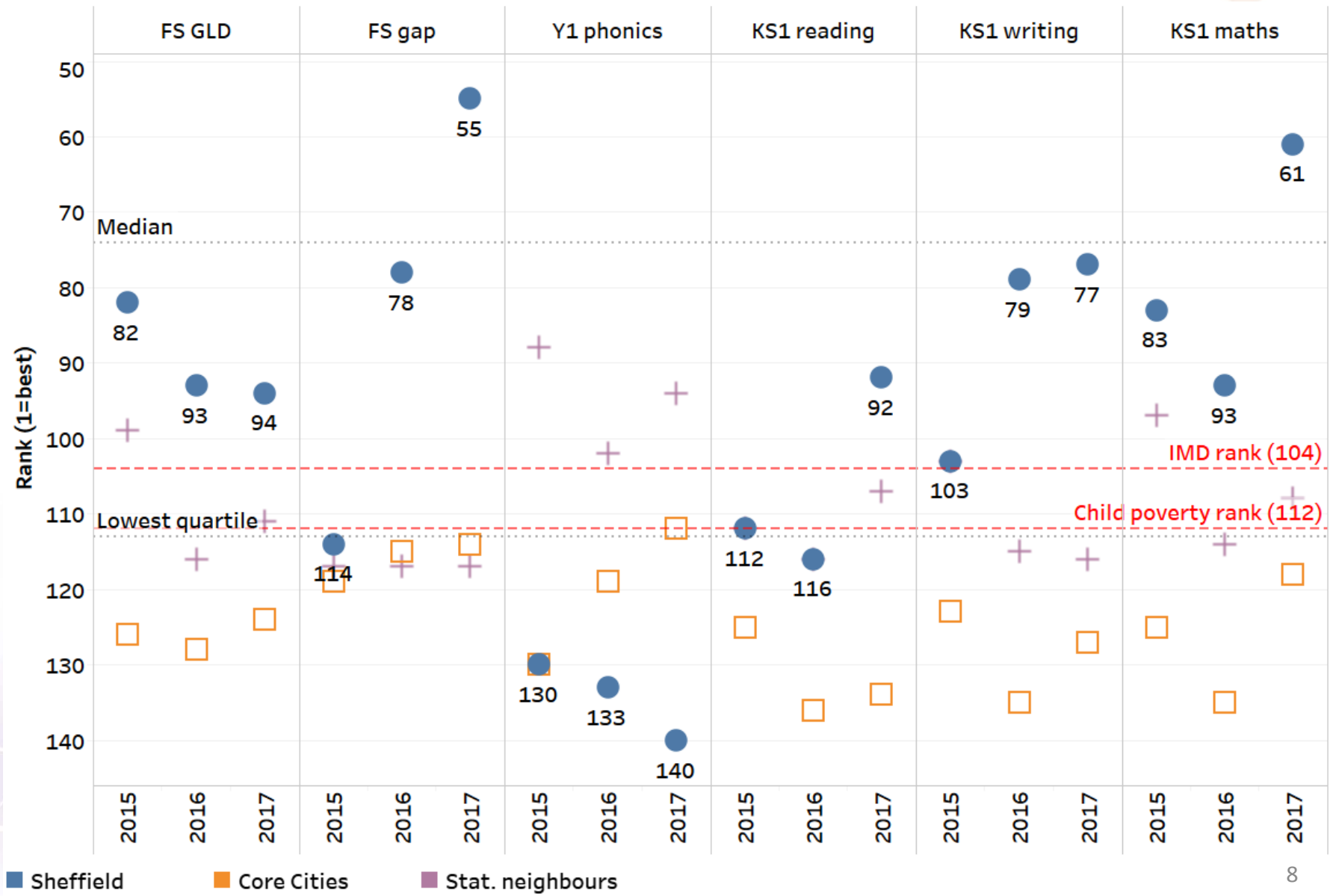
How does Sheffield's performance compare to other LAs? – Foundation Stage and Key Stage 1 trends

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How does Sheffield's performance compare to other LAs? – Foundation Stage and Key Stage 1 national ranks

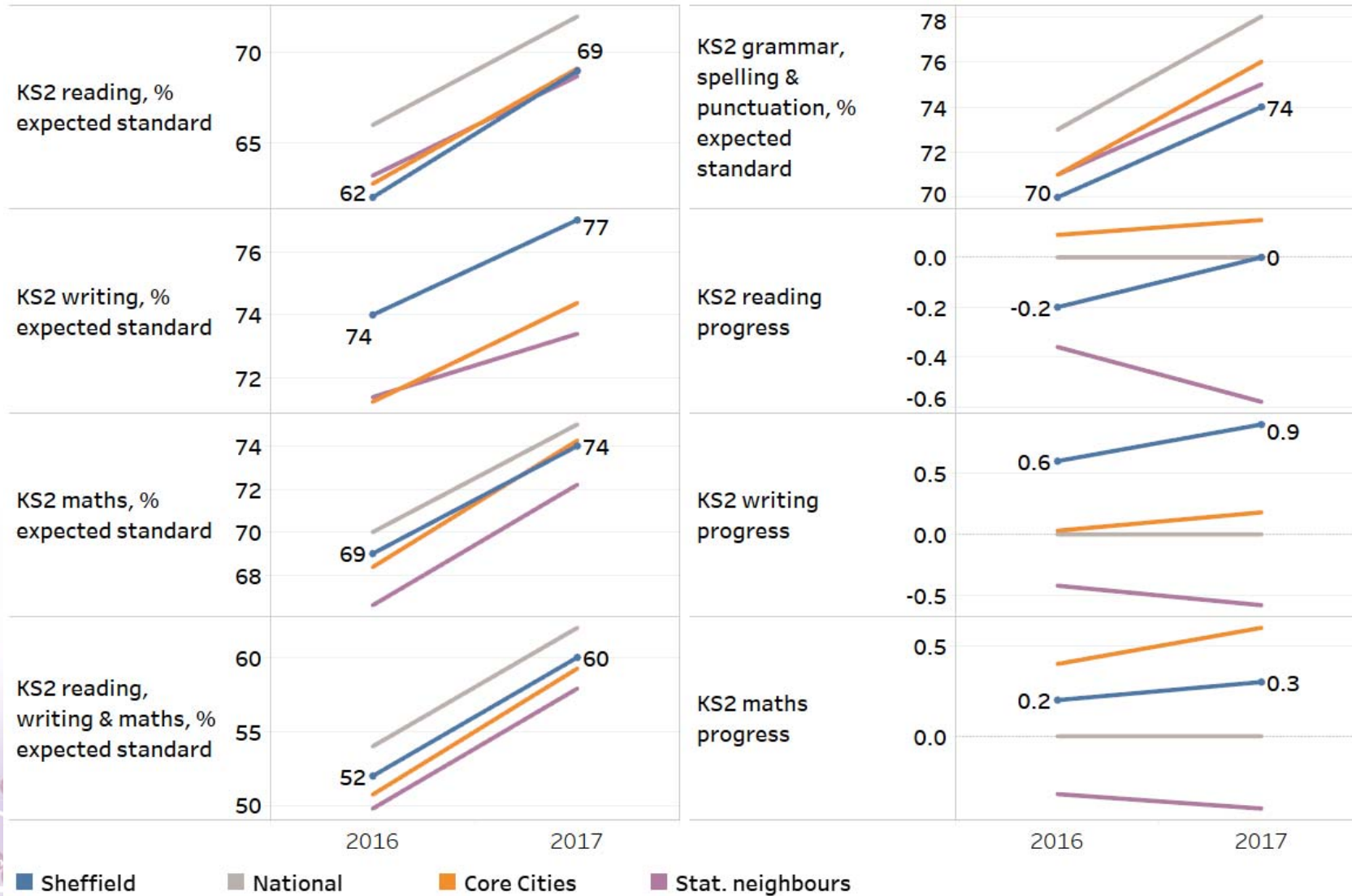
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How does Sheffield's performance compare to other LAs? – Foundation Stage and Key Stage 1

