

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

---

**Monday 11 March 2019 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, Simon Clement-Jones, Tony Downing, Francyne Johnson, Mohammad Maroof, Abtisam Mohamed, Bob Pullin, Colin Ross, Ian Saunders, Alison Teal, Sophie Wilson and Steve Wilson

## **Education Non-Council Members**

Gillian Foster, Alison Warner, Sam Evans, Peter Naldrett, Vacancy and Vacancy

## **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](http://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.glen@sheffield.gov.uk](mailto:email.deborah.glen@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  
11 MARCH 2019**

**Order of Business**

---

- 1. Welcome and Housekeeping Arrangements**
- 2. Apologies for Absence**
- 3. Exclusion of Public and Press**  
To identify items where resolutions may be moved to exclude the press and public
- 4. Declarations of Interest** (Pages 1 - 4)  
Members to declare any interests they have in the business to be considered at the meeting
- 5. Minutes of Previous Meeting** (Pages 5 - 12)  
To approve the minutes of the meetings of Committee held on 4<sup>th</sup> February, 2019
- 6. Public Questions and Petitions**  
To receive any questions or petitions from members of the public
- 7. Children and Young People's Mental Health Transformation Programme - Update** (Pages 13 - 22)  
Report of the Commissioning Manager, Sheffield Clinical Commissioning Group
- 8. Overview of 2018 Pupil Outcomes - City Context and School Performance** (Pages 23 - 40)  
Presentation by Stephen Betts, Chief Executive, Learn Sheffield
- 9. Learn Sheffield Peer Review** (Pages 41 - 52)  
Report of the Chief Executive, Learn Sheffield
- 10. Support to Roma Children** (Pages 53 - 70)  
Report of the Interim Head of Primary and Targeted Intervention

**For Information Only**

- 11. Draft Format for Reporting Data Requests by the Committee**  
The Executive Director, People Services, to report

**12. Date of Next Meeting**

The next meeting of the Committee will be a special meeting, and will be held on Monday, 25<sup>th</sup> February, 2019, at 2.00 pm, in the Town Hall

---

## ADVICE TO MEMBERS ON DECLARING INTERESTS AT MEETINGS

---

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

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

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

You **must**:

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

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

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

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

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

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

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

You have a personal interest where –

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

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

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

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

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

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

This page is intentionally left blank



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

Meeting held 4 February 2019

**PRESENT:** Councillors Mick Rooney (Chair), Cliff Woodcraft (Deputy Chair),  
Andy Bainbridge, Simon Clement-Jones, Tony Downing,  
Francyne Johnson, Abtisam Mohamed, Ian Saunders, Alison Teal and  
Sophie Wilson

Non-Council Members in attendance:-

Alison Warner, (School Governor Representative - Non-Council Non-  
Voting Member)  
Sam Evans, (Diocese Representative - Non-Council Voting Member)

.....

**1. APOLOGIES FOR ABSENCE**

1.1 Apologies for absence were received from Councillors Bob Pullin and Colin Ross and Gillian Foster (Diocese Representative) and Peter Naldrett (Co-Opted 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 Councillor Cliff Woodcraft declared a personal interest as a member of the same church as Tim Armstrong (Head of Special Educational Needs). Sam Evans (Diocese Representative) also declared a personal interest as a friend of Tim Armstrong (Head of Special Educational Needs).

**4. MINUTES OF PREVIOUS MEETING**

4.1 The minutes of the meeting of the Children, Young People and Family Support Scrutiny and Policy Development Committee held on 10<sup>th</sup> December 2018, were approved as a correct record and arising therefrom:-

(a) the Policy and Improvement Officer (Deborah Glen) stated that she had contacted Kate Wilkinson (Service Manager – Performance and Analysis Service) regarding the request for statistics regarding indices of deprivation for Batemoor, Beauchief, Beighton, East Ecclesfield, Greenhill, Jordanthorpe

and Low Edges. Kate had confirmed that once established, it would be easy to replicate for all wards. It was hoped the data would be available for the Committee's meeting to be held on 11<sup>th</sup> March 2019;

- (b) a holding response had been received from the Chair of the Schools Forum in relation to ensuring that schools continued to record and report the five-stage proficiency in English code. It was hoped the full response would be available for the meeting of the Committee to be held on 11<sup>th</sup> March 2019;
- (c) the Chair reported that a date had not yet been received for a meeting with Mark Sheikh (Head of Service – Business Strategy) to discuss further investigations into the potential for prudential borrowing with regard to capital funding for schools;
- (d) Deborah Glen (Policy and Improvement Officer) undertook to follow up details of youth activities, including dates and times of sessions with Dan White, to be circulated to all Members of the Committee; and
- (e) the Chair sought clarification regarding recommendation 7.5(c). The briefing note to be prepared by Dan White (Head of Health & Targeted Services), referenced in the minute, was regarding the reasons for the increase in referrals of Looked After Children to the CSE Team. Deborah Glen reported that a response was still awaited from Dan White on the matter and also from Victoria Horsefield (Assistant Director with responsibility for Safeguarding and Quality Assurance) regarding the request for an assessment of the roll out of Friend or Foe training in schools. The Chair requested that a progress report on both matters be available for the next meeting of the Committee on 11<sup>th</sup> March 2019.

## **5. PUBLIC QUESTIONS AND PETITIONS**

- 5.1 There were questions from the public on specific agenda items which the Chair consented to be raised at the appropriate time.

## **6. ADOPTION SERVICE - ANNUAL REPORT 2017/18**

- 6.1 The Committee received a report of the Executive Director, People Services, attaching the Adoption Service – Annual Report 2017/18.
- 6.2 In attendance for this item were Councillor Jackie Drayton (Cabinet Member for Children and Families) and Paul Dempsey (Assistant Director – Provider Services, Children and Families Services).
- 6.3 Paul Dempsey presented the report which detailed the activity and performance of Sheffield City Council's Adoption Service for 2017/18 and set out the improvement and development work planned for 2018/19.
- 6.4 Members of the Committee and members of the public raised questions and the

following responses were provided:-

- Feedback was obtained from attendees of groups and activities, but there was no formal way to assess the feedback at present. Most of the feedback was positive. Timings had been improved and support workers were now allocated within 5 days. Further work was needed on educational support.
- A regional advisory board was being worked on which would enable engagement with adoptive parents.
- The website would be amended to provide details of the Adoption Support Fund and how to access it and details would be made available in other formats. 80 families were currently in receipt of funding from the Adoption Support Fund.
- Government legislation stated that adoption services should operate on a more regional level. Doncaster had come forward to host, but there had been concerns regarding the capacity, therefore discussions had reopened. It was important to ensure service improvements would be made. The discussions did not affect the day to day running of the service and a briefing note of the current situation would be prepared.
- Staff absences had reduced, supported by the HR process and the vacancy was currently being recruited to.
- Looked After Children now qualified for the pupil premium and the designated teachers had been notified. All adopted children would be part of the Virtual School, with designated teachers and personal education plans. More training for adoptive parents was also being developed.
- 21% of Looked After children were adopted or placed into Special Guardianship in 2017/18 and this figure was at 24% already for 2018/19. There had been a decrease in adoption and an increase in Special Guardianship. The Council looked at all ways to get children into permanent homes, whether by adoption, foster carers becoming Special Guardianships and wraparound care post 16. The Committee would be provided with the latest figures.
- It was important to write the correct plan for each individual child and if necessary, the child may be placed with adopters outside Sheffield if it better met the needs of the child. Timeliness of placements had improved and a monthly tracker meeting took place for all children. The Authority was trying to recruit adopters for specific types of children.
- Some children were adopted via external agencies, others via other Councils. All were regulated and checked by Ofsted. The Council would prefer to place children with it's own approved adopters, but timely placements were in the best interests of the children. The cost of using external agencies was offset by the reduction in foster care payments.

One of the Council's key targets was to recruit more adopters.

6.5 RESOLVED: That the Committee:-

- (a) notes the annual report of the Adoptions Service now submitted and the progress made, together with the responses to the questions now raised;
- (b) thanks Councillor Jackie Drayton and Paul Dempsey for attending the meeting and responding to the questions raised; and
- (c) requests Paul Dempsey to:
  - (i) provide a briefing note for the Committee on the status of the Regional Adoption Agency and include progress reports within the regular Committee reports on the Recovery and Improvement Plan;
  - (ii) reconsider publicity and communications of the Adoption Support Fund, via the website and other means;
  - (iii) circulate information on national benchmarks for adoptions; and
  - (iv) report back to the Committee in three months regarding formal feedback mechanisms post-adoption, including performance indicators.

## **7. FOSTERING SERVICE - ANNUAL REPORT 2017/18**

7.1 The Committee received a report of the Executive Director, People Services, attaching the Fostering Service – Annual Report 2017/18.

7.2 In attendance for this item were Councillor Jackie Drayton (Cabinet Member for Children and Families) and Paul Dempsey (Assistant Director – Provider Services, Children and Families Services).

7.3 Paul Dempsey presented the report which detailed the activity and performance of Sheffield City Council's Fostering Service for 2017/18 and set out the improvement and development work planned for 2018/19.

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

- The increase in the number of foster children reflected the national picture. Austerity measures had contributed to the increase.
- The service was looking to increase training provision for Foster Carers and was increasing the role to 1.5 full time employees. Once approved, foster carers were given Personal Development Plans and the amount of advanced training was to be increased. The service's Psychologist was developing a training and development programme. Safeguarding training was also available.
- Foster Carers who gave up the role usually did so due to personal

circumstances e.g. relocating, becoming staying put carers or retiring.

- There were measures in place for families on the edge of care e.g. Multi Agency Teams, educare services for adolescents, a new edge of care service was in place.

7.5 RESOLVED: That the Committee:-

- (a) notes the annual report of the Fostering Service now submitted and the progress made, together with the responses to the questions now raised; and
- (b) thanks Councillor Jackie Drayton and Paul Dempsey for attending the meeting and responding to the questions raised.

## **8. SPECIAL EDUCATIONAL NEEDS IN SHEFFIELD**

8.1 The Committee received a report which detailed the outcome of the recent Local Area Special Educational Needs and Disabilities) SEND Inspection.

8.2 In attendance for this item were Councillor Jayne Dunn (Cabinet Member for Education and Skills), Jackie Drayton (Cabinet Member for Children and Families), Councillor Jayne Ludlam (Executive Director – People Services), Dawn Walton (Director – Commissioning: Inclusion and Schools), Joel Hardwick (Head of Commissioning: Inclusion and Schools), Tim Armstrong (Head of SEN) and Scarlett Milward (Clinical Commissioning Group).

8.3 Tim Armstrong presented the report and explained that as part of the national framework for inspecting local areas, Sheffield had been inspected in November 2018. The inspection had been carried out by Ofsted and the Care Quality Commission (CQC) and was of the entire local area across frontline Education, Health and Care provision to meet the needs of those with Special Educational Needs & Disabilities. It was the role of the Local Authority and the Clinical Commissioning Group (CCG) to formulate a response to the inspection.

8.4 The Inspectors required that a written statement of action (WSOA) be submitted to Ofsted within 70 working days of the publication of the report. The Department for Education (DofE) and NHS England would support the Council to complete the WSOA.

8.5 The WSOA needed to address the following areas of significant weakness:

- The lack of a co-produced, coherent vision and strategy for SEND in Sheffield.
- Communication, clarity and consistency in the relationship between the local area leaders, parents, carers, children and young people.
- Poor strategic oversight of SEND arrangements by the CCG. This results in unacceptable waiting times for access to specialist equipment and

appropriate pre- and post-diagnosis support and children and young people's needs not being met.

- Weakness in commissioning arrangements to remove variability and improve consistency in meeting the education, health and care needs of children and young people aged 0 to 25 with SEND.
- The quality and timeliness of education, health and care (EHC) plans.
- Inconsistencies in identifying, assessing and meeting the needs of children and young people with SEND in mainstream primary and secondary schools.
- Weaknesses in securing effective multi-agency transition arrangements for children and young people with SEND.

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

- The report reflected issues which had already been identified by the Council and CCG, and work had already begun to address the issues. The report enabled the Council to support and challenge schools that were not supporting those with SEN as well, in a more robust way.
- The SEND Statutory Assessment and Review Service had been improving, but not fast enough as identified in the report. The team had been restructured and staff numbers had been increased to reduce caseloads.
- Meetings had been held with a range of groups, including parents. The State of Sheffield questionnaire compiled by the Sheffield Parent Carer Forum had also just closed, which had asked how the Council could do better work for the most vulnerable families and how could the Council better support those who struggle to articulate their needs.
- The report had also identified that people had to go to single places in the City to access help and that services needed to be accessed in the community. The education landscape set at a national level was not inclusive, those who could not perform academically struggled and there was a lack of vocational qualifications. This had been raised with Ofsted and the DofE. Secondary exclusions were reducing and there were proposals for the Ofsted inspection framework to look at inclusion.
- A stronger relationship was needed with the provider network and there was a need to work closely with the CCG to strengthen how services were commissioned, what the local authority expected, how they related to families and how joint arrangements worked.
- There had been a reduction in fixed term exclusions at both primary and secondary level which was against the national trend and there had been a better partnership approach over the last few months. There was a need to continue to review trends and a Primary Inclusion Panel had been established which included CAMHS etc. Individual schools were reported

to Ofsted where there were issues. Every child in Sheffield mattered.

- An area response was required to the inspection and this was being co-produced by the Council and the CCG. The benefit would be that any strategy that was produced would be integrated.
- There were some good examples of schools or individuals who were committed and providing excellent work. A locality approach was supported and was being developed further. The report identified that this needed to be consistent.
- There was a correlation between deprivation and exclusion and there was a need to support families to be more resilient. There was some really great work being carried out in deprived areas, but the challenge was greater.
- It was clear that there was some good work taking place, but there were many inconsistencies and pathways were not always in place. There was a need to both challenge and support. More engagement with young people was needed. How were those with SEND supported into independence. Pathways should be embedded.
- Significant investment had already been agreed and the issue had been prioritised. A clear business plan with a range of interventions was necessary.
- Families were not always engaging with services as they were inaccessible and the Council needed to support schools to address barriers.
- There needed to be a quicker process to identify and get back into education those children who were refusing to attend. Support needed to be identified and monitored and communicated to parents. More effective engagement was needed.
- It was explained that the inspection had been set against the background of all statements needing to be converted on top of new cases being identified with limited resources and to the Government's deadline and Members recognised the work that staff had done to meet the deadlines around conversion.