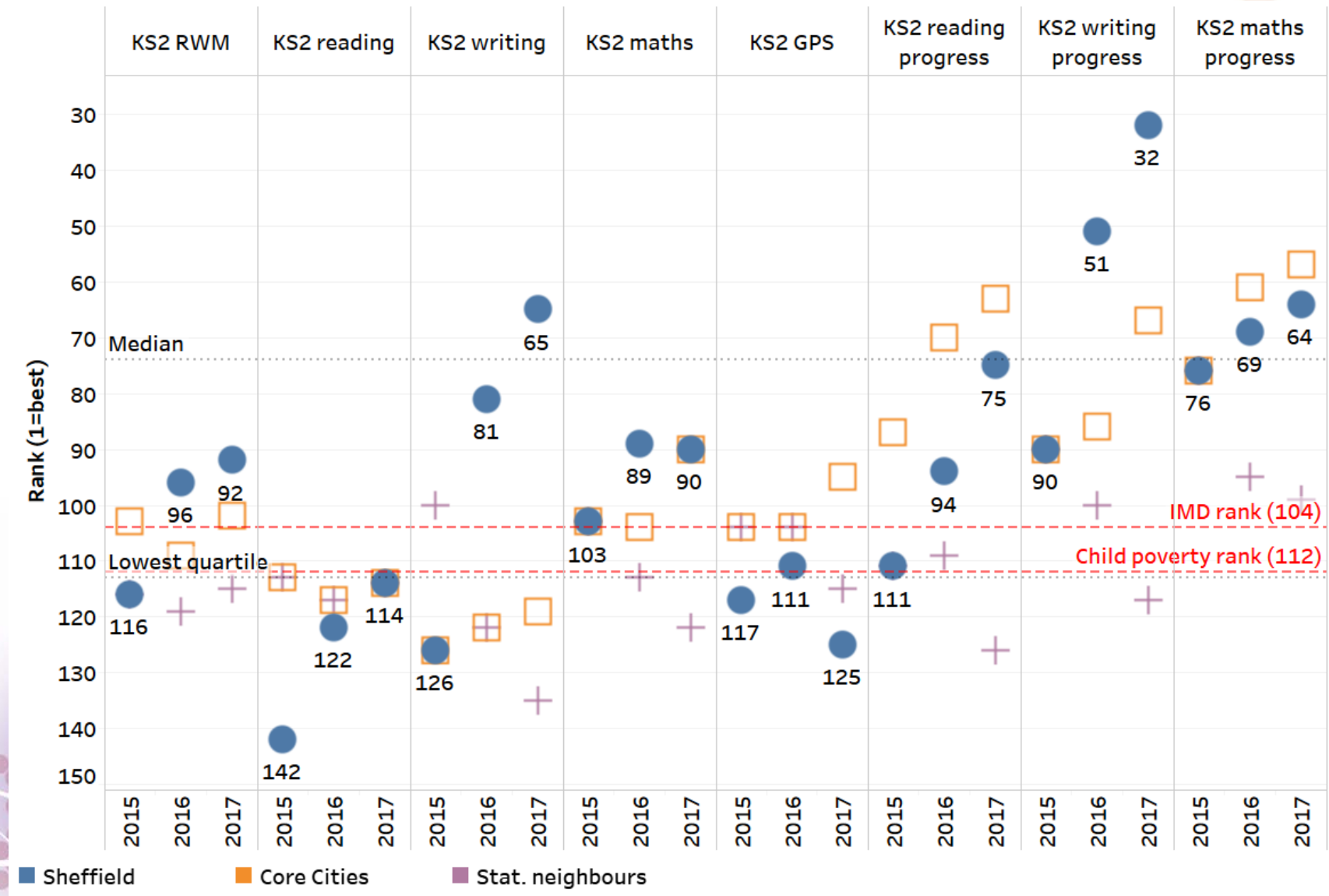
- FS good level of development remains close to national and gap measure has improved significantly and is now above national.
- Sheffield is in the bottom 10 LAs for performance in Y1 phonics following a decline in rank for last 3 years.
- At KS1 Sheffield's relative position has improved in all subjects.
- Sheffield is above Core Cities, Stat. neighbours and IMD rank for all subjects at KS1 and in top 50% of LAs for maths.
- Although performance is improving, reading is still below the national average at KS1.

How does Sheffield's performance compare to other LAs? – Key Stage 2 trends



How does Sheffield's performance compare to other LAs? – Key Stage 2 national ranks

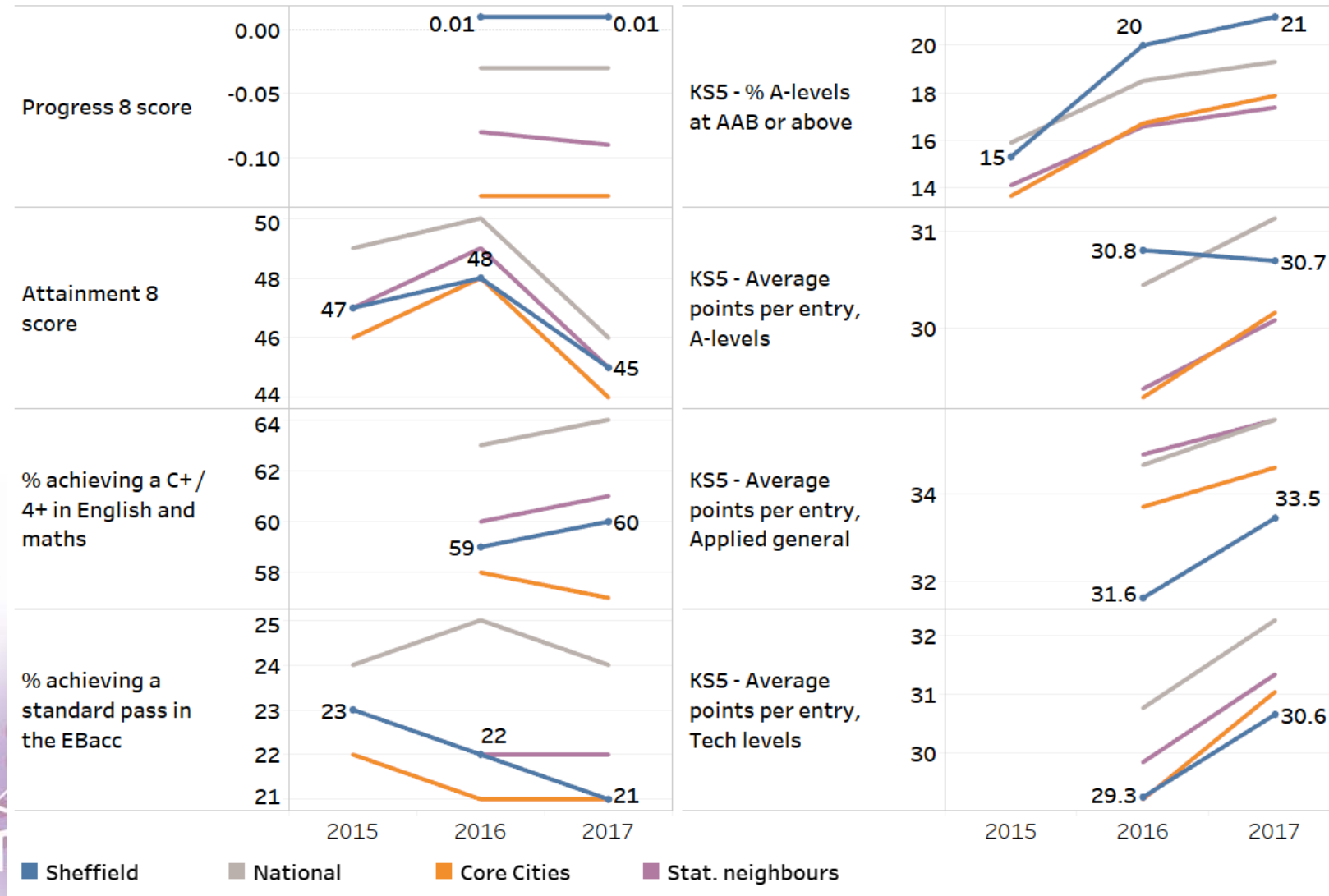
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How does Sheffield's performance compare to other LAs? – Key Stage 2