8.7 RESOLVED: That the Committee:-

- (a) notes the content of the report now submitted, together with the responses to the questions now raised;
- (b) thanks Councillor Jayne Dunn, Councillor Jackie Drayton, Jayne Ludlam, Dawn Walton, Joel Hardwick, Tim Armstrong and Scarlett Milward (CCG) for attending the meeting and responding to the questions raised;
- (c) requests that a special meeting be arranged to see the joint response to

the SEND Inspection, prior to submission to Ofsted; and

- (d) agrees to incorporate regular progress reports on this matter in its Work Programme.

## **9. WORK PROGRAMME 2018/19**

- 9.1 The Committee received a report of the Policy and Improvement Officer containing the work Programme for 2018/19.
- 9.2 Deborah Glen (Policy and Improvement Officer) reported that a call for evidence had been issued to the public, both online and via letters to community groups, regarding the Scrutiny Review of Access to Mental Health Services.
- 9.3 The Learn Sheffield Peer Review and a potential report on Support to Roma, Gypsy and Traveller children had also been added to the agenda for the meeting of the Committee on 11<sup>th</sup> March 2019.
- 9.4 There were also additional items on data to be provided for the next meeting.
- 9.5 **RESOLVED:** That the Committee notes the contents of the report, now submitted, together with the information now reported, and approved the contents of the Work Programme for 2018/19.

## **10. DATE OF NEXT MEETING**

- 10.1 It was noted that the next meeting of the Committee would be held on Monday 11<sup>th</sup> March 2019, at 10:00am, in the Town Hall.



**Report to Children and Young  
People and Family Support  
Scrutiny & Policy Development  
Committee  
11<sup>th</sup> March 2019**



**Report of:** Director of Commissioning, Inclusion and Learning,  
Sheffield City Council and Director of Commissioning and  
Performance, Sheffield CCG.

**Subject:** Update on Children and Young People’s Mental Health  
Transformation Programme

**Author of Report:**

Matthew Peers, Commissioning Manager, Sheffield CCG and Sheffield City  
Council, [matthew.peers@nhs.net](mailto:matthew.peers@nhs.net)

**Summary:**

This report provides an update on the children and young people’s mental  
health transformation programme, with a focus on transition and internal wait,  
as requested by the committee.

Key points from the report include improvements to operational processes that  
have been made to improve transition, on-going work to improve internal waits  
and future priority areas of development.

**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	<b>x</b>
Other	

**The Scrutiny Committee is being asked to:**

Consider the update provided

**Background Papers:**

**Category of Report:** OPEN

# **Update on Children and Young People's Mental Health Transformation Programme**

## **1. Introduction and Context**

1.1 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).

1.2 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 and
- Improving Access.

1.3 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. Subsequently a further update was presented in March 2018 providing an update on the programme as a whole.

1.4 For this report, an update was requested specifically with regards to transition and internal waits. This report has been written to this effect, with a general update on the programme as whole also provided. The report concludes with recommendations and a look ahead to the next 12 months.

## **2. Transition**

2.1 In the past 12 months, significant work has been undertaken in relation to transition between Child and Adolescent Mental Health Services (CAMHS) and Adult Mental Health Services (AMHS).

This has included;

- Revision of the CAMHS-AMHS Transition Protocol.
- Development of a joint monthly interface meeting between CAMHS and AMHS.
- Establishment of a joint governance structure between CAMHS and AMHS for improving transition.

2.2 The CAMHS-AMHS Transition Protocol provides operational level detail for CAMHS and AMHS services on what they need to do to support effective

transition, and has been developed with the input of services users and young people through organisations such as Chilypep.

2.3 This includes ensuring that planning for transition commences no later than six months ahead of the transition point. As part of the protocol, there is also joint working between agencies for the six months following transition, to ensure that the transition has been smoothly completed.

2.4 A number of principles underpin the transition protocol, these include;

- *Person-centered care to ensure that the young person and their carers, where appropriate, are kept informed and involved with the process.*
- *A whole systems approach used to ensure partner agencies and primary care are aware of transition arrangements and can contribute to continuity of care during the transition period.*
- *All young people who are currently receiving a service in CAMHS should start preparation for transition at least 6 months before the proposed transition date with discussion and clarification about ongoing treatment needs and provision of written information to the young person if over 17.5 years as close to discharge as possible.*
- *A full assessment as to which service provision would be best of the YP will be undertaken and documented by AMHS*

2.5 To support the improved transitions, a monthly clinical interface meeting between CAMHS and AMHS has been established to enable discussion and resolution of transition issues at a service level. Joint transitions clinics are being set up with CAMHS and AMHS to enable individual cases to be discussed.

2.6 A joint group is now in place between CAMHS and AMHS to ensure there is oversight of transition issues at a strategic level. This is jointly chaired by CAMHS and AMHS with representation from other agencies including commissioning. This group enables transition issues to be escalated for resolution and ensures joint oversight of the implementation of the transition protocol.

2.7 It is important to note that whilst mental health transitions normally take place aged 18; there are the following exceptions to this:

- Access to Accident and Emergency (A&E) – Sheffield Children's Hospital NHS FT goes up to 16.

- When a young person aged 16 or above attends the A&E at the Northern General Hospital (NGH), the first response from mental health services is provided by AMHS, as they provide this service at the NGH A&E. Changes to this area of service provision are under consideration as part of work that is currently being undertaken in relation to mental health crisis care by the Mental Health Commissioning team across the CCG and SCC.
- Eating Disorder Services (aged 16).
  - Changes to this transition point are being considered as part of the eating disorder redesign referenced in section four.
- Psychosis Services (aged 16).
  - Any changes to this service arrangement are in scope as part of the all-age mental health work, referenced in section four.

2.8 As referenced above, an area of work currently being developed is an all-age approach to mental health services in Sheffield. An update is provided on this in section four, but it is important to note that a key driver for this work is improving service user's experience of mental health transitions.

2.9 This development will also consider the results of the *Joint Mental Health Scrutiny Review*, currently being jointly undertaken by the Children, Young People and Family Support Committee, and the The Healthier Communities and Adult Social Care Scrutiny Committee.

### **3. Internal Waits**

3.1 Improving internal waits within the Community CAMHS service remains a key area of focus.

3.2 As of the 31<sup>st</sup> December 2018, 653 young people were waiting for their second appointment, of these 653 young people, 180 or 27.57% were waiting more than 18 weeks for their second appointment.

3.3 To manage these waits, CAMHS have implemented a fortnightly patient tracker meeting to review the waits for all patients and to expedite the response to those young people identified as been at greatest risk.

3.4 In addition to this, a new Duty and Booking Team was implemented in October 2018 to enable more effective management of referrals and the demands on the service – CAMHS are currently averaging 250-300 referrals per month.

3.5 As part of this new approach, consultations are now offered to potential referrers, the aim of this is to ensure any CAMHS referral is appropriate. This should also reduce the chances of a young person been re-referred from

CAMHS to another agency, as it will help ensure that the referral goes to the appropriate agency in the first instance.

3.6 To support internal waits, there is also a team of Psychological Wellbeing Practitioners (PWP's) which have been invested in as part of the local transformation plan. There are currently two fully qualified PWP's and two trainees in CAMHS. PWP's provide support for issues such as anxiety, low mood and depression through evidence based interventions e.g. CBT. The aim of this support is to prevent the need for further referral into CAMHS, releasing capacity to address internal waits.

3.7 The PWP's have had a positive impact, of the 316 referrals they have seen – 205 would have gone straight to Community CAMHS without their input, and 97 would have been re-directed to MAST. The average waiting time to receive support from a PWP is under six weeks. In terms of outcomes, the average goals score prior to intervention (out of 10) is 2.6, this rises to 7 post intervention. We are working with CAMHS to identify ways of increasing PWP provision as a result of this positive impact.

3.8 A key issue with internal waits is the need to improve patient flow within CAMHS, this means young people need to be seen, treated and discharged more swiftly. To support this, CAMHS have recently implemented a six appointment model. This means that young people with emotional disorders will receive six sessions of supported based on evidence based practice such as Cognitive Behaviour Therapy, with the goal of discharging prior, or up to the sixth session.

3.9 It is anticipated this will have a significant impact on CAMHS capacity, as it will release some capacity for more complex cases. If during the course of the six sessions, a young person is identified as needing further support e.g. Art Psychotherapy; they will be referred for this support and not discharged after six sessions.

3.10 Contractually we are working with CAMHS to improve internal wait performance and implement a trajectory for improved waiting times. This is being managed through our contract performance processes. Nationally, there is still no set standard for internal waits for CAMHS services.

3.11 A demand and capacity work stream is in the process being set up in CAMHS, which will have oversight of workforce, need and waiting time improvement trajectories.

#### **4. Wider Areas of Progress**

4.1 In addition to providing an update on transition and internal waits, a brief update has also been provided on other areas of progress in the transformation programme, please see table one below.

**Table 1 Areas of Progress for the past 12 months**

<b>Area of Progress</b>	<b>Description</b>
<b>An All-Age Approach to Mental Health Services</b>	<p>Over the past 12 months, progress has been made as we develop an all age approach to supporting mental health. At the heart of the drive for this approach is to improve service user's experience of mental health services and make the system more responsive and easier to navigate. In December 2018, a workshop was held with representatives from children's and adult's mental health to shape the changes needed to bring the two areas together. We are in the process of working through the output from this workshop; the likely outcome is a single all-age mental health board with a number of work streams underneath. Some of these workstreams will focus on all-age, whilst others will retain a focus on children or adults e.g. dementia. As well as bringing together our services under a new governance structure, we have also integrated our children's and adults' mental health commissioning teams to help support the delivery of an all-age approach.</p>
<b>Door 43</b>	<p>A success of the Future in Mind transformation locally sits with our Door 43 Youth, Information, Advice and Counselling (YIAC) offer. This is provided through Star House and provides a 'drop in' and crisis café offer for all children and young people. The model includes a 'one stop shop' model for young people wishing to access a range of services. The setting is staffed by a range of professionals including Youth Workers and Primary Mental Health Workers. Children and young people can access Psychological Wellbeing Practitioners, counselling for low level mental health needs and onward referral where it is deemed appropriate into MAST or CAMHS. The service model has proved extremely popular. As a result and to ensure sustainability of the service funding has been increased to secure its continuation, with a 45% increase coming into place from April 2019. Door 43 opens every week day between 11 a.m. – 3 p.m. With evening access through the Wellbeing Café on a Tuesday evening 5-7pm.</p>
<b>Eating Disorders</b>	<p>A new all-age eating disorder pathway has been designed in consultation with staff, service users &amp; parents/carers, which includes universal prevention and early intervention, as well as the proposed integration of adult and young people's specialist Eating Disorders services. The new pathway will involve new models of specialist care including home based treatment and outreach support. Considerable</p>

<b>Area of Progress</b>	<b>Description</b>
	<p>progress has been made which has involved two stakeholder workshops and a clinical summit where Gloucestershire Eating Disorders Service came to Sheffield to share their integrated service model. We are now moving into the next phase of the re-design which is to scope the implementation of this new service with our existing providers.</p>
<b>Healthy Minds Roll-out &amp; Conference</b>	<p>Sheffield Healthy Minds continues to roll out across both Primary and Secondary schools in the city. In April 2018, Sheffield hosted a national Healthy Minds conference to showcase our local model. Schools from across the city shared their experience of delivering the Healthy Minds Framework. The Healthy Minds evaluation undertaken by Sheffield University has just been published. This evidences the positive impact that the model is having in supporting children and young people, with low level emotional wellbeing and mental health (EWBMH) needs in school settings. A key area of development from the evaluation is improving links between services at an operational level; we are currently developing our plan in response to this. To date, Healthy Minds has been delivered in 100 primary and secondary schools, with the aim to complete roll-out by the end of the 2020-21 academic year. Unfortunately, we were not successful in our bid to be a Green Paper trailblazer area, however we did receive positive feedback on our bid and we reached the final bidding stage.</p>
<b>Online Counselling</b>	<p>A commitment was made as part of our local transformation plan to provide a universal online/web based platform offer for children and young people living in Sheffield. From 1<sup>st</sup> April 2019 Kooth goes live across the city. This is an evidence based, free, online support and counselling offer which young people can access at any time. In the first instance, this will be available for 11-18 year olds and care leavers. The service is staffed by trained counsellors who can provide support and sign post to local services where required. The model already operates successfully in 95 CCG areas and is available for 40% of 11-18 year olds in England. The contract will be robustly monitored to ensure compliance and all safeguarding procedures are in place. You can find more information about Kooth via <a href="http://www.kooth.com">www.kooth.com</a></p>
<b>Personal Health Budgets for</b>	<p>Sheffield is part of the Personal Health Budgets for Children in Care pilot project. The project is now fully</p>

<b>Area of Progress</b>	<b>Description</b>
<b>Children in Care</b>	operational and is delivering across all areas of the delivery plan. To date 32 referrals have been received, leading to 25 PHBs. The pilot has demonstrated a number of improvements in the health and wellbeing of the Children in Care worked with. The person centred model entails a “what matters to you” approach combined with bridging support at the individual level, to achieve broader system objectives such as increased stability of placement, school attendance and attainment.
<b>Transforming Care</b>	As part of the Transforming Care Programme we have been working to implement Care, Education and Treatment Reviews (CETR) for children and young people with autism and/or a learning disability who are at risk of an inpatient mental health admission. The purpose of a CETR is to pull together all agencies involved in the care of a young person to ensure that every step has been taken to prevent a potential inpatient admission. To further support CETR, we are in the process of recruiting a CETR lead for the Transforming Care Footprint that Sheffield is a part of (which covers Sheffield, Doncaster, Rotherham and North Lincolnshire). This will provide additional capacity to support CETR, and provide additional support for strategic issues relating to this cohort of young people.

## **5. Next 12 Months**

5.1 Over the next 12 months, we have the following priority areas:

- Further improvements for crisis services for children and young people’s mental health, in particular improving the response at Sheffield’s A&E’s and the availability of intensive community support.
- Development of an all-age approach for mental health services in Sheffield.
- Further improvements in our early intervention services for children and young people’s mental health, with greater join up at an operational level between services.