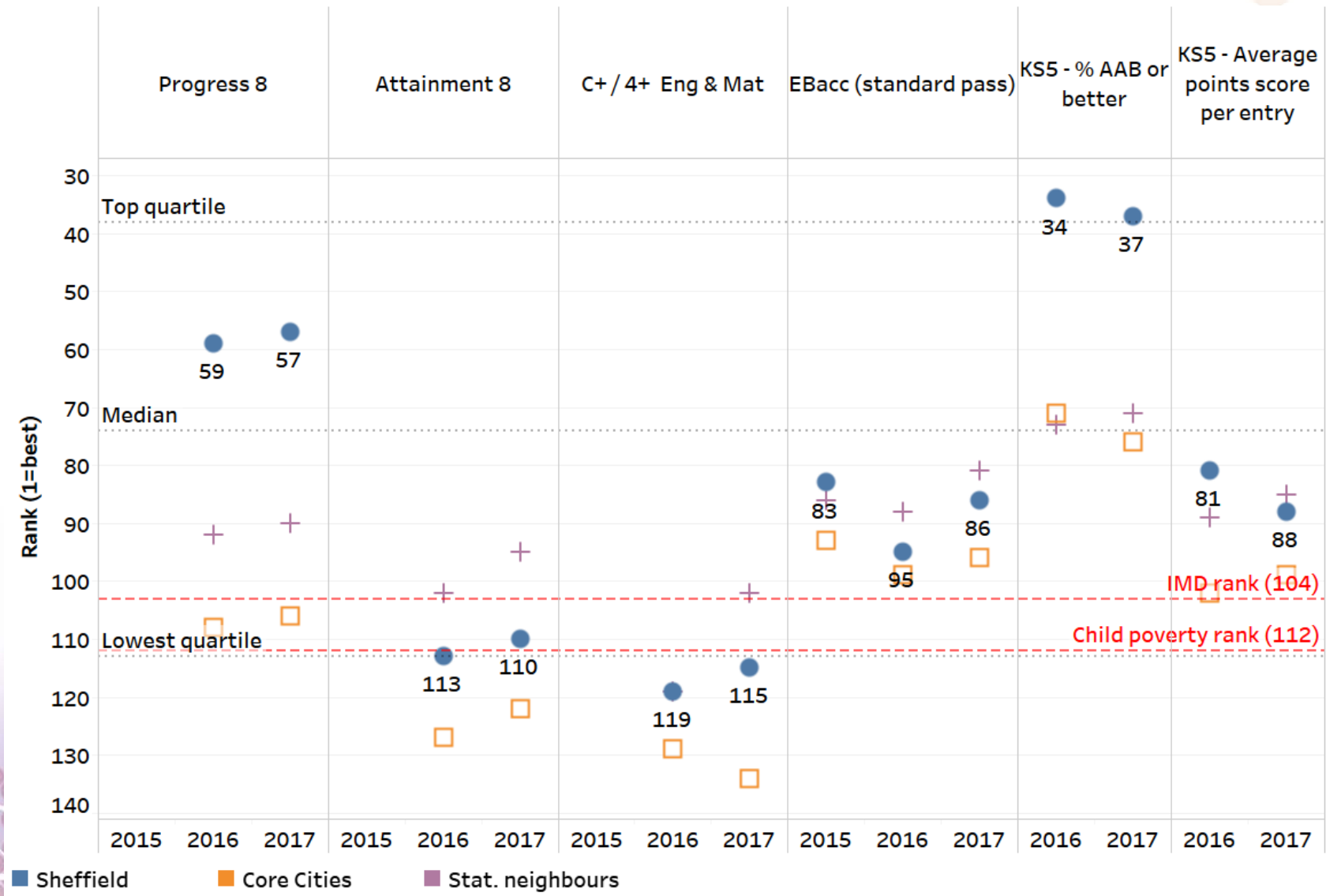
- Sheffield's rank has improved in reading, writing and the combined measure
- Ranks in maths has fallen slightly – Sheffield now equal to Core Cities
- Reading still in the lowest quartile but is improving
- GPS rank is in lowest quartile and below statistical neighbours and Core Cities
- Progress ranks have improved in all subjects and are better than statistical neighbours. Ranks are still slightly below Core Cities for reading and maths.

How does Sheffield's performance compare to other LAs? – Key Stage 4 & Key Stage 5



How does Sheffield's performance compare to other LAs? – Key Stage 4 & Key Stage 5 national ranks

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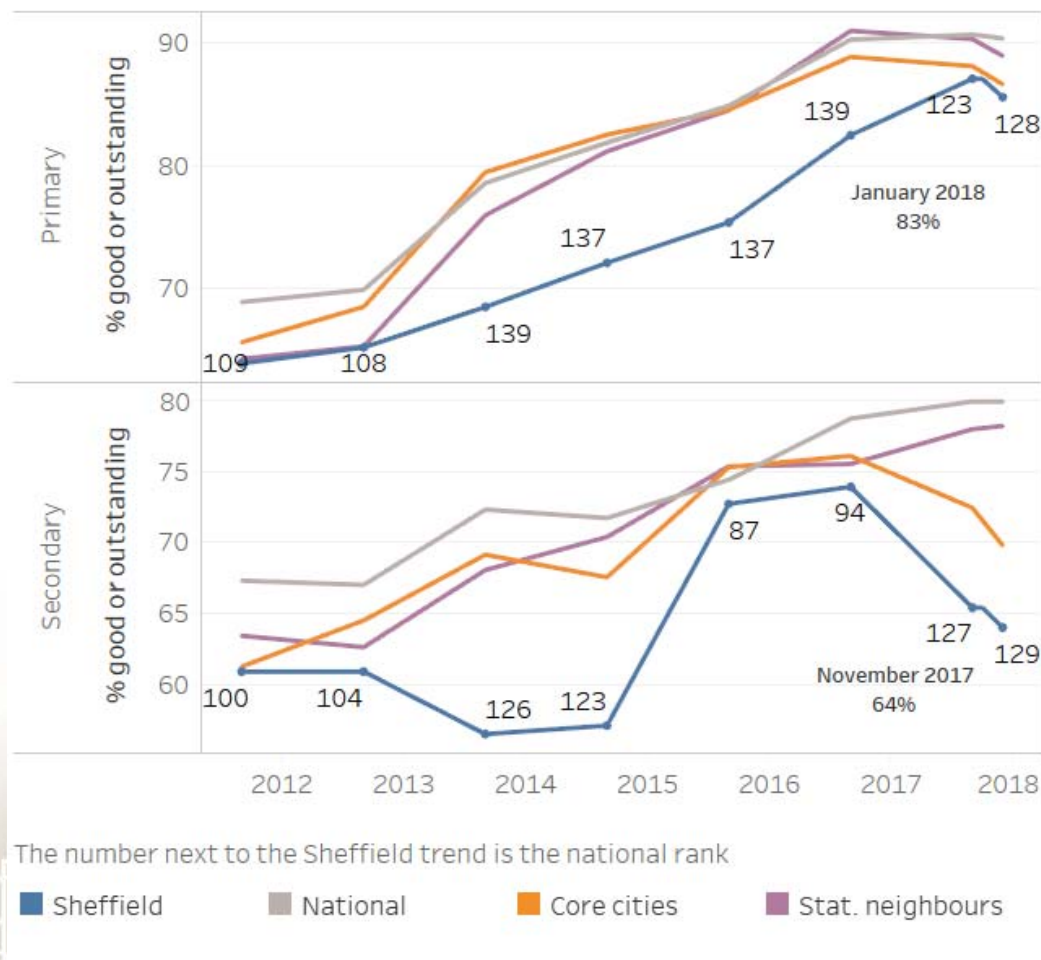


How does Sheffield's performance compare to other LAs? – Key Stage 4 & Key Stage 5

- Sheffield remains above the national average for progress 8 and well above stat neighbours and Core Cities
- The % of pupils achieving the EBacc (standard pass) is similar to Core Cities but below stat neighbours and the national average
- National ranks for attainment 8 and grade 4+ in English and maths have improved but these measures are still below the IMD rank of 104
- At KS5 the % of A-level students achieving grades AAB or higher remains in the top quartile
- The average points score per entry at KS5 dropped slightly in 2017 as did the national rank