## **6. What does this mean for Sheffield people?**

6.1 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 NHS partners, 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.

6.2 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.

## **7. Recommendations**

7.1 The Committee are asked to

- Consider the update provided in this report.
- Consider how the Scrutiny Committee could use its influence to pressure Central Government to provide clarity on its plans, timescales and requirements for future mental health in schools trailblazer areas.
- Consider how the Scrutiny Committee could use its influence to pressure Central Government to provide greater clarity on the plan for national waiting times standards for CAMHS Services, including subsequent appointment waits.
- Consider how the Scrutiny Committee can use its influence to ensure that the development of an All-Age Mental Health approach in Sheffield is beneficial for children and young people.

This page is intentionally left blank

Sheffield City Council  
Education Scrutiny Committee  
Monday 11<sup>th</sup> March 2019

Page 23

Overview of 2018 Pupil Outcomes  
City Context and School Performance



Agenda Item 8

# 2018 Headlines - primary

Mixed picture for primary – some strong improvements in areas targeted last year (reading and phonics) but some measures have plateaued .

KS2 results must be considered in context – the Sheffield cohort has more low attaining pupils than the national average and we know that prior attainment is the strongest predictor of future attainment.

When KS2 results are analysed by prior attainment group Sheffield is still at or above the national average on most measures.

Progress measures at KS2 also take into account starting points. Progress in all subjects is in line with national averages.

Provisional KS2 benchmarking data indicates that Sheffield's national rank has mostly been stable or dropped slightly; however, Sheffield's position in relation to other Core Cities has improved for the combined measure. The rank for EGPS has dropped further to 131/ 152 suggesting this may need to be an area of focus this year.

Sheffield's national ranks have improved slightly for Y1 phonics.

# 2018 Headlines – Key Stage 4 & post-16

20 further GCSEs moved to reformed specifications this year which make comparisons with last year on attainment 8 and progress 8 difficult.

Progress 8 at KS4 is slightly lower than last year due to qualification reforms but is still above national and in 2<sup>nd</sup> quartile. Sheffield has the highest progress 8 of all Core Cities.

% of pupils achieving grade 5+ in English and maths has improved slightly and national ranks are similar to last year.

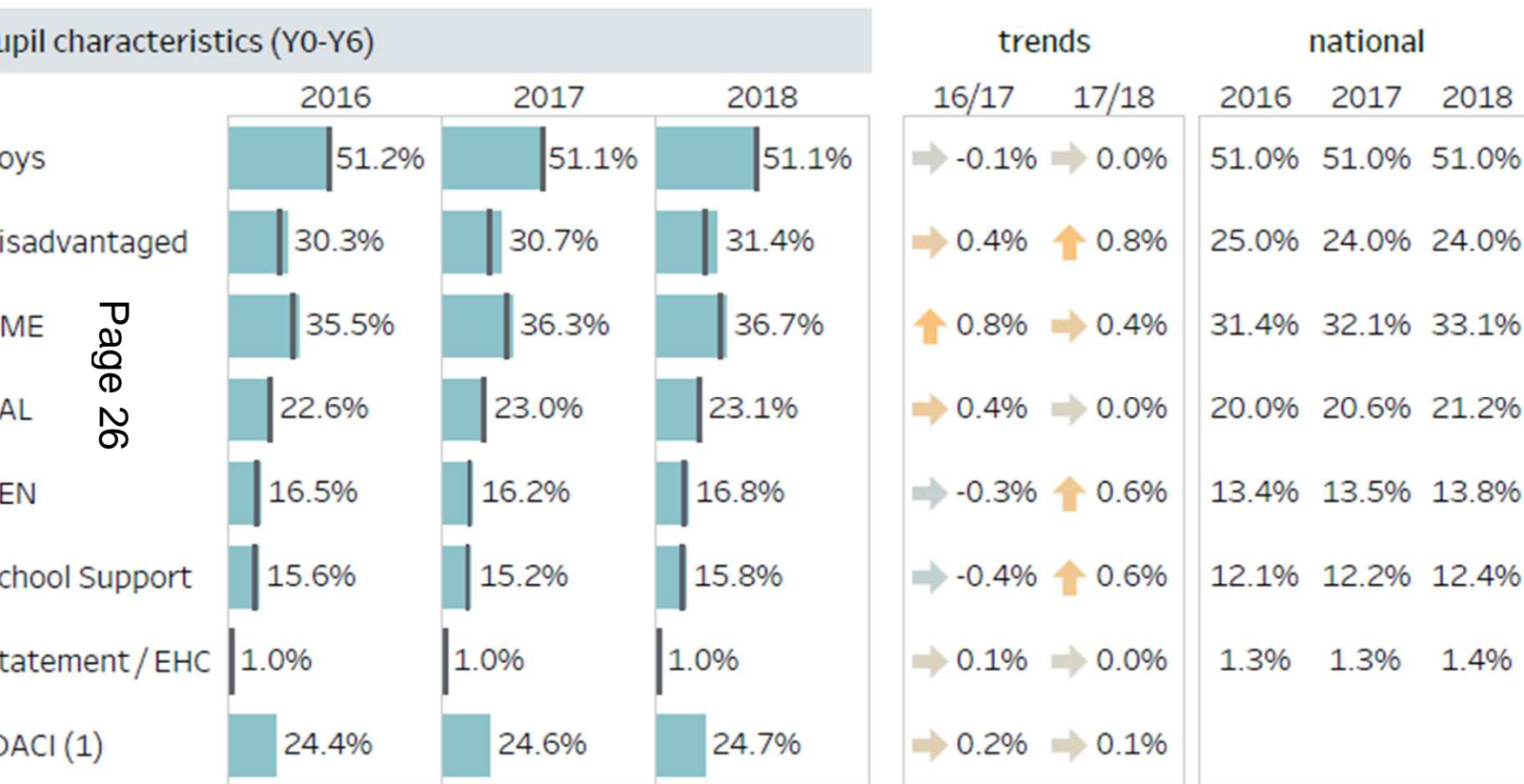
EBacc entries went down due to the impact of early entries in non-reformed qualifications. This will have also had an impact on the new EBacc average points measure. We would expect Sheffield's performance to improve next year.

A-level performance has slightly improved compared with last year although difficult to make comparisons as more A-levels have now moved to linear courses.

The % achieving AAB or above in facilitating subjects (A-levels generally accepted for university entry) is above the national average and Sheffield ranks in the top quartile.



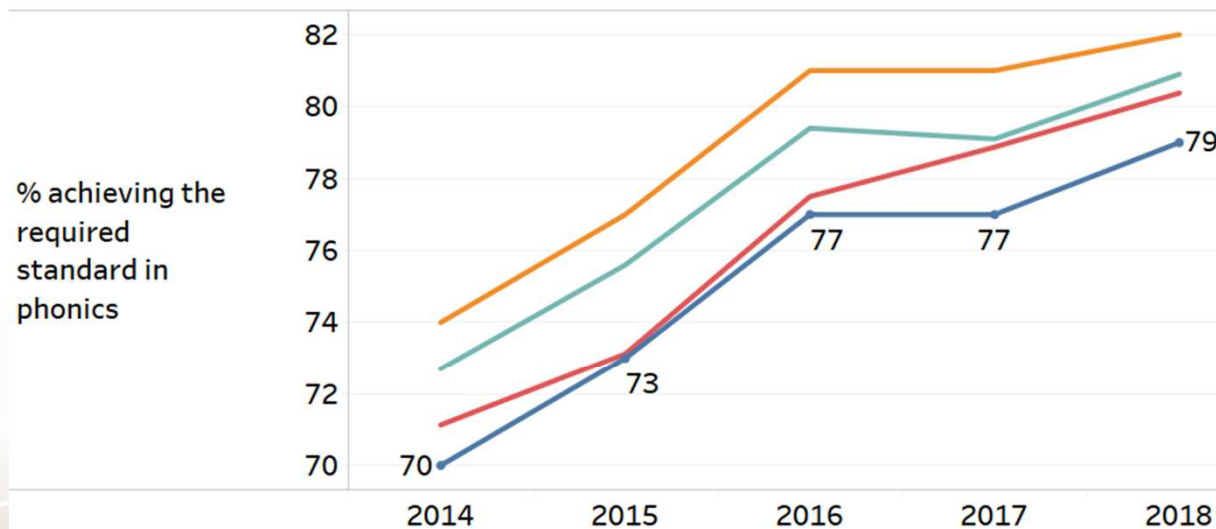
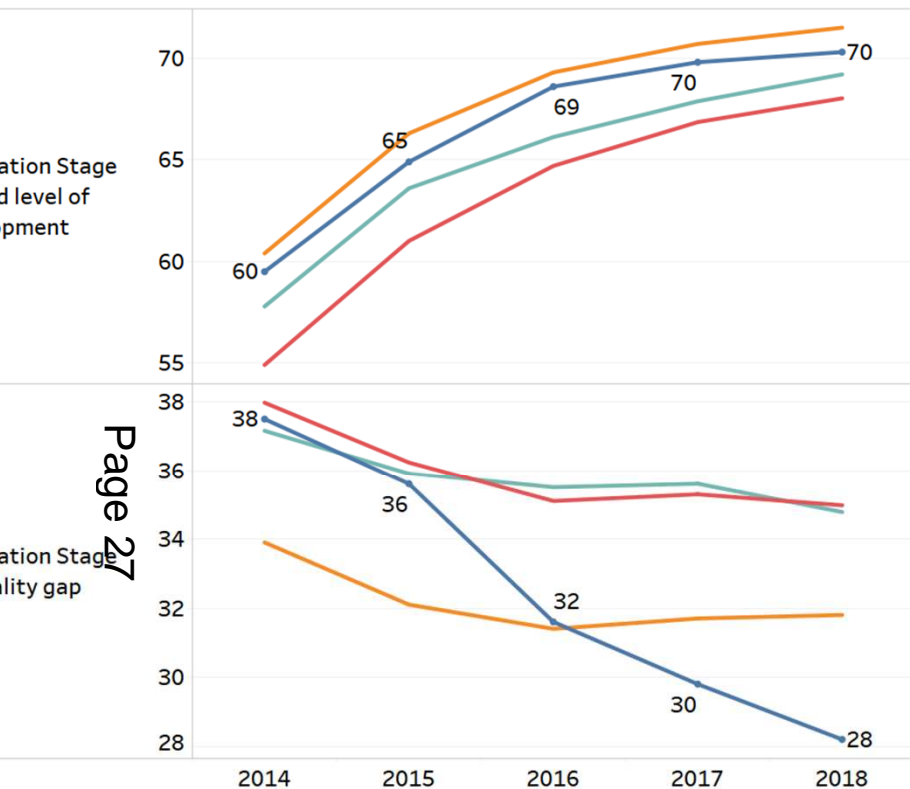
# Context – primary cohort



- Sheffield has a higher of disadvantaged, BMI, EAL and SEN children compared to the national average.
- These groups tend to have lower prior attainment and so the cohort characteristics impact on City-level results.

# Headline overview – Foundation Stage and Phonics

- Good level of development at the end of the Foundation Stage close to national and above core cities and statistical neighbours
- The achievement gap at the end of the Foundation Stage reduced further to 28.2% (compared to 29.8% in 2017)
- Y1 phonics has improved but still below other areas.

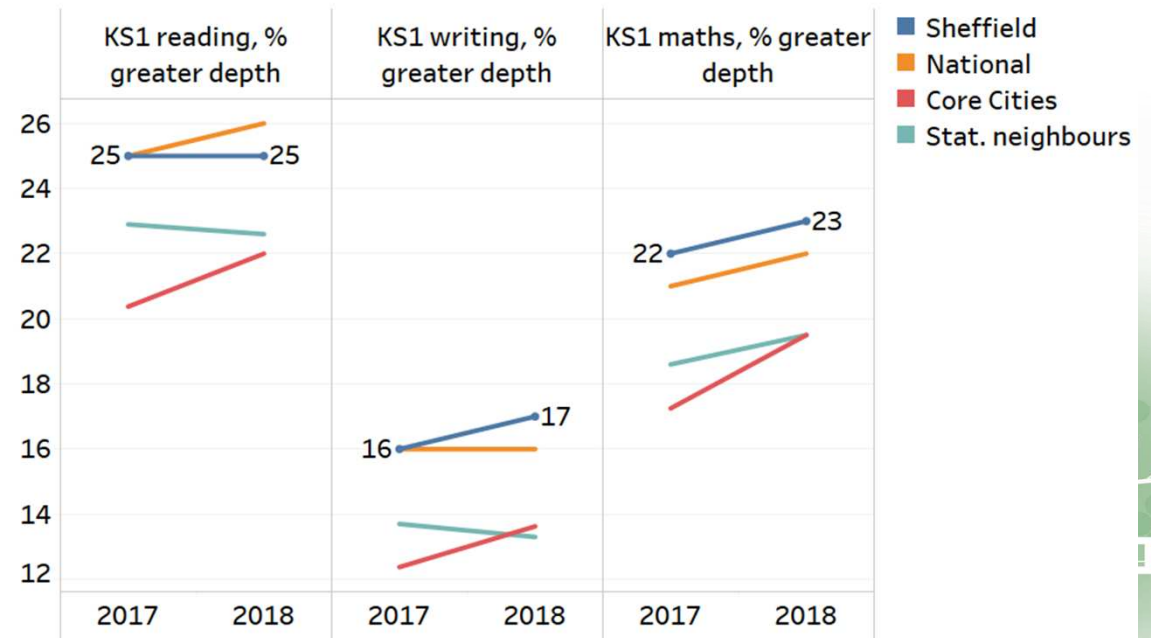
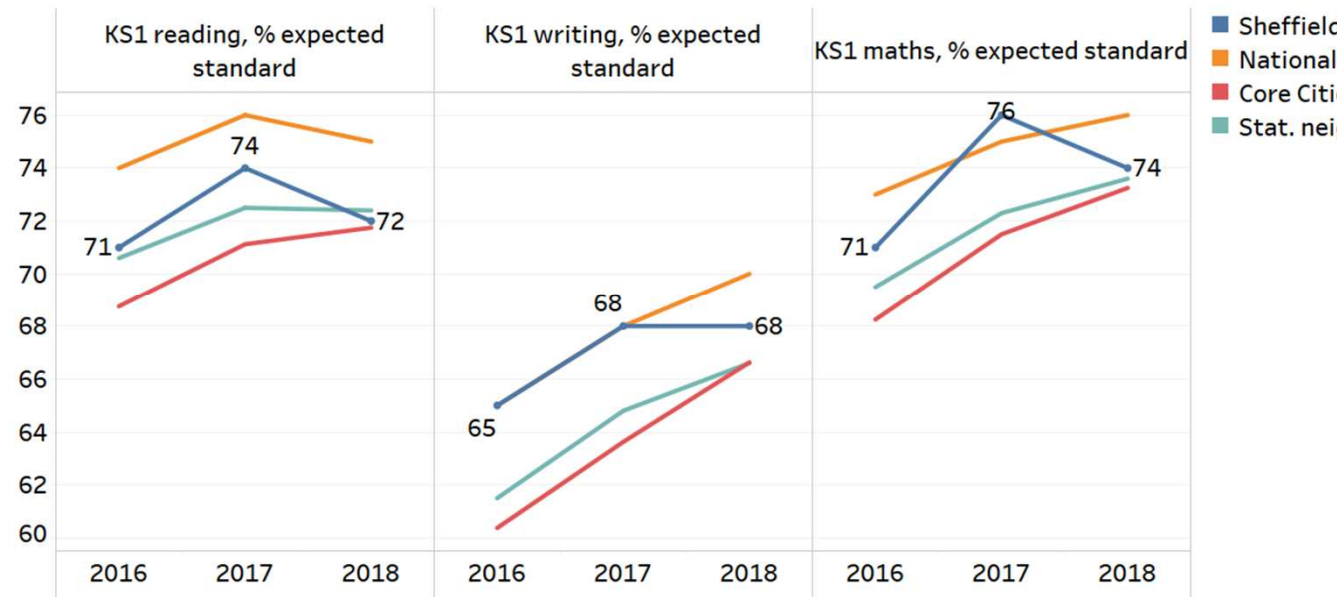


**Area**

- Sheffield
- National
- Core Cities
- Stat. neighbours

# headline overview – Key Stage 1

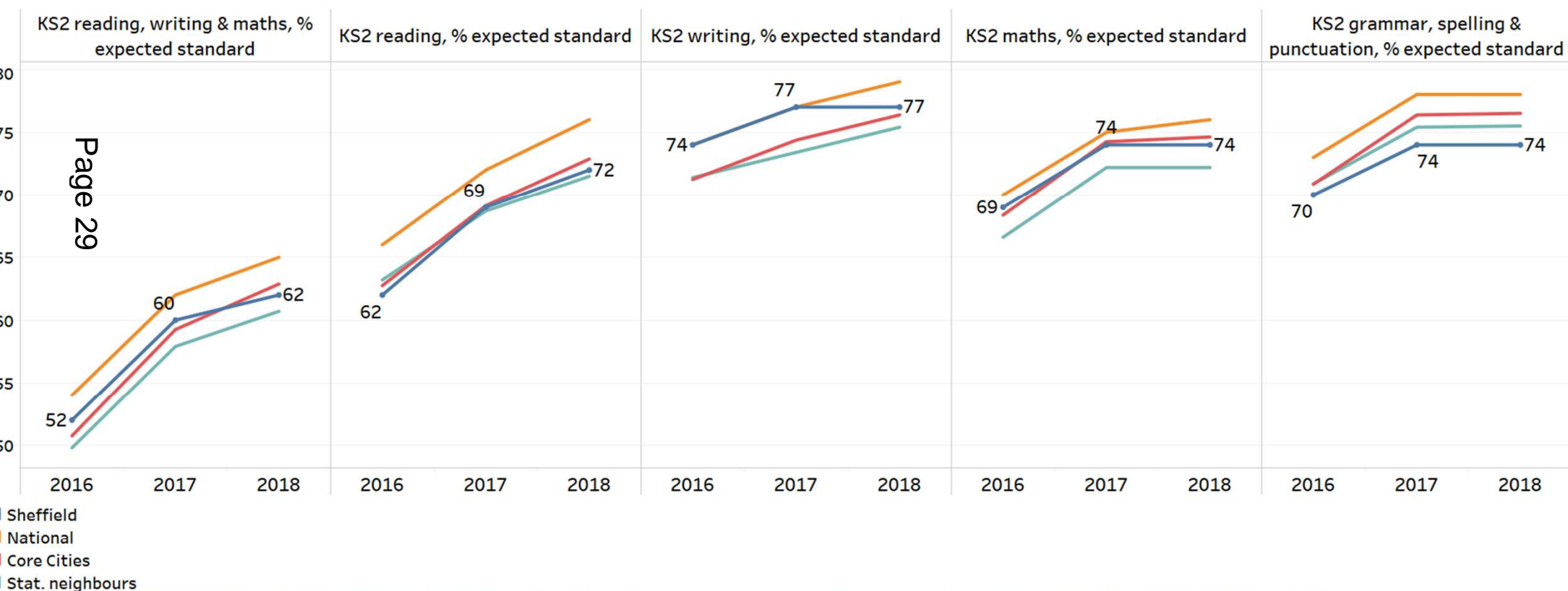
Sheffield is above the Core Cities and statistical neighbour average for all indicators except reading (expected standard).  
With the exception of writing and maths (greater depth) the gap with national has widened.





# Headline overview – KS2 expected standard

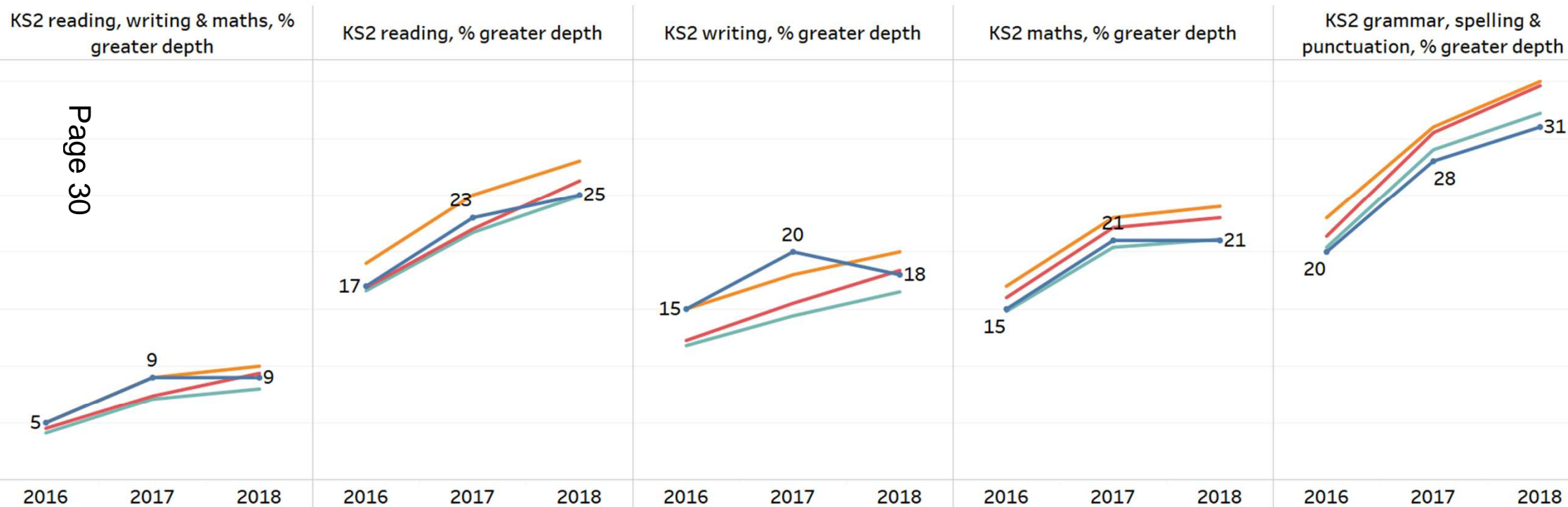
- Results improved for combined and reading.
- Sheffield is above statistical neighbours but has dropped below Core Cities in all measures except writing.



# Headline overview – KS2 greater depth

Reading and EGPS have improved.

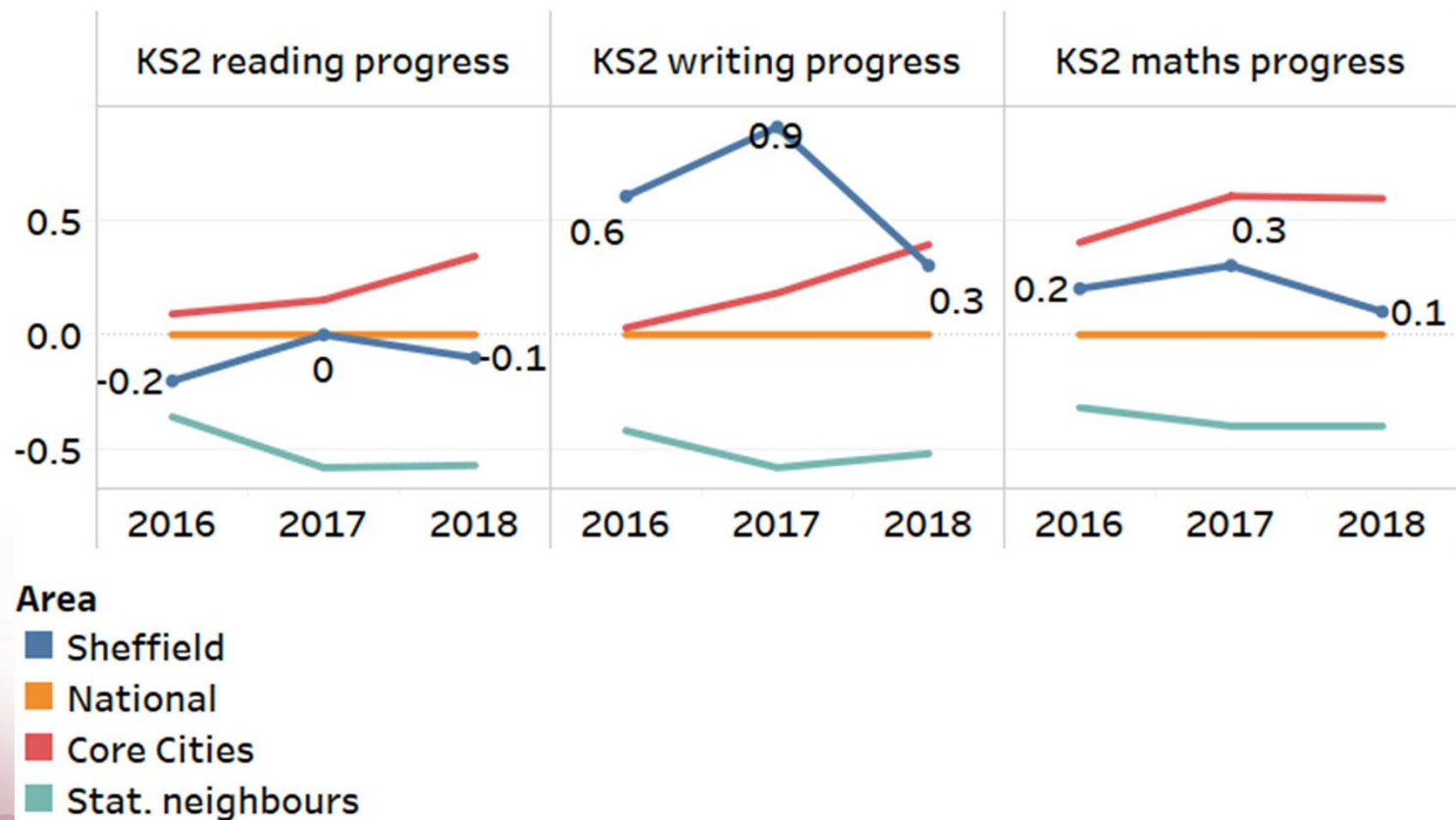
Sheffield is equal to Core Cities and statistical neighbours for the combined measure and writing but below in maths, reading and spelling, punctuation and grammar.



Page 30

# KS2 progress headlines

Progress is above the national average for writing and maths but just below the national average for reading. Progress in Sheffield is better than the average for Statistical neighbours but below Core Cities.

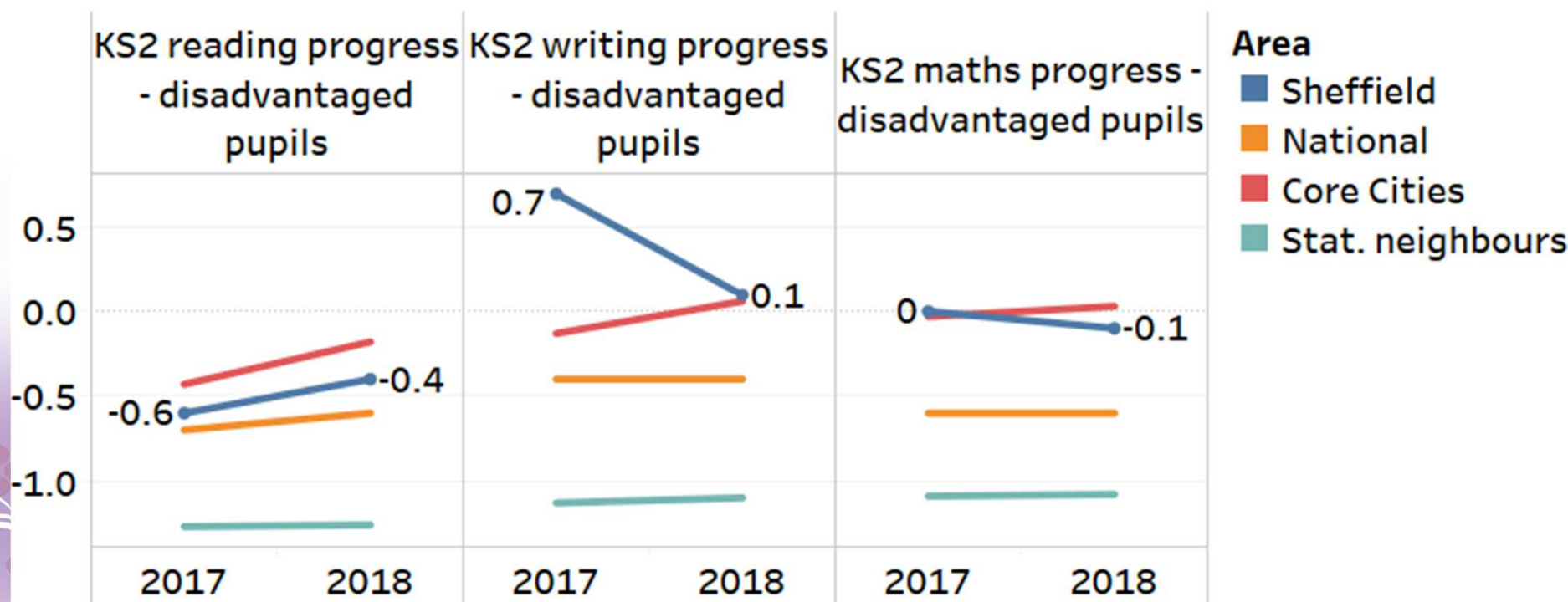


# KS2 disadvantaged pupils

The attainment of disadvantaged pupils at the end of key stage 2 is below the attainment of disadvantaged pupils nationally (48% achieve the expected level in reading, writing and maths compared to 51% nationally).