What other factors impact on attainment and progress? Ofsted judgements

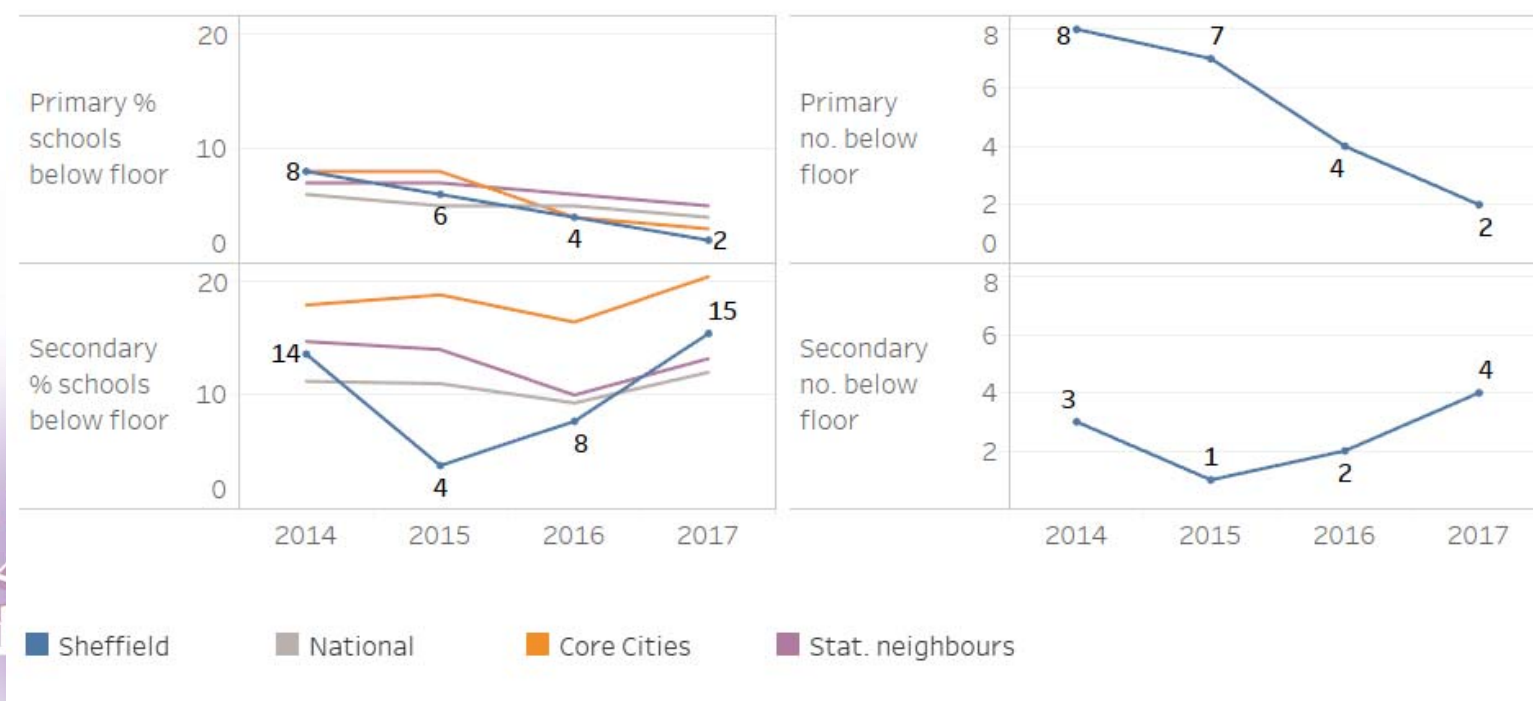
- The % of schools judged good or outstanding has improved in primary to 83% (November 2017) but remains below the national average and the average for Core Cities and statistical neighbours. Sheffield is ranked 128th nationally for this measure.
- The % of secondary schools judged good or outstanding has fallen from 74% in September 2016 to 64% in November 2017. Again Sheffield is below the national average and the average for comparator LAs.



What other factors impact on attainment and progress?

Schools below floor

- The % of primary schools below floor has been falling for the last 3 years and is below the national average. Only 2 schools were below the floor standard in 2017.
- The % of secondary schools below floor reduced in 2015 but increased last year with 1 additional school below the floor standard. The number of secondary schools below floor has increased to 4 schools in 2017 (15%).
- In 2017, 3 (3%) primary schools and 3 (11.5%) secondary schools were classified as coasting. The % of primary schools coasting is below the national average (4%) but the % of secondary schools coasting is slightly above the national average (9.6%) but below the average for Core Cities (17.5%).



Successes

Foundation Stage

- Maintained improvements in line with national
- Attainment gaps closing for BME, EAL and SEN
- Inequality gap now lower than national
- Improvement across majority of localities

Key Stage 1

- Writing at national average and maths above national average
- All localities improved
- Narrowing the gap in reading

Key Stage 2

- National ranks improving on reading, writing and combined measure
- Fewer localities below the national average and Locality B improving rapidly
- Progress across all subjects improved
- Likely reduction in schools below floor

Key Stage 4 & 5

- Progress 8 performance & national rank maintained
- More than 1/3 of schools have positive progress 8
- KS5 % AAB remains in top quartile

BME & EAL

- Gaps for BME and EAL pupils are closing across a number of headline measures
- BME & EAL pupils make better progress than White British at KS2 and KS4

Challenges

Reading & Phonics

- Within bottom 10 LAs for phonics
- Reading at KS1 and KS2 still lowest performing subject and below national average
- Progress in reading is poor in localities B & C

KS4 Attainment

- Attainment 8 and 9-4 grade in English and maths below the national average and also the IMD rank
- Increased number of schools below floor standards
- Progress 8 for White British pupils is negative and worsening

Vulnerable groups

- Gaps are not closing fast enough for disadvantaged pupils and are increasing in some cases (phonics, progress at KS2 and KS4)
- White British disadvantaged pupils perform poorly on a number of measures
- Pupils with SEN make less progress between KS2 and KS4

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Report to Children, Young People & Family Support Scrutiny & Policy Development Committee Monday 12th March 2018

Report of: Policy and Improvement Officer

Subject: Children, Young People & Family Support Scrutiny & Policy Development Committee: Scrutiny Annual Report 2017-18 Draft Content & Work Programme 2018-19

Author of Report: Deborah Fellowes, Policy and Improvement Officer
deborah.fellowes@sheffield.gov.uk
0114 273 5065

Summary:

This report provides the Committee with a summary of its activities over the municipal year for inclusion in the Scrutiny Annual Report 2017-18. The Committee is asked to consider and comment on this document (Appendix A).

The report also includes a list of topics which it is recommended be put forward for consideration as part of the 2017-18 Work Programme for this 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 | |
| Other | X |

The Scrutiny Committee is being asked to:

- Scrutiny Annual Report 2017-18: CYP&FS Committee Draft Content: Consider and comment on the draft content – Section 1.0 and Appendix A
- Work Programme 2018-19 - Agree that the list of topics outlined in section 2.0 be put forward for consideration as part of the 2018-19 Work Programme for this committee; and provide any further comment – Section 2.0

Background Papers: None
Category of Report: OPEN

Children, Young People & Family Support Scrutiny & Policy Development Committee, Monday 3rd April 2017

1.0 Scrutiny Annual Report 2017-18

- Each Scrutiny Committee will produce a summary of their activity over the past municipal year, for inclusion in the Scrutiny Annual Report 2017-18. A draft summary of this Committees activity is attached - please see Appendix A.
- The Annual Report will also include an overview of the role of scrutiny within the authority and a summary of some of the activities and outcomes across the five Scrutiny Committees.
- The full list of topics considered by this Committee during 2017-18 is outlined below:

| 2017 | |
|---|-----------|
| ▪ Consultation on the future commissioning and delivery of young people's services | July |
| ▪ Looked After Children and Care Leavers | July |
| ▪ Draft Work Programme 2017-18 | July |
| ▪ Briefing Paper – Adoption Service Annual Report | July |
| • Briefing Paper – Fostering Service Annual Report | July |
| ▪ Learn Sheffield and School Improvement Strategy | September |
| ▪ School Exclusions | September |
| ▪ 2017 Pupil Performance - City Context and School Performance | November |
| ▪ Elective Home Education and Alternative Provision | November |
| ▪ Briefing Paper – Social Market Foundation Commission on Equality | November |
| ▪ Sheffield Safeguarding Children Board Annual Report 2016-17 | December |
| ▪ Sheffield Sexual Exploitation Service Annual Report 2016-17 | December |
| ▪ Adoption Performance | December |
| 2018 | |
| • Children's Social Care Improvement and Recovery Plan. | January |
| ▪ Special Educational Needs in Sheffield | January |
| ▪ CYP&FS Scrutiny Draft Content for Annual Report | March |
| ▪ Elective Home Education | March |
| ▪ Final Results and Outcomes | March |
| ▪ Overview of 16-18 provision | March |
| ▪ Sheffield's Transformation programme for Children and Young People's emotional wellbeing and health | March |

| | |
|---|-------|
| ▪ Child Poverty – Filling the holiday gap | March |
| ▪ Briefing Paper – Support to Roma, Gypsy and Travelling Families | March |
| ▪ Briefing Paper – Key Stage 3 | March |
| ▪ Attainment and progress information at ward level | March |

2.0 Work Programme 2018-19

- The list below outlines topics which it is recommended be put forward for consideration as part of the Work Programme for the 2018-19 municipal year. This includes topics that the Committee have considered and recommended there be a future update on and also items that were identified, but not considered in 2017-18.
 - Commissioning of Young People’s Services
 - Adoption Service Annual Report
 - Fostering Service Annual Report
 - Pupil Performance 2018
 - Safeguarding Children’s Board Annual Report
 - Sheffield Sexual Exploitation Service Annual Report
 - Children’s Social Care Improvement and Recovery Plan
 - Special Educational Needs Strategy
 - Update on Academisation in Sheffield

3.0 The Scrutiny Committee is being asked to:

- Scrutiny Annual Report 2017-18: CYP&FS Committee Draft Content: Consider and comment on the draft content – Section 1.0 and Appendix A
- Work Programme 2018-19 - Agree that the list of topics outlined in section 2.0 be put forward for consideration as part of the 2018-19 Work Programme for this committee; and provide any further comment – Section 2.0

APPENDIX A: Scrutiny Annual Report 2017-18 - CYP&FS Committee Draft Content

Children, Young People & Family Support Scrutiny Committee 2017-18

Chair: Cllr Mick Rooney

Deputy Chair: Cllr Cliff Woodcraft

Remit of the committee: Early Years, Children's Social Care, Child Safeguarding, Education, Family Support, and Youth Services.