Progress made by disadvantaged pupils is above the national average and the statistical neighbour average.

Page 32



# Primary national ranks - 2018

	National	Core Cities	Statistical Neighbours
EYFS Good level of development	98/152 (-4)	2/8 (0)	3/11 (0)
Y1 Phonics	137/152 (+3)	5/8 (+2)	8/11 (+2)
KS1 reading EXS+	124/152 (-32)	3/8 (-2)	6/11 (-3)
KS1 writing EXS+	98/152 (-21)	2/8 (0)	3/11 (0)
KS1 maths EXS+	106/152 (-45)	3/8 (-2)	3/11 (0)
KS2 combined EXS+	110/152 (-18)	3/8 (0)	5/11 (-1)
KS2 reading EXS+	126 /152 (-12)	4/8 (-1)	6/11 (-1)
KS2 writing EXS+	106/152 (-41)	3/8 (-1)	4/11 (-2)
KS2 maths EXS+	102/152 (-12)	3/8 (+1)	5/11 (-2)
KS2 EGPS EXS+	131/152 (-6)	8/8 (0)	8/11 (0)
KS2 reading progress	96/152 (-21)	6/8 (0)	3/11 (0)
KS2 writing progress	63/152 (-31)	4/8 (-2)	3/11 (-2)
KS2 maths progress	81/152 (-27)	6/8 (-2)	6/11 (-4)

## Context – Y11 cohort

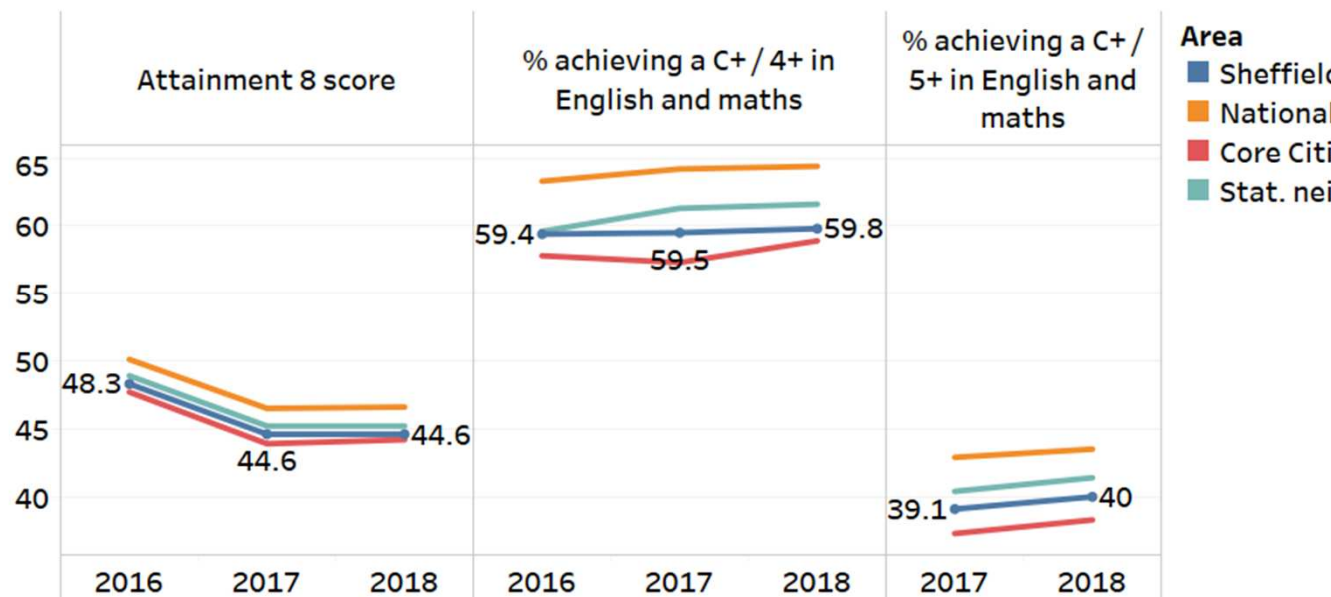
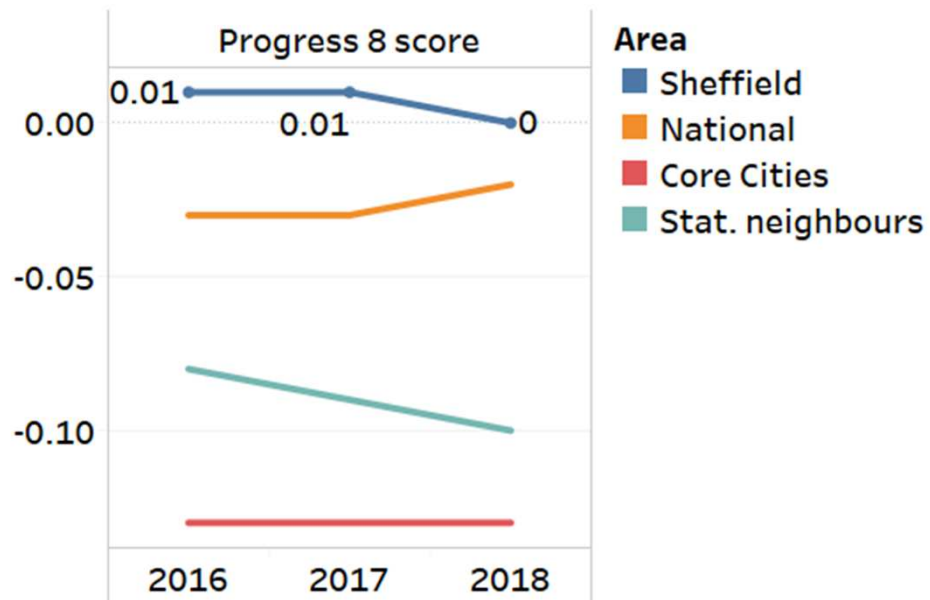
- Smaller cohort than 2017
- % BME and EAL cohort gradually increasing
- Slightly lower % disadvantaged
- More mobile pupils (those who joined after the start of Y10 ~ 5%)
- More low attaining pupils and fewer middle attaining – overall average points score at Key Stage 2 is similar to 2017 cohort
- Similar attendance profile to 2017 Y11 pupils



# 2018 Key Stage 4 – headlines

Progress 8 slightly lower than in 2017 but still above national, Core Cities and statistical neighbours.

Attainment measures are above Core Cities but below statistical neighbours and national average.



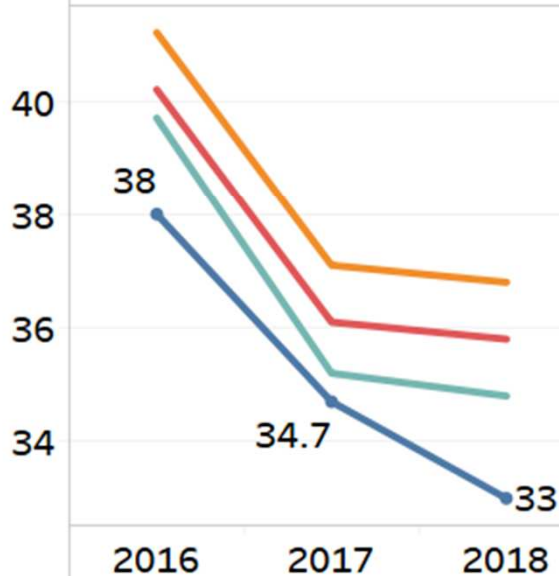
# KS4 - disadvantaged pupils

The attainment of disadvantaged pupils at the end of key stage 4 is below the attainment of disadvantaged pupils nationally, and also below comparator groups.

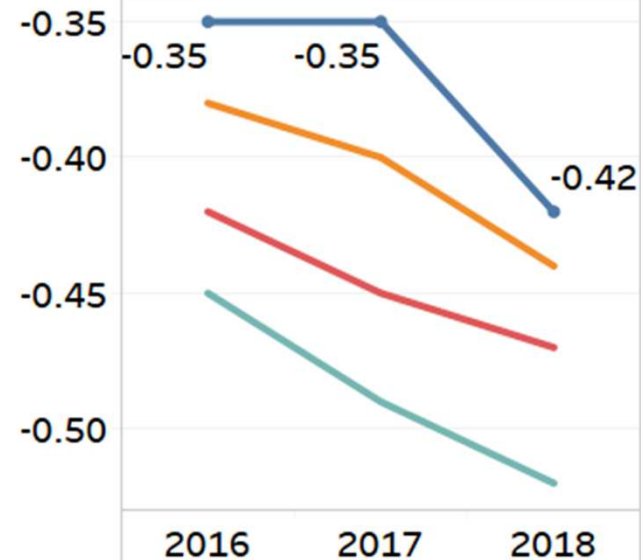
However, progress made by disadvantaged pupils is above the national average and the average for all comparator groups.

Page 36

Attainment 8 score - disadvantaged pupils



Progress 8 score - disadvantaged pupils





# 2018 Key Stage 4 & 5 – benchmarking

National ranks remain relatively stable at Key Stage 4.

Progress 8 still in top quartile and highest out of Core Cities.

Improvements in Ks5 ranks, particularly in vocational (applied general) attainment.

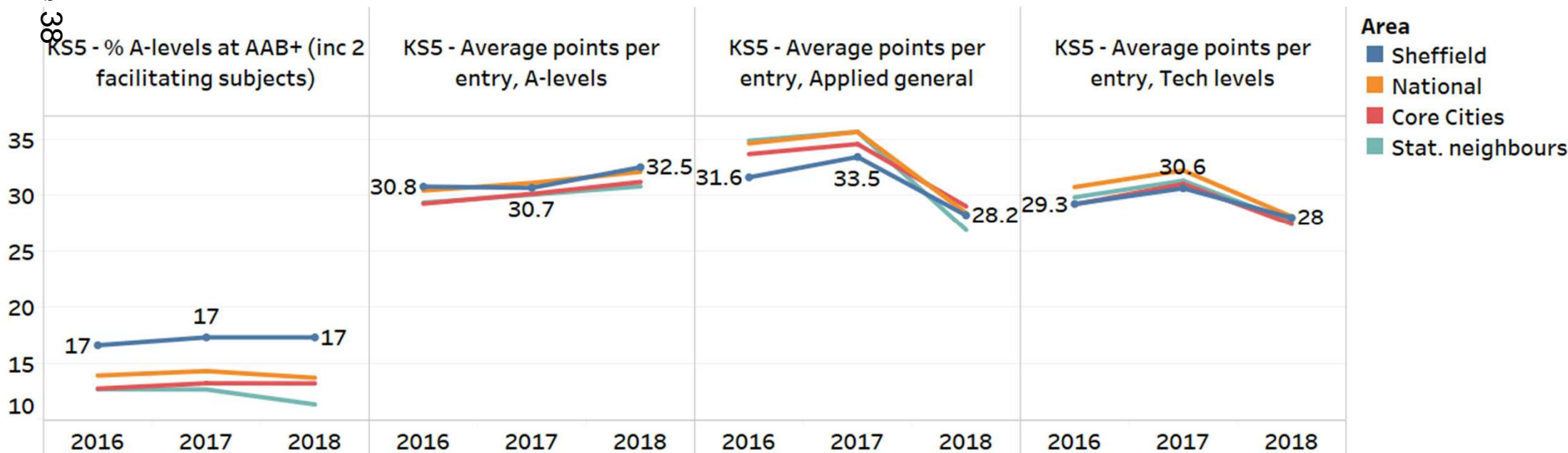
	National	Core Cities	Statistical Neighbours
Attainment 8	107/152 (+3)	5/8 (-2)	6/11 (0)
Progress 8	60/152 (-3)	1/8 (+1)	4/11 (0)
5+ English & maths	102/152 (+1)	5/8 (-1)	7/11 (-2)
4+ English & maths	120/152 (-5)	4/8 (-1)	6/11 (+1)
EBacc points	110/152	5/8	8/11
KS5 - % A-levels at AAB or above (inc. facilitating subjects)	22/150 (+4)	1/8 (0)	3/11 (0)
KS5 average points per entry – A-levels	47/150 (+20)	1/8 (+3)	3/11 (0)
KS5 average points per entry – applied general	65/148 (+55)	5/8 (+2)	3/11 (+4)

# Key Stage 5

The average points per A level entry has improved since last year (+1.8 pts) and is above national average. Sheffield ranks 47 out of 150 for this measure.

The % of students achieving AAB or above in facilitating subjects (A-levels accepted for entry to university) remained above the national average (17% compared to 14%). Sheffield ranks 22 out of 150 on this measure. Vocational Students (Applied General) average points per entry has fallen (-5.3 pts) , but by less than benchmarks meaning relative performance has improved. This is the first year of results in reformed Applied General qualifications.

Page 38



## Sheffield Data Summary 2018 (2017 in brackets)

Measure	Outcome		Ranking						Trend (↑→↓)
	Sheffield	National	LA (of 152) <i>Note – Child Poverty Ranking is 112</i>		Core Cities (of 8)		Statistical Neighbours (of 11)		
			2017	2018	2017	2018	2017	2018	
FS GLD	70.3 (70)	71.5 (71)	94	98	2	2	3	3	↑
FS Gap	28.2 (29.8)	31.8 (31.7)	55	32	2	1	2	1	↓
Y1 Phonics	79 (77)	82 (81)	140	137	7	5	10	8	↑
KS1 Reading	72 (74)	75 (76)	92	124	1	3	3	6	↓
KS1 Writing	68 (68)	70 (68)	77	98	2	2	3	3	→
KS1 Maths	74 (76)	76 (75)	61	106	1	3	3	3	↓
KS2 RWM Combined	62 (60)	64 (61)	92	110	3	3	4	5	↑
KS2 Reading Attainment	72 (69)	75 (72)	114	126	3	4	5	6	↑
KS2 Reading Progress	-0.06 (-0.01)	0.03 (0)	75	96	6	6	3	3	↓
KS2 Writing Attainment	77 (77)	78 (76)	65	106	2	3	2	4	→
KS2 Writing Progress	0.28 (0.89)	0.03 (0)	32	63	2	4	1	3	↓
KS2 Maths Attainment	74 (74)	76 (75)	90	102	4	3	3	5	↓
KS2 Maths Progress	0.03 (0.27)	0.03 (0)	64	81	4	6	2	6	↓
KS2 GPS	74 (74)	78 (77)	125	131	8	8	8	8	↓
KS4 Progress 8	0.0 (0.01)	-0.02 (-0.03)	56	60	2	1	3	4	↓
KS4 Attainment 8	44.6 (44.6)	46.6 (46.5)	110	107	3	5	6	6	↑
KS4 4+ Eng & Maths	59.8 (59.5)	64.4 (64.2)	114	120	3	4	7	6	↑
KS4 5+ Eng & Maths	40 (39.1)	43 (42.9)	92	102	4	5	5	7	↑
KS5 %AAB/better (2 fac subjects)	17.3 (17.3)	13.7 (14.3)	38	22	1	1	3	3	→
KS5 – avge points per entry (A level cohort)	32.5 (30.7)	32.1 (31.1)	94	47	3	1	6	3	↑

**Outcomes** *“Fallen from broadly in line with national in 2017 to a weaker profile relative to national in 2018”*

	Above National			At National	Below National		
	Well Above	Above	In Line	Equal	In Line	Below	Well Below
	(Above 2% or >+0.5)	(1-2% or <+0.5)	(+1% or <+0.25)	(=)	(-1% or >-0.25)	(1-2% or >-0.5)	(Above 2% or <-0.5)
2017	2	2	3	1	5	2	5
<b>2018</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>6</b>

- 40% at or above national although 10% significantly above national
- 60% below national although 25% in line with national

**LA Ranking** (awaiting rankings for progress) *“Out-performing our level of deprivation compared to other areas but national ranks has worsened in 2018”*

Page 40	1 <sup>st</sup> Quartile	2 <sup>nd</sup> Quartile	3 <sup>rd</sup> Quartile		4 <sup>th</sup> Quartile
	Top Quartile	Above Median	Above Deprivation	In-line with Deprivation	Bottom Quartile
	(1-38)	(39-76)	(76-101)	(102-114)	115-152
2017	2	6	7	3	2
<b>2018</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>5</b>

- Progress outcomes are all above deprivation, 50% in top half of LAs.
- Currently 25% in the top half of LAs nationally, 45% above deprivation ranking and 75% in-line with deprivation or above.
- 25% of outcomes are now in the bottom quartile – an increase from 10% in 2017.

**Core Cities** *“Strong performance when compared to other Core Cities”*

	Rank 1		Rank 2		Rank 3		Rank 4		Rank 5		Rank 6		Rank 7		Rank 8	
2017	3	15%	6	45%	5	70%	3	85%	0	85%	1	90%	1	95%	1	100%
<b>2018</b>	<b>4</b>	<b>20%</b>	<b>2</b>	<b>30%</b>	<b>5</b>	<b>55%</b>	<b>3</b>	<b>70%</b>	<b>3</b>	<b>85%</b>	<b>2</b>	<b>95%</b>	<b>0</b>	<b>95%</b>	<b>1</b>	<b>100%</b>

- The progress outcomes were ranked 1, 4, 6 & 6. Currently 55% of outcomes are in top three core cities and the number of top ranks have increased.

# Peer review of Learn Sheffield May 2018

Lead: Christine Gilbert Chair, Camden Learning

Team: Jon Abbey, Managing Director, Camden Learning; Tim Byles, CEO,  
Birmingham Education Partnership; Owen Rees, Senior Officer Camden Learning

# CONTENTS

<b>1. Background</b>	<b>2</b>
<b>2. Context for the review</b>	<b>2</b>
<b>3. Key findings</b>	<b>3</b>
3.1 Strategy and vision	3
3.2 The quality of practice: general	5
3.3 Practice: school improvement	5
3.3.1 Intelligence gathering and analysis	5
3.3.2 Brokerage	6
3.3.3 Development and improvement	7
3.4 Evaluation	8
<b>4. Governance</b>	<b>9</b>
<b>5. Resources</b>	<b>9</b>
<b>6. Key Recommendations</b>	<b>10</b>

# Peer Review of Learn Sheffield

May 2018

## 1. Background

This report sets out the key findings from the peer review of Learn Sheffield held on 24 and 25 May 2018. The review team was led by Christine Gilbert, Chair, Camden Learning, and included Jon Abbey, Managing Director, Camden Learning, and Tim Boyes, CEO, Birmingham Education Partnership. The team was ably supported by Owen Rees, a senior officer from Camden Learning. The review had its origins in discussions between Christine Gilbert and Stephen Betts, the CEO of Learn Sheffield, at a meeting of the newly established Association of Education Partnerships.

In advance of the review, the team considered a range of key documentation, including much relating to Learn Sheffield's priorities, its commission from Sheffield City Council, its school improvement strategy, and a self-evaluation document put together by the CEO of Learn Sheffield. During the two days, the review team met with a number of stakeholders including headteachers and governors of Sheffield schools and academies, Board members, representatives of Sheffield City Council and Learn Sheffield staff. Christine Gilbert also attended the Governor Briefing meeting held on the evening of 25 May and, as part of her broader presentation, fed back some of the key findings to governors

The team wish to thank the staff of Learn Sheffield for their assistance with the review and thank those interviewed for their time.

## 2. Context for the review

### 2.1 Development of Learn Sheffield

Learn Sheffield is a not-for-profit school company owned jointly by Sheffield City Council (20%) and by the publicly funded schools and colleges of the city (80%). It is a company limited by guarantee. At the time of the review, the company was coming to the end of its third year of operation, having been formed in the summer of 2015. All 173 eligible settings in the city chose to become members of the company. The Council has been a key driver in establishing the partnership and ensuring it established itself well.

Learn Sheffield has two main sources of income: funds received from Sheffield City Council under its commission and income received from schools for services and products. Under the 3-year commission from 2015-18, Sheffield Learning has received £860,000 per year. The new commission from 2018-2021, reduces this figure to £320,000 per year, with additional, transitional funding of £185,000 over the three-year period. Income from schools was £140,000 in 2017-18.

Moving forward, Learn Sheffield aims to meet the funding gap through the introduction of a subscription offer and an increase in the services to schools. Nonetheless, the reduced funding available for intervention and support in schools categorised as 'at risk' represents a major challenge for the partnership. It also presents a risk in terms of positive inspection judgements from Ofsted on Sheffield schools and of pupil outcomes, with the consequent risk to Sheffield's place in the performance tables.

To date, Learn Sheffield's activities have had a fairly narrow focus on school improvement. This is because Sheffield's nine teaching schools are seen as primarily responsible for CPD and training. In April 2018, the council's Governance Service became part of Learn Sheffield. Given the importance of governors to school improvement, and indeed, to partnership working, this is a wise decision by the Council. From May 2018, a Data Protection Officer Service and a Communications Service will also be available from Learn Sheffield. Expanding and commercialising its offer is key to Learn Sheffield's strategy for growth.

## **2.2 Outcomes for Sheffield children and young people.**

Overall, outcomes in Sheffield have improved during the lifetime of Learn Sheffield.

Inspection outcomes have seen the percentage of schools in Sheffield judged as Good or Outstanding by Ofsted increase by 7% overall, and the gap to the percentage nationally reduced by 2.2%; this continues the previous positive trend and is improving faster than the national average. However, the gap remains at 5.3% overall, with 15.9% of schools judged as Requiring Improvement or Inadequate, which compares unfavourably with the national average.

Pupil outcomes too have improved, in absolute terms, across the majority of national indicators since Learn Sheffield's inception. Sheffield also performs well when compared to other Core Cities or to its Statistical Neighbours, particularly at primary level. Against its Statistical Neighbours, it is above the median in 10 of 11 measures at primary level. The position at secondary is more mixed, with an above median Progress 8 score but with attainment measures at or below the median

While the majority of outcomes at primary are at or above national average, outcomes in Y1 Phonics, KS1 Reading attainment and KS2 Reading attainment remain below national averages. Reading gives access to the whole curriculum so these are serious weaknesses. These areas need to be identified clearly as key areas for development and action in the new three-year strategy.

At secondary level, Sheffield had a Progress 8 Score (0.01) and an Attainment 8 score above national averages (by 0.1), while reaching national the average for C+/4+ English & Maths. KS5 outcomes, measured by APS, were below the national average.



### 3. Key findings from of the peer review

#### 3.1 Strategy and vision

- Learn Sheffield has an agreed vision and strategy, linked to clear priorities: school improvement, system culture, inclusion; workforce; readiness; enrichment. The strategy underpins all aspects of the partnership's work and is set out clearly and accessibly in a range of publications and on Learn Sheffield's website. The partnership understands its context well and its strategy reflects both local and national priorities. The strategy is now coming to the end of its three-year life and Learn Sheffield is undertaking a formal review as it draws up its new strategy. The review team recommends that the new strategy has a sharper focus on broadening the horizons of young people so that they are more confident and ambitious about the world of work and the many opportunities open to them. This should encompass careers education in schools.
- All schools chose to become members of Learn Sheffield when it was set up. Learn Sheffield has taken the unusual step of treating academies in exactly the same way as it does other schools so it does not, for example, charge them any more for services than maintained or voluntary schools. This approach is replicated in the localities where academies enjoy equal access to the funding available from Learn Sheffield. Schools themselves argued for this approach with one telling us, *'These are all Sheffield children, so they are all our children'*. Another described Learn Sheffield as a way of *'holding that vision of all Sheffield children and turning it into reality'*. A key consequence of this approach is a very inclusive and cohesive community of schools.
- We recognised strong pride in the city of Sheffield from all those we met and a collegial commitment to improving the lives of children and young people in Sheffield that went beyond individual schools. Most interviewees articulated both an emotional and a working commitment to the city and its children. As indicated above, the majority see Learn Sheffield as central to making that commitment a reality. One headteacher described Learn Sheffield as *'having consolidated us as a city'*. A key feature of this consolidation is the life and energy Learn Sheffield has built into Sheffield's geographical localities most of which now work well for primary schools. These localities had been established by the Council but there was consensus that Learn Sheffield had developed them so effectively over the last three years that primary headteachers, in particular, found them an invaluable base for collaboration. We understand that some of these locality clusters work more effectively than others but they have all identified their distinct local priorities and set out plans to address need and secure improvement. In terms of development, it would be valuable to see more of a link between Learn Sheffield's strategy and locality action plans.
- Learn Sheffield's vision is widely shared and its strategy and priorities are reflected in much of the practice under its aegis. However, most school leaders had difficulty in articulating clearly the vision or the priorities in the current strategy. Few could even remember Learn Sheffield's simple strapline *Improvement through partnerships*. Using a

common language helps build culture and greater ownership of specific priorities would ensure greater clarity about direction and the shared journey of improvement across Sheffield planned for the next three years. Engagement and consultation on the new strategy over the next few months provides a timely opportunity for securing greater shared ownership. This should also mean that the key features of the overarching strategy are more frequently picked up in the locality plans.

### **3.2 The quality of practice: general**

- The quality of relationships between schools and Learn Sheffield is very good. Many people we spoke to referred to the excellent, collaborative culture that had developed over the last three years. Relationships are characterised by high levels of mutual respect and trust, with a culture that results in high levels of participation and engagement in both locality and central partnership activity.
- The Chief Executive of Learn Sheffield is a huge asset to the partnership. He is highly valued by schools and stakeholders alike. He is seen as visionary, deeply committed to the city, hardworking and as someone who listens hard to schools. The review team saw him as both rooted in Sheffield but as outward facing too; he is a founder member of the Association of Education partnerships. However, the partnership's dependence on the CEO was identified time and time again as an area of risk for Learn Sheffield. This dependence is not healthy and indeed, puts the sustainability of the partnership itself at risk. A recurring point for discussion raised by many stakeholders is the need to appoint a deputy or chief operating officer in Learn Sheffield to provide greater capacity and less reliance on the CEO for so many things.
- The Learn Sheffield central team is small and highly regarded. Both heads and governors commented on the excellent service received through governance briefings and the governor Training Package. The head of the service was described by governors as *'someone schools want to work with'*. Schools were positive too about members of the School Improvement Team. They were seen as highly supportive but challenging, as one head put it, *'in a constructive way'*. A number of schools highlighted that they received support over and above their agreed allocation and were concerned that the subscription model would stretch the team too far.
- It was noted that the age profile of many central staff has resulted in considerable part-time working within Learn Sheffield. Although this gave helpful flexibility, several heads and stakeholders identified the sustainability of this model as a concern and a risk. This underlines the need for some detailed thinking to be given to succession planning this coming year as well as further consideration about how Learn Sheffield's capacity might be expanded.
- The relationship with Huntingdon Research School was identified by a number of stakeholders as a strength of the partnership. In particular, it is seen as supporting Learn Sheffield in embedding and extending a culture of evidence-based practice.

### 3.3 Practice: school improvement

#### 3.3.1 Intelligence gathering and analysis

Learn Sheffield has a mature and considered approach to the use of data. The excellent quality of the data analysis provided by the local authority's Data Service is considered invaluable. The impressive quality of its work was mentioned by schools, governors and indeed, Learn Sheffield staff themselves. This is an important resource which is put to good use in analysing performance within individual schools and across Sheffield.