Highlights from the work of the Committee in 2017-18 included:

Adoptions (July and December)

In July 2017, the Committee discussed the Annual Report for Looked After Children and Care Leavers, presented to them by the Cabinet Member for Children, Young People and Families, Councillor Jackie Drayton. As part of this the Committee considered issues around the process of adoption, tracking children with plans for adoption, recruitment of adopters and ways to improve timeliness. A further, more detailed report was requested on timeliness and tracking of adoptions.

The Committee received this at their meeting in December 2017 and considered the six stages of adoption. The discussion also included a question from a member of the public regarding post adoption monitoring, which currently doesn't take place. The recommended outcomes were therefore:

- To focus on successful placement of the child as opposed to meeting performance targets
- To develop a method of monitoring post adoption success rates
- To consult with elected members on this process

School Exclusions (Sept)

As part of its September 2017 meeting, the Committee received a detailed report on school exclusions in Sheffield, providing background and context and a detailed analysis of the figures. Members considered the difference between fixed term and permanent exclusions and also the variations across schools due to them all having their own policies.

Issues of high level of exclusions in primary schools and trends within BME communities were also considered and tested. Members were also made aware of limited funding for alternative provision for excluded pupils and a forthcoming review of this provision.

As a result of this session members focused recommended outcomes on:

- Requesting further involvement in the commissioning strategy for alternative provision, via a report to the Committee in November 2017.
- Requesting a further report on Special Educational Needs and the development of the commissioning strategy for this. An initial report was received in January 2018.
- Requesting regular briefing notes for all members on exclusions by electoral ward and ethnicity.

APPENDIX A: Scrutiny Annual Report 2017-18 - CYP&FS Committee Draft Content

School Attainment in 2017 (November)

In November 2017 the Committee received a report outlining the provisional attainment results for city. Officers presented an overall picture of improvement in performance generally and in comparison to other Local Authorities. They also received information on the outcomes and impact of the Learn Sheffield model. Members were presented with some of the key challenges being faced across the city, particularly the performance issues with regard to Year One Phonics.

Members also noted the good performance in Key Stage 5 and A Level results but requested further information regarding other post 16 outcomes, for example the number of young people engaged in apprenticeships.

A final report was presented to the Committee, entitled “Final Results: attainment and progress” in March 2018.

Elective Home Education (November and March)

A presentation of the Elective Home Education Service was given to the Committee during its meeting in November 2017. Elective Home Educators were also present for the discussion as members of the public and were keen to explore further consultation and involvement with the service.

Members discussion particularly focused on progress and tracking of home education children, the support provided to home educators and integration back into formal education for those children who required it. A further report was requested for March 2018, looking at some case studies of different kinds of home education.

Scrutiny Children’s Social Care Task Group

The Scrutiny Committee set up a task group during 2017/18 to focus on a key policy area of Children’s Social Care. After spending the first two meetings gathering information about the context and challenges within Children’s Social Care, the Task Group agreed to target two key areas of the Improvement Plan, with a view to influencing the outcome of new policy formulation and decisions. These two key areas were:

1. Budget – sufficiency plan and local offer
2. Quality – Workforce development, recruitment and retention.

During January and February the group gathered evidence from people within Children’s Social Care about initiatives to increase the local offer; particularly the number of in house Foster Carers; the potential impact of these initiatives on the budget, recruitment and retention plans to increase the numbers of experienced social workers within Sheffield, preventative measures for children not yet brought into care and specialist provision for the increasing number of older children and more complex cases.

The recommendations from the review were reported to the main Committee at its March meeting and the report was considered by the Council’s Cabinet at its meeting on the 21st March 2018.....



Report to CYP&FS Scrutiny & Policy Development Committee Monday 12th March 2018

Report of: Chief Executive – Learn Sheffield

Subject: Curriculum offer at key stage 3

Author of Report: Stephen Betts (Chief Executive – Learn Sheffield)
stephen.betts@learnsheffield.co.uk

Summary:

This report has been requested by the Scrutiny Committee and provides an overview of the current key stage 3 curriculum in Sheffield schools.

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 | ✓ |
| Other | |

The Scrutiny Committee is being asked to:

The Committee is asked to consider the report and provide views and comments.

Background Papers:

Department for Education information on the secondary curriculum

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf

Briefing paper from House of Commons Library: The school curriculum in England

researchbriefings.files.parliament.uk/documents/SN06798/SN06798.pdf

Ofsted report: 'Key Stage 3: the wasted years?'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459830/Key_Stage_3_the_wasted_years.pdf