Learn Sheffield's processes for categorisation are very strong, with high levels of school involvement. The processes for categorisation in primary schools – in which schools self-assess and are then challenged on that assessment by other heads in their locality - is innovative and was described by a headteacher as creating '*a strong sense of joint endeavour*'. Schools are remarkably open about sharing data and information and this indicates high levels of trust in each other. We heard specific examples from heads where they had challenged other heads in their locality, or been challenged themselves, about their RAG- rated self-assessments. It is unusual to see this level of peer challenge and a tribute to the way in which improvement work in these localities has been established. There is, for example, shared ownership of the criteria for categorisation which had been pulled together by heads themselves, led by Learn Sheffield.

Secondary schools do not see the localities as a source of school improvement for their work but they meet regularly with Learn Sheffield's CEO. However, most are equally open about the use of data and see peer challenge as very helpful to their development. They are categorised and challenged through a process of peer discussion these sessions were described as well thought through and carefully put together by Learn Sheffield. Participating schools found the detailed analysis and use of subject data in these secondary meetings particularly valuable. Secondary headteachers make considerable use of the benchmarked subject data in their own schools, describing it as a very powerful tool for use with heads of department.

The quality of relationships between Learn Sheffield staff and schools means that soft intelligence proves a helpful support in identifying strengths and weaknesses. This allows them to spot risk and broker support to pre-empt failure before problems become entrenched.

As Learn Sheffield moves to greater use of local system leaders to support school improvement in the next stage of its development, it will be important to develop an information system which records where expertise, skills and capacity sit locally. It has a very strong base on which to do this.

One of the innovations valued by schools is Learn Sheffield's growing expertise in horizon scanning. Heads pointed to leadership briefings as tremendously helpful in doing that for them.

### 3.3.2 Brokerage

Good intelligence gathering provides a secure base for professional knowledge and is essential for good brokerage, i.e. specifying and setting up the intervention or improvement programme. The design and construction of programmes of support to primary schools is undertaken at locality or partnership level. Packages are generally delivered by Learn Sheffield staff. There is scope to increase school-to-school support, with a need, as mentioned above, to identify outstanding practice and practitioners within the city so that this expertise can be effectively shared across the partnership. We recommend that outstanding practitioners be identified from within both maintained schools and multi-academy trusts (MATs). Further, Learn Sheffield should build on its current efforts to work with teaching schools to make full use of the opportunities they offer to support practice. Nine teaching schools is a large number even for an area as big as Sheffield and Learn Sheffield may wish to engage in detailed planning with a smaller number of them.

The secondary heads do not see localities as a source for school improvement. Those in MATS saw that as the base for their school improvement planning and activities though they still saw some value in being part of the Learn Sheffield community. A very practical benefit identified is the role Learn Sheffield has established for itself as an effective broker, when necessary, for the city's schools and academies with the Regional Schools Commissioner and others.

### 3.3.3 Development and improvement

As referenced above, for the primary sector, the locality is seen as the foundation for school improvement and development activities, with an Improvement board operating in each area. This is a key part of Learn Sheffield's model for improvement. The current commission from Sheffield Council has funded a number of 'support and challenge' days within a locality, with those schools categorised as red or amber receiving a larger entitlement. These days are well regarded by schools with some heads even telling the review team that they deliberately did not categorise themselves as green against the criteria as they wanted more days! Schools told us the support and challenge received through this process was a key factor behind the progress they had made, with one head telling us. *'The support and challenge process definitely got us to good'*.

Unlike most partnerships, Learn Sheffield does not have a large CPD programme. This is because this had been seen as the prerogative of the many teaching schools in Sheffield. However, more recently they have begun to see the importance of a core programme in supporting their school improvement work and have begun to run some central development sessions and conferences. A forthcoming conference, *Making Evidence Work in Schools*, is an example of the latter and the high calibre of the speakers was mentioned to us several times by different groups so there is clearly an appetite for central CPD. It is certainly important that teachers, in particular, have access to good centralised CPD and if Learn Sheffield is not offering this, it is important that they work closely with some of the teaching schools to provide it.

A number of interviewees commented that too often one support programme followed another with no clear assessment of impact. Several heads argued that Learn Sheffield could play a stronger role in assessing impact and initiating 'hard' conversations about performance. Several stakeholders, including headteachers, told us that there needed to be greater challenge of underperformance and more robust challenge to headteachers themselves.

As part of its new improvement strategy, Learn Sheffield should offer a clearer vision of its recommended approaches to curriculum and the improvement of teaching. This might well be best done in collaboration with local teaching schools and system leaders. Greater clarity would sharpen commissioning and brokerage of support to schools. For example, the review team was surprised by the absence of a view from Learn Sheffield about what constituted good programmes for reading, writing and numeracy and indeed, the curriculum more generally. The team felt Sheffield's poor performance in Phonics might be improved by greater knowledge about the different curricular models available and indeed, knowledge of their impact in Sheffield schools. Too often schools and localities came up with their own schemes rather than seeing what had worked well in a similar school in a different part of the city.

Partnerships have a key role in transferring knowledge, skills and good practice. Given the high quality of the data available, the review team felt more should be done across localities to identify strong performance in particular areas of the curriculum. Strong performance could be used to show what good looks like on the ground in Sheffield.

As part of its approach to improvement, Learn Sheffield could develop further by ensuring that ambition is built in more explicitly in relation to standards, as measured by pupil outcomes. The improvement in standards is encouraging but in its new strategy, Learn Sheffield should aim for outcomes above the national average.

### **3.4 Evaluation**

While there is evidence of improvement in performance in Sheffield over the last three years, it is hard to attribute that entirely to the influence and activities of Learn Sheffield. However, the positive impact of Learn Sheffield on the development of the city's schools was identified by many stakeholders.

The review team endorse Learn Sheffield's intention to make evaluation a strong part of its new strategy. Currently, it undertakes routine monitoring and evaluation of student outcomes and progress and of Ofsted judgements of local schools. However, it can do more to capture:

- individual case studies of impact
- schools performing well against the odds in particular aspects or subjects
- the impact of locality plans
- the differential impact of locality plans across Sheffield
- the impact of the partnership itself.

The review team considered it would be timely to undertake a more general review of the effectiveness of the localities so findings might feed into the plans underpinning the new strategy. While the feedback about Learn Sheffield's approach to improvement in the localities was generally positive, there is scope to consider the extent of involvement in all localities and how it ensures that all localities are equally effective.

The review of the localities should consider the balance of responsibilities currently held by the localities and how they can be managed and supported. Sheffield City Council has delegated some responsibilities in SEND to the localities for special needs. The review team heard many concerns from schools about a lack of clarity around these responsibilities and a potential negative impact on inclusion provision within the city. The review team was not in a position to evaluate this. Nevertheless, concerns may well impact on the effectiveness of the school improvement work of the localities and this should be monitored by Learn Sheffield. More generally, there is also potential for Learn Sheffield to develop its work in inclusion and SEND.

#### **4. Governance**

As Learn Sheffield is a limited company, it has a properly constituted board of directors. The directors we spoke to were aware of their legal responsibilities. They demonstrated a shared understanding of the issues facing Learn Sheffield and ownership of the strategy for moving forward. They were understandably proud of all that had been achieved in the first three years of Learn Sheffield's life but were aware too of the considerable challenges before them.

The CEO felt held to account by the Board but also well supported.

The relationship with the Council is good and effective processes are in place for monitoring the commission. The review team endorses the Council's intention of building in more specific targets for particular aspects of its new commission with Learn Sheffield.

#### **5. Resources**

Learn Sheffield has managed the significant reduction in the resources supporting the Council commission very well indeed. It is very difficult to expect schools to pay for services they had been receiving 'free' for three years, yet schools in Sheffield are doing just that through their purchase of the Learn Sheffield Subscription Offer, 2018-2011. At the same time many heads described their commitment as a '*cautious commitment*'. One said, '*We have committed to what we want it to be*'. Schools do believe, however, that they can make the partnership what they want it to be.

As subscriptions from schools are so important to its survival, Learn Sheffield will need to ensure they do not become all-consuming. For many partnerships, resource pressures and the need to generate income risk causing them to lose sight of their core purpose. Learn Sheffield must take care to retain its current focus must remain on increasing aspirations and outcomes locally.

Given the tightness of resources, it is inevitable that Learn Sheffield must function with a small central team. As indicated earlier, the partnership's reliance on the current CEO for a wide range of functions is a huge risk which must be addressed sooner rather than later. Learn Sheffield's Board is aware of this risk and the review team recommends that succession planning becomes a top priority now.

## **6. Key Recommendations**

Learn Sheffield is a thriving local area partnership which is working collaboratively and effectively to improve outcomes for children and young people in Sheffield. Supported by a commission from Sheffield City Council, it has established a strong partnership over the last three years to improve outcomes for local children and young people. It now faces the challenge of a much smaller commission from the Council but the extent of school sign-up to its subscription offer from 2018-21 reflects a strong commitment to the partnership and a desire from schools to make it work for the benefit of the education community.

We recommend that Learn Sheffield builds on its many strengths by:

### **6.1 Strengthening its vision and new strategy** with:

- a more explicit and ambitious focus on higher standards
- an emphasis on curriculum
- an objective relating to building knowledge, understanding and confidence about the many different opportunities available post 16 in education, training or the world of work.

**6.2 Building and strengthening system leadership across Sheffield** by using strong practitioners from maintained and voluntary schools, from MATs and from Teaching Schools to support improvement.

This also has the added advantage of reducing reliance on the small central team within Learn Sheffield.

Learn Sheffield should also consider how it might develop its strategy for attracting and developing Black and Minority Ethnic leaders, including governors, within Sheffield.

**6.3 Giving a harder edge to its intervention model**, particularly through more robust challenge in the localities so poor progress and performance are not allowed to run on too long.

### **6.4 Doing more to demonstrate progress and impact** through:

- greater use of metrics and targets
- forensic analysis of progress and performance within and across localities
- use of case studies of impact
- evaluation of the partnership itself.

## **6.5 Producing a strategy for financial sustainability.**

This should ensure that the activities funded by the new subscription are delivered robustly but do not become all-consuming. However, a clear commercial strategy is needed identifying additional services and products, all related to core purpose, that might generate revenue.





<p><b>Sheffield City Council - People's Services Portfolio</b></p> <p><b>Report for Children, Young People and Family Support Scrutiny Committee</b></p>	<p><b>Monday 11 March 2019</b></p> <p><b>Lead Officer: Andrew Jones</b></p>
<p><b>Title:</b> Information paper on the Portfolio's strategic approach for children who are new arrivals and/or part of the Roma community</p>	

## **1. Dedicated steering group**

The Council set up a key officer/practitioner group in 2010 to oversee this key area of work:

### **Purpose**

The purpose of the New Arrivals and Roma Steering Group is to:

- Have an involvement in the development of strategies to improve outcomes and attainment for newly arrived and Roma children, young people and their families.
- Maintain an oversight and monitor the implementation and achievement of strategies
- Update and maintain the Highlight Report that addresses key challenges
- Involve representation and/or participation from key senior managers and directors in the People Services Portfolio as well as head teachers and senior leaders in Sheffield schools
- Continue to work with schools, LA services, city wide groups and other key partners so that information is shared effectively and outcomes for children and their families are improved.
- Work with Sheffield City Council and other agencies on the commissioning, planning and delivery of services for newly arrived and Roma children and their families
- Identify and secure funding opportunities for newly arrived children, young people and families.
- Review and update any strategies determined by the Highlight Report
- Develop and oversee effective stakeholder engagement and communications with the community, local, regional and national politicians and others as defined by the Steering Group
- Ensure that SCC People Services Portfolio, the education sector and its partners are aligned and where appropriate integrated
- Promote and share good practice

### **The New Arrivals and Roma Steering Group:**

- Seeks to understand the needs of new arrivals / Roma children, young people and their families.
- Analyses and shares key data and information provided to the New Arrivals and Roma Steering Group for this purpose, by Sheffield City Council's Performance and Analysis Service.

The Group meets at least once a term and reports progress and escalates issues, as appropriate, to People Services PLT and Learn Sheffield.

### **Membership**

The core membership comprises of senior managers from across SCC responsible for delivery of the work required to improve outcomes and attainment of this vulnerable group.

Other managers/representatives are asked to attend for agenda items pertaining to the action plan.

The group is Chaired by Andrew Jones and was formerly chaired by Pam Smith, Head of Primary & Targeted Intervention

Project support is provided by the SCC Children's Commissioning Unit.

## Scope

The Steering Group considers the following areas within its remit:

**Schools** - Responsible for teaching and learning, curriculum, training and support for teachers, extended schools and engaging parents and the wider community in school life and their children's learning

**ILS** - Responsible for capacity planning, school place allocation, data collection, interpreters and translation, parental engagement and involvement, identification of any SEN and decision making around how best to meet children with SEN. Monitoring and challenging of schools in relation to the progress and attainment of new arrivals.

**Public Health** - Responsible for improving health outcomes for Roma and New Arrivals, which underpin attainment.

**MAST / Children and Families** - Responsible for access to early years and pre-school services, early years' prevention and intervention, specialist support, safeguarding attendance and parenting support

**Early Years Attainment** - Responsible for early years outcomes and quality of provision in schools, focussed on improving the attainment of vulnerable children at risk of developmental delay

**Lifelong Learning Skills and Communities** - Responsible for 14 -19 education and training, new arrivals after Y11 and adult training

**Cultural Awareness** - Training and development across portfolios.

**Links to Communities** – The portfolio is responsible for housing, community development and the Cohesion and Migration Strategy.

**Social Care** - Responsible for delivering services and responding to children in need and their families, including those at risk of harm, in need of accommodation and those looked after.

## 2. Project work and highlight report

The Steering Group works to a project plan which outlines key activities, monitoring and review and identified workstream leads.

### **Objective(s) of the Project:**

To manage the delivery of the key priorities that have been agreed to improve attainment among the Roma and other new arrivals in Sheffield. Links are established with work that is underway in Public Health, the NHS, and Communities portfolio and more widely in social care.

Focus on attainment for New Arrivals and Roma continues, with the prospect of other Migrant and Refugee groups arriving in Sheffield in the coming months. A cross sector approach has been adopted to create the best environment for all children to attain at school. The New Arrivals and Roma Steering Group have since worked to determine the tasks required to achieve the desired outcomes. There are 9 key priorities across portfolios and sectors which aim to work together through the Steering Group to improve and deliver CYPF outcomes. These are:

1. Schools Based Activity and Best Practice
2. Early Intervention and Prevention
3. Training and Learning Provision
4. Health Activity
5. Development of Cultural Awareness
6. Early Years
7. Community Youth Teams
8. School Admissions, Fair Access and School Places
9. Data Analysis and Tracking

### **1. Schools Based Activity and Best Practice – Andrew Jones (formerly Pam Smith)**

**Summary** – To provide support and direction for teaching and learning through continued development and sharing of excellent practice to improve outcomes for all children, and recognising the particular challenges for New Arrivals and Roma.