Category of Report: OPEN

Report of the Chief Executive of Learn Sheffield –

Curriculum offer at key stage 3

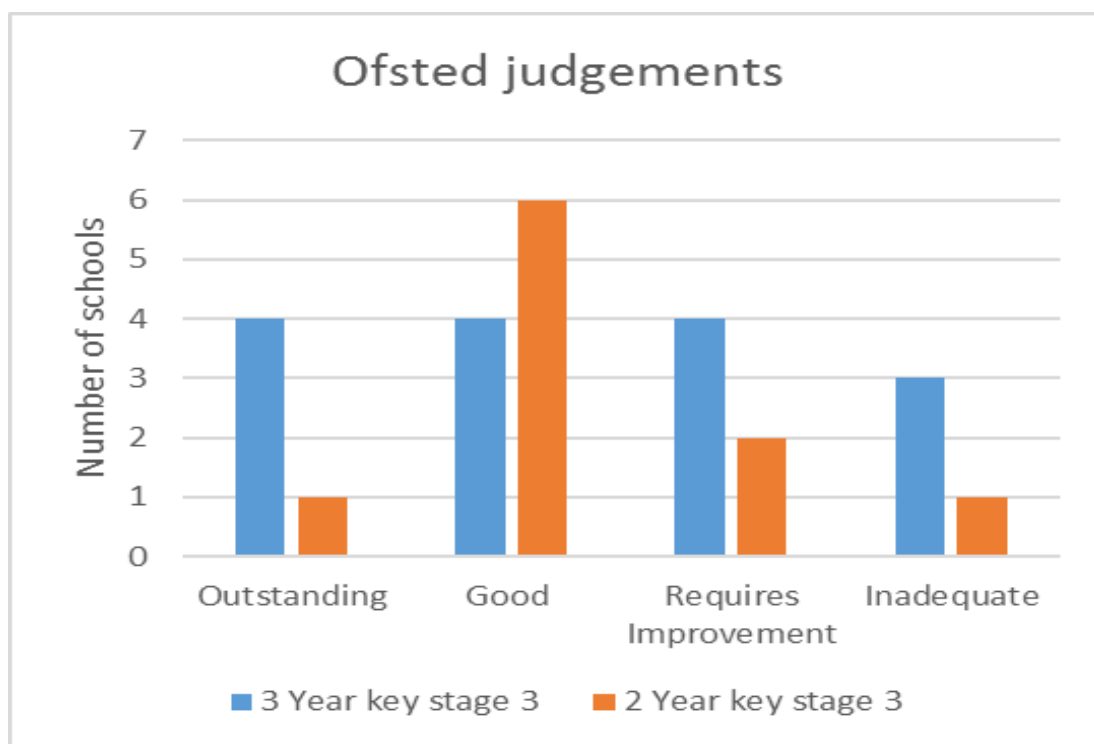
1. Introduction

- 1 This report has been requested by the Scrutiny Committee and provides an overview of the current key stage 3 curriculum in Sheffield schools.
- 1.1 The Department for Education produced the most recent guidance on secondary national curriculum in December 2014. The related programmes of study, i.e. what each subject should deliver, were last updated in September 2013.
- 1.2 The statutory guidance provided by the Department for Education applies to local authority maintained schools only. All secondary schools in Sheffield are now academies or are in the process of becoming academies, and as such are free to set their own curriculum. Academies are required to offer a broad and balanced curriculum, details of which are contained in their funding agreements.
- 1.3 The increased autonomy available to schools has led to different approaches to the delivery of the key stage 3 curriculum. This is not a new phenomenon. Some grant maintained schools, and more recently foundation schools, introduced different curriculum models over the period of the last two decades.
- 1.4 Currently, the national approach to the delivery of the secondary curriculum can be divided into two broad categories. Some schools continue to deliver the key stage 3 curriculum over three years, and others now deliver it over two years. The rationale behind this is to provide increased time for key stage 4; giving Year 9 over to the study of GCSE qualifications can provide an increase of 55% in curriculum time. The converse argument to this is that less time is spent on the foundations underpinning the key stage 4 curriculum. Research reports reflect these competing schools of thought. Nevertheless, since the abolition of national testing in Year 9, the number of schools following the two-year model has increased.
- 1.5 There are currently no indicators in the performance tables linked to key stage 3. National curriculum 'levels' were abolished in 2013 and schools encouraged to consider assessment without levels.
- 1.6 A report by Ofsted in September 2015 reviewed the effectiveness of key stage 3. It concluded that key stage 3 needed to be a higher priority in all aspects of school planning, monitoring and evaluation. It emphasised the importance of better partnerships with primary schools to inform transition that is more effective. It also highlighted the need for high quality homework and robust systems of assessment.

2. Sheffield Context

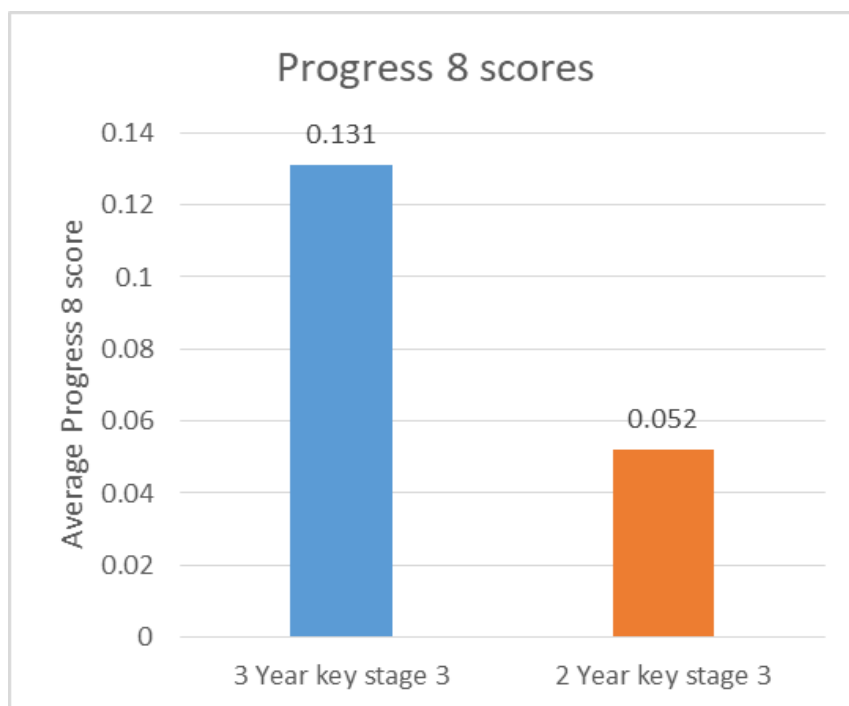
- 2.1 There are currently 25 secondary schools in Sheffield providing a key stage 3 curriculum. By their very nature, the two University Technical Colleges in the city do not provide key stage 3 provision.

- 2.2 Subjects included by all schools include English, mathematics, science, art & design, citizenship/personal social health education, computing, design and technology, languages, geography, history, religious education and physical education.
- 2.3 The allocation of curriculum time to different subjects varies from school to school and is a function of the length of lessons and the school day. English mathematics, and science consume around half of the curriculum time available.
- 2.4 There is some difference in the provision of some arts-related subjects. The vast majority of schools offer music, many offer drama and a minority offer dance.
- 2.5 Forty percent of the schools currently run a two-year key stage 3 programme. Of those that do not, many use Year 9 as preparation for GCSE courses. There is not a clear pattern, in terms of either context or geography, to describe the division of the schools against the two models.
- 2.6 Analysis of school performance by Ofsted grading is shown below.



- 2.7 The information shows the proportion of those schools with a two-year key stage 3 currently graded as good or outstanding is 70%. For those with a three-year key stage 3, the corresponding figure is 53%, although it does include four of the five institutions graded to be outstanding.

2.8 Analysis of school performance by Progress 8 score is shown below.



2.9 The average Progress 8 score for schools using a three-year key stage three model is higher than those of other schools. The data underlying both groups shows significant variation.

2.10 The two indicators of school performance are contradictory and no firm conclusions can be made.

3. Recommendation

3.1 The Committee is being asked to consider this report and provide views and comments.



Report to CYP&FS Scrutiny & Policy Development Committee Monday 12th March 2018

Report of: Performance & Analysis Service, People Portfolio, Sheffield City Council

Subject: Ward level contextual, attainment and progress data

Author of Report: Kate Wilkinson & Ilyeas Rashid
(kate.wilkinson1@sheffield.gov.uk,
ilyeas.rashid@sheffield.gov.uk)

Summary:

This report has been requested by the Scrutiny Committee and provides summary ward level data across a number of contextual, attainment and progress measures in Sheffield.

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 | ✓ |
| Other | |

The Scrutiny Committee is being asked to:

The Committee is asked to consider the report and provide views and comments.

Background Papers:

N/A

Category of Report: OPEN

Ward level summary data

- 1 This report has been requested by the Scrutiny Committee and provides an overview of the key attainment and progress measures at ward level in Sheffield. Contextual data is also provided such as pupil numbers and % of disadvantaged pupils in each ward.
- 1.1 Data is provided in Appendix A.
- 1.2 The measures included are as follows:
 - 1.2.1 **Number of children resident in the ward** – this data is sourced from the 2017 January School Census and includes all children in school year groups Reception to Year 11. Children are allocated to wards based on their home postcode.
 - 1.2.2 **Number of children attending schools in the ward** – this data is sourced from the 2017 January School Census and includes all children in school year groups Reception to Year 11. Children are allocated to wards based on the postcode of the school they attended.
 - 1.2.3 **Percentage of resident children eligible for the pupil premium** – this data is sourced from the 2017 January School Census and includes all children in school year groups Reception to Year 11. Children are allocated to wards based on their home postcode.
 - 1.2.4 **Percentage of schools judged good or outstanding in latest Ofsted inspection** – this data is sourced from Ofsted inspection judgements (data as published in January 2018). Schools are allocated to wards based on the school postcode.
 - 1.2.5 **Percentage of 2 year olds taking up free early learning** – this data is sourced from the Early Years Census (autumn 2017), the Health Authority and DWP data. Children are allocated to wards based on their home postcode.
 - 1.2.6 **% of children achieving a good level of development at the end of the Foundation Stage** – this data is sourced from the Foundation Stage pupil level dataset relating to statutory assessments made at the end of Reception when children are age 5. Children are allocated to wards based on their home postcode.
 - 1.2.7 **% of children achieving the expected standard in reading, writing and maths at the end of Key Stage 1**– this data is sourced from the Key Stage 1 pupil level dataset relating to statutory assessment made at the end of Year 2 (age 7). Children are allocated to wards based on their home postcode.
 - 1.2.8 **% of children achieving the expected standard in reading, writing and maths at the end of Key Stage 2**– this data is sourced from the Key Stage 2 pupil level dataset relating to statutory assessment made at the end of Year 6 (age 11). Children are allocated to wards based on their home postcode.
 - 1.2.9 **Average attainment 8 score at the end of Key Stage 4** – this data is sourced from the Key Stage 4 pupil level dataset relating to statutory assessment made at the end of Year 11 (age 16). Attainment 8 is the total score achieved across a set of 8 Key Stage 4 subjects. Children are allocated to wards based on their home postcode.
 - 1.2.10 **Average progress between Key Stage 1 and Key Stage 2** – this data is sourced from the Key Stage 2 pupil level dataset relating to statutory assessment made at the end of Year 6 (age 11). Progress is measured in each subject (reading,

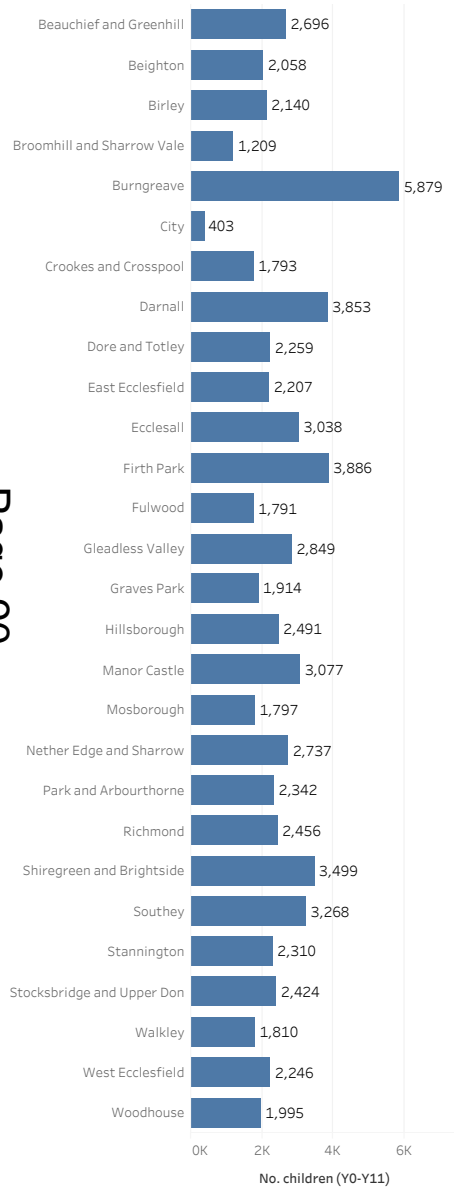
writing and maths) and is calculated as a value-added measure which means that pupils' results are compared to the attainment of other pupils nationally with similar attainment at Key Stage 1. The national average is 0 so a score equal to or above 0 is considered to be expected or better than expected progress. Children are allocated to wards based on their home postcode. Further details on the Key Stage 2 progress measures are available here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/560969/Primary_school_accountability_summary.pdf

- 1.2.11 **Average progress between Key Stage 2 and Key Stage 4 (Progress 8)** – this data is sourced from the Key Stage 4 pupil level dataset relating to statutory assessment made at the end of Year 11 (age 16). Progress is measured across a set of 8 subjects and is calculated as a value-added measure which means that pupils' results are compared to the attainment of other pupils nationally with similar attainment at Key Stage 2. The national average is close to 0 so a score equal to or above 0 is considered to be expected or better than expected progress. Children are allocated to wards based on their home postcode. Further details on the Key Stage 4 progress measures are available here: <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

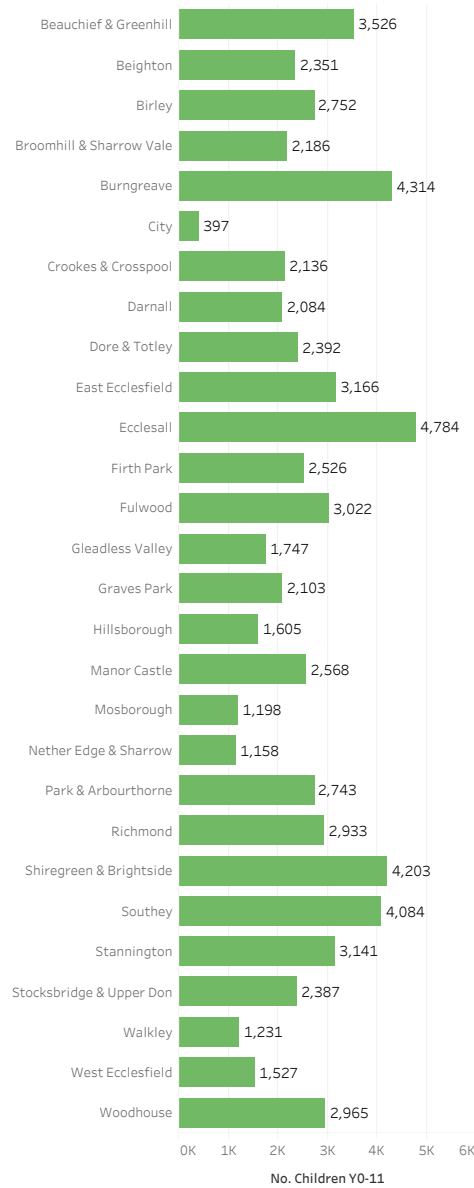
All attainment and progress measures include all pupils who are resident in Sheffield including those who are normally discounted from performance measures and those in special schools.

Appendix A - Sheffield ward level data - January 2018

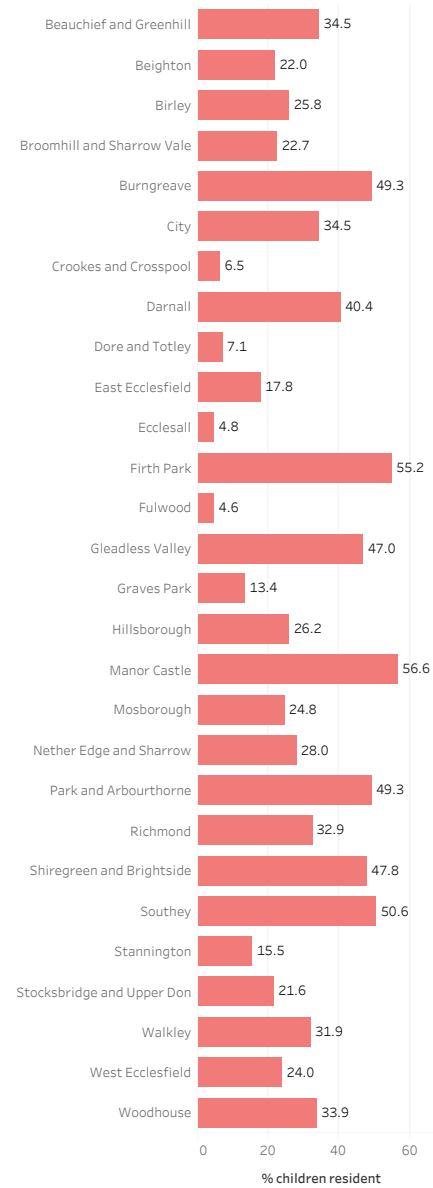
Number of children (Y0-Y11) resident in the ward
Source: January 2017 school census



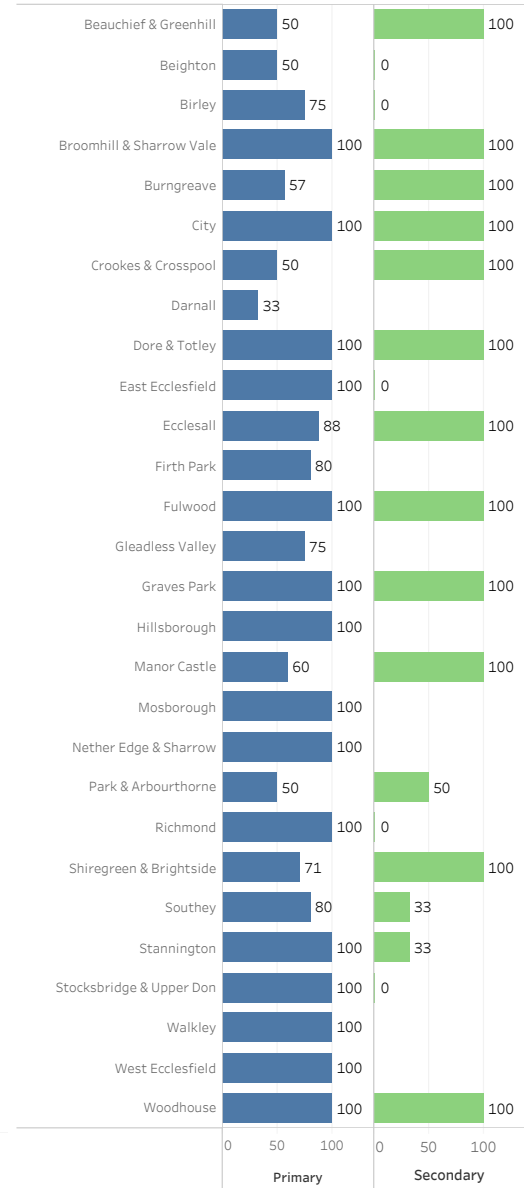
Number of children (Y0-Y11) attending schools in the ward
Source: January 2017 school census



% of children resident eligible for pupil premium
Source: 2017 January school census

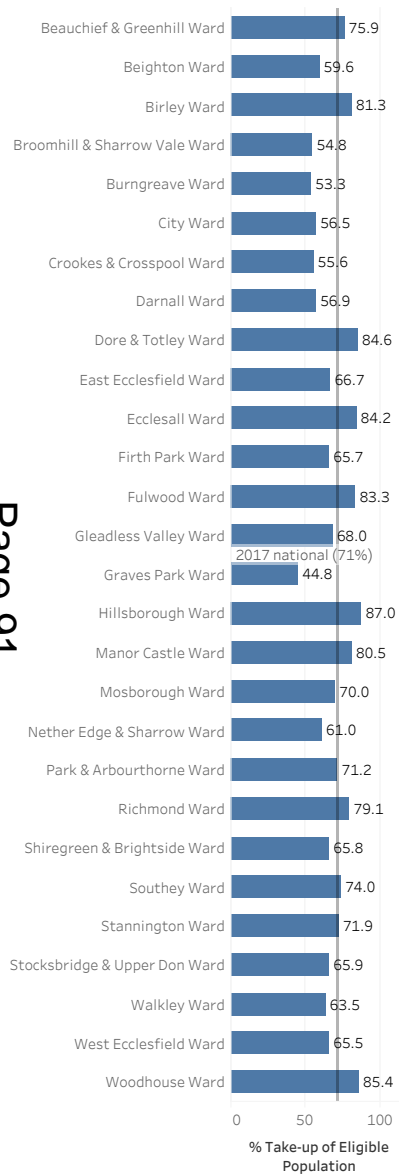


% of schools judged good or outstanding in latest ofsted
Source: Ofsted inspection judgements (January 2018)

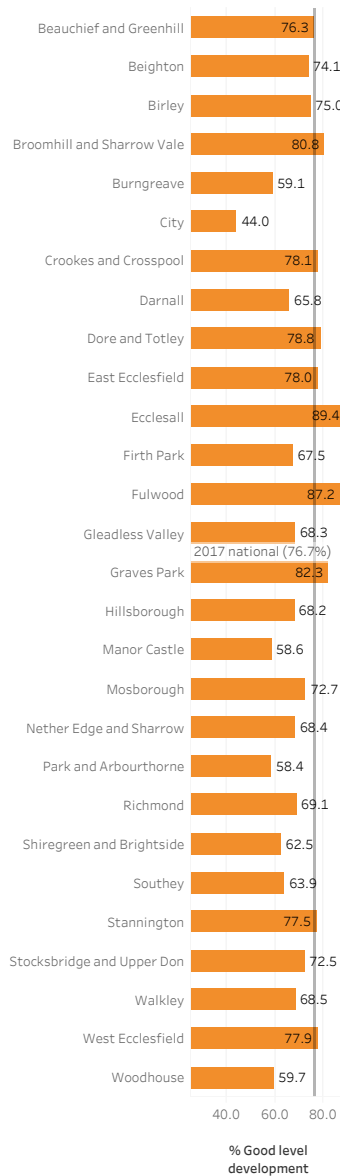


Appendix A - Sheffield ward level data - January 2018

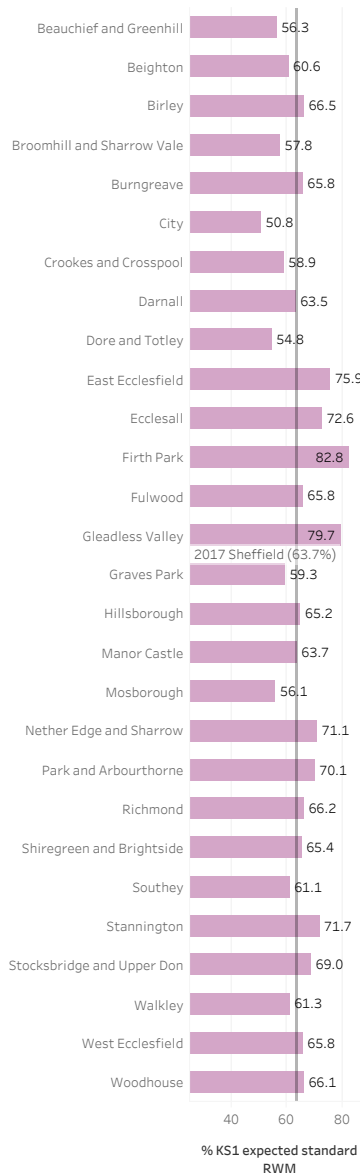
% of 2 year olds taking up free early learning
Source: Early years census, Health Authority and DWP data (Autumn 2017)



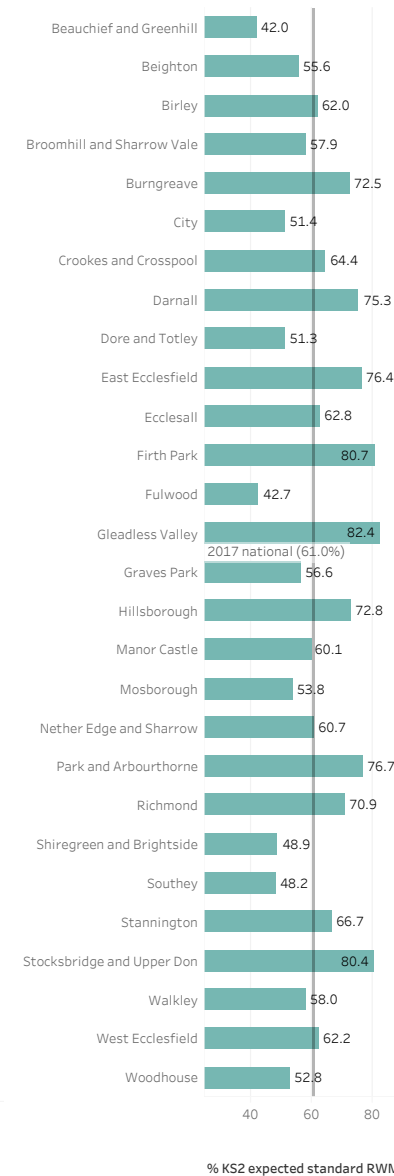
% of children resident achieving GLD at Foundation Stage
Source: 2017 EYFS data



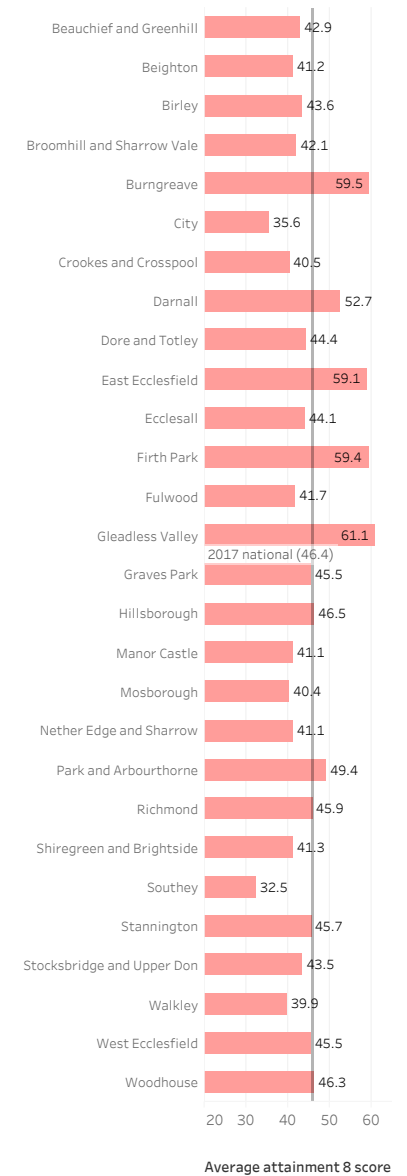
% of children resident achieving expected standard in all of RWM at KS1
Source: 2017 Key Stage 1 data



% of children resident achieving expected standard in all of reading, writing and maths at KS2
Source: 2017 Key Stage 2 data



Average attainment 8 score at KS4 for children resident in the ward
Source: 2017 Key Stage 4 data



Appendix A - Sheffield ward level data - January 2018

Key Stage 1 to Key Stage 2 progress average score
Source: 2017 Key Stage 2 data



Key Stage 2 to Key Stage 4 progress (progress 8)
Source: 2017 Key Stage 4 data