#### **Priorities:**

1. **Maintain a strong partnership with the EAL Steering Group who are responsible for:**
  - a. A significant contribution towards a city wide strategy for the training and CPD for Teachers of EAL pupils. This includes leadership of a network for sharing best practice and sign-posting training provision for teachers of EAL pupils.

- b. A clear assessment process and accurate diagnosis of language needs for EAL learners.

## **2. Meeting the needs of New Arrivals and Roma**

- a. Participation in a coordinated city wide strategy to meet the needs of newly arrived children and families
- b. Regular analysis of data regarding New Arrivals and Roma pupils in education to inform the decisions taken by the group.

## **3. Best Practice**

- a. Identification and dissemination of best practice in the city through regular briefings, workshops and network meetings with partner organisations and schools.
- b. Development of resources as appropriate to support dissemination of best practice.
- c. Collaboration with a wide range of partners including universities and schools working on research projects and initiatives.

## **4. Traded Service to Schools**

- a. The New Arrivals and EAL Team continue to develop a traded service model of delivery providing training and CPD opportunities for school staff on a range of aspects of teaching and assessment of EAL learners.
- b. Annual EAL conference organised in partnership with Sheffield Hallam University.
- c. EAL champions and specialist EAL teaching assistant programmes continue to be delivered by the NA/EAL Team.
- d. EAL volunteer programme of training is delivered by ESCAL (CLA Virtual School)

### **Progress and Evaluation:**

1. Extensive training delivered to support schools in using the new DFE Proficiency in English codes, to accurately assess pupils' English language acquisition as part of the school census
2. Data analysis of pupil outcomes has been completed and shared and presented at Steering Group meetings, workshops, PLT and the service
3. The New Arrivals and Roma workshop was held and was well attended by a wide range of partners. The programme included presentations from local, regional and national experts. The next workshop will be held in the summer term.
4. The NA/EAL Team continues to develop its offer of training and development to schools within Sheffield and across the region.

## 2. Early Intervention and Prevention – Helen Sweaton

**Summary** – To work with and support vulnerable new arrivals children and families and work with partners to ensure that their needs are being addressed.

### **Priorities:**

- **Meet the needs of new arrivals and Roma**
  - Establishment of the Integrated Front Door and roll out of locality model to ensure that families are offered the most appropriate services to address their needs in a timely manner
  - Engage with Page Hall partner's group to identify issues and responses to the needs of new arrivals
  - Work with schools to reduce the instances of exclusion of Roma and new arrival pupils;
  - Work with schools to ensure that pregnant Roma girls return to education post birth with appropriate support
  - Offer specific targeted pieces of work to specific new arrival / Roma communities to increase engagement with MAST
- **Work with partners to reduce the risks of sexual exploitation of Roma girls**
  - Work with the locality B secondary safeguarding group to ensure that issues are identified to feed into wider strategic groups
  - Engage with CSE operational group to feed in locality information and intelligence in relation to Roma CSE (as well as wider CSE) concerns
  - Develop the work of CSE champions within the MAST team to ensure that CSE is embedded within wider MAST teams
- **Work with partners to ensure an appropriate response to the exploitation of Roma families**
  - Work with partners to address instances of DWP fraud and fabricated illnesses in children

### **Progress and Evaluation:**

- **Meet the needs of new arrivals and Roma**

A new Integrated Front Door and Locality model is currently being developed. This will provide a seamless level of referral and facilitate delivery of intervention and the most appropriate level of need. It will also detail a core MAST offer. The model envisages closer cooperation with partners to allow a multi-agency discussion and response to the needs of children and families and the identification of the most appropriate agency or service to meet the needs. It is envisaged that this would ensure that issues which are leading to exclusion are addressed in a timely and appropriate manner. A Foundation stage induction offer has been developed which focusses on Roma and attendance.

Given a high number of Roma girls in locality B who are pregnant, MAST have identified a link worker who is in the process of working with schools to prepare girls for reintegration into school post birth and support her transition back into mainstream education to ensure she receives her educational entitlement.

Early Years have been running targeted groups to Roma Families. Due to low levels of engagement, links have been made with GP surgeries to offer drop-ins on days when there is a higher level of attendance of Roma families to signpost the families to the local Children's Centre and provide Vitamin D tablets.

The parenting team continues to offer parenting discussion groups specifically targeted to the Roma population within school settings. Given the success of these, they will be widened out to more schools. Work is also underway to broadening out the discussion groups to other new arrival groups.

- **Work with partners to reduce the risks of sexual exploitation of Roma girls**  
Multi-agency decision making is now taking place regularly to assess the threshold and identify appropriate intervention to safeguard and support children from Roma families.

- **Work with partners to ensure an appropriate response to the exploitation of Roma families**

It has been noted that there is a large proportion of families within the Roma community who are being exploited to fabricate illnesses within their children to obtain higher benefit payments. MAST have been engaging with partners to address this issues as many of the referrals into the service were as a result of this issue, which prevented effective work on other issues that the families were facing. This has resulted in greater links with the Department of Work and Pensions and the safeguarding GP for locality B, who has increased awareness of the health policy around fabricated illness. This allows partners to refer to the GP under the protocol to ensure a more appropriate response to the issue to try to reduce instances of fabricated illness in children within the Roma community.

### 3. Training and Learning Provision – Emma Beal

**Summary** – To design and deliver appropriate training and learning pathways appropriate with appropriate wrap around support. To deliver work on community cohesion that supports schools and the wider school community

#### **Priorities:**

#### **Training and Learning:**

1. Commissioning of bespoke specialist provision for KS4 New Arrivals and Roma which is responsive to city wide needs.
2. Currently seeking funding through the Controlling Migration fund for a programme of support for new arrivals which will include, an organised welcome, ESOL learning champions, conversation classes, classes in the home and family learning activities, ESOL for employability.
3. Continue to deliver targeted ESOL for Roma communities as part of the city wide ESOL forum.
4. Currently seeking funding to create a city wide online ESOL directory.



5. Support education access (0-18), inclusion and wider integration needs of **Newly Arrived Refugee Families who come as** part of the Gateway Programme, Vulnerable Person's Resettlement and Vulnerable Children's Resettlement Schemes).
6. Developing bespoke training and refugee awareness sessions for schools staff and students in partnership with refugee council.
7. Work in partnership with colleagues in health, housing and refugee council to deliver a 12 month comprehensive resettlement and integration support offer for families. Includes weekly drop in sessions, family advocacy and young people focused activities.
8. Work with schools to identify and develop EAL practice of supporting learners and engaging with parents effectively. Offer targeted funds to schools to support successful transition of children in education settings.

### **Progress and Evaluation:**

#### **KS4:**

We continue to commission Endeavour Training to deliver KS3 & 4 provision for new arrival children. Endeavour is seeking to expand their offer through the provision of a focused employability programme in partnership with local schools.

- Facilitated linking sessions between schools, communities, providers and support services in Darnall, Nether Edge and Burngreave
- Worked with parent groups to increase their understanding of the education offer and their rights and responsibilities
- Developed community cohesion champions in a range of settings, to support the mediation/engagement process between parents and schools to benefit children and young people.
- Bespoke individual advice on cohesion related issues to primary and secondary school Headteachers, Senior Leaders and Governors
- Support schools in the implementation schools 'Community Cohesion Guidance by working in partnership with Learn Sheffield and Cohesion Sheffield.
- Delivered 12 month resettlement support package for newly arrived families' part of the home office lead resettlement schemes. Supported education needs, health, wellbeing and wider integration needs in partnership with stakeholders.

### **4. Health Activity – Bethan Plant**

**Summary** – To ensure that the health and well-being needs of the New Arrivals and Roma community are identified and met through appropriate service re-design and effective commissioning

#### **Priorities:**

**To provide the link across to the Health Projects and bring updates on the following areas:**

1. To implement recommendations from the Roma Health Needs Assessment, which is specific to Children, Young People and Families.
2. Increasing Hep B screening and ensuring up to date vaccinations and immunisations for New Arrivals and Roma community
3. Understanding and identification of the sexual health needs of the Roma community.
4. A review of primary care sexual health enhanced services to include further engagement with GP Practices in areas with high Roma population.
5. Support schools to address risk taking behaviour and provide comprehensive PSHE
6. Produce culturally appropriate health and wellbeing information which has been developed in consultation with members of the Roma Community.
7. Increase the number of new arrivals that receive the Safer Sleep messages using resources appropriate to their needs
8. Support partners around fraud, fabricated illnesses and safeguarding of young people

### **Progress and Evaluation:**

#### **Increasing Hep B screening for the New Arrivals and Roma community**

- The Business Case for a new Local Enhanced Service (LES) for Hep B Screening and Vaccination in the Sheffield Roma Slovak Community has now been presented to the CCG board and has been approved. The service is now in operation. All GP practices have been offered the opportunity of delivering the service. Those practices who have expressed an interest have been offered training. The Service is being promoted across the local Roma Community through publicity. The service is running effectively. Discussions are ongoing relating to the long-term funding of the service. The current service is funded via Sheffield Clinical Commissioning Group.

#### **Vaccinations and Immunisations**

- There continues to be a focus on providing support and increasing V&I amongst Roma community. A 2 year plan for improving uptake (including under – vaccinated groups) has been developed by the Sheffield Vaccination Committee (chaired by PHE/NHSE as commissioners of vaccination programmes). Since 2015 midwives have been vaccinating pregnant women against seasonal flu at Jessops at the 20 week scan to provide a more convenient way of being vaccinated.
- There are plans to hold some training for early years providers which will include infectious diseases and vac and imms

#### **Sexual Health**

- Review of young people's sexual health outreach services to understand and identify the sexual health needs of the Roma community is ongoing as part of the ISHS redesign.
- Review of primary care sexual health enhanced services to include further engagement with GP Practices in areas with high Roma populations.
- A Sexual Health Roma Task and Finish Group is being established to focus discussion on the best way to address positive relationships and sexual health

issues with Roma young people.

### **Roma Classroom Assistants Training**

- Training has now been completed. There is a proposal to repeat this training in the future.

### **Infectious Disease Training**

- Building on the Roma Classroom Assistant Training a decision has been taken to develop a training session focussing on infectious disease. The training was held in both the North and Central parts of the city inviting all schools to attend. Those schools that did attend each received a copy of the PHE schools infectious disease manual.
- The purpose of the training is to support schools in managing sickness and absence.
- The training is being delivered by Public Health England, MAST and SCC Public Health (CYPF and Health Protection). The event is being funded by the central Public Health budget
- The focus of the training includes hygiene, infectious diseases, vaccinations and immunisation and provides schools with strategies and guidance to support them.

Bethan Plant identified as CYPF representative on the New Arrivals Population Health Needs Group chaired by Chris Neild (Public Health Consultant). This group is now taking a broader scope focusing on the health needs and issues for all new arrivals into the city. Bethan will act as link between the Health Needs Group and the CYPF New Arrivals and Roma Steering Group. Pam Smith is the second nominated CYPF rep and will attend when Bethan Plant is unable to.

## **5. Effective community engagement to promote community resilience, cohesion and integration – Angela Greenwood**

**Summary – A resident led approach to provide the between communities and partners to promote integration cohesion and improvements in the city where we have seen rapid migration. Ensuring communities and CYPF are linked and have a joined up approach to working with new arrivals.**

### **Priorities:**

1. Effective community engagement programmes in identified neighbourhoods (currently Darnall, Tinsley, Grimesthorpe and Page Hall)
2. Excellent partnership working in areas affected by new arrivals.
3. Sheffield Cohesion Strategy and action plan delivery
4. Delivery of the Page Hall action plan
5. Development of a Sheffield wide integration strategy

### **Progress and Evaluation:**

1. We are twelve months into the delivery of the DCLG funded community development programme. Recent activity includes the creation of an employment hub in the old Tinsley Infant School and the creation of a community house on

Hinde Street in Page Hall. Currently developing four neighbourhood plans in the above areas.

2. Review of the Page Hall Silver and Bronze groups leading to a new, new arrivals community meeting with the Page Hall partners meeting reporting to it. Increased membership of both groups has been extended to wider partners
3. Sheffield City Council Cohesion Action Plan will be submitted to cabinet on 15<sup>th</sup> February. The Cohesion Advisory Group Annual Conference will be held on the 2<sup>nd</sup> March in the Town Hall.
4. Page Hall action plan has been updated and will be published in March to partners. Now owned by Colin Havard, Community Development Co-ordinator.
5. Draft Sheffield New Arrivals Strategy is now being widened to include integration following the Casey Review. Expected to be available in April.

## **6. Early Years – Pam Smith/Maureen Hemingway**

**Summary** – This section reflects the prevention and intervention activity, take up of FEL 2, 3 and 4 places and Early Years attainment.

### **Priorities:**

The take up of nursery provision for 2, 3 and 4 year olds at nursery continues to be low. This is common across Locality B amongst all groups not just Roma. Key schools in the area are promoting take up of nursery places and other professionals across, health, education and social care working in the area and also promoting take-up of Free Early Learning. Language problems can be seen to have a negative impact on very young Roma children where they speak no English and parents take them to nursery. Children can be seen to be extremely distressed and because of this, attendance is low, compounding the situation. It is helpful where schools have a Roma speaking member of the staff team, however two of the schools in locality B have lost this provision, increasing the difficulties experienced encouraging the take up of places and maintaining attendance. The provision across Locality B continues to struggle with take-up generally with many of the nurseries experiencing low take-up and half empty nursery classes. We believe this to be cultural preferences about sending children to nursery.

### **Progress and Evaluation:**

A small increase in the percentage of Roma children accessing nursery provision has been noted during the academic period 2017/18 since the opening of a private setting, Hope Nursery. This private nursery has purchased a mini bus to transport children to and from home and nursery, a service some families have welcomed. However, there are tensions between the provider and schools, mainly due to perceived quality issues. Quality improvement staff in the area are striving to develop good working relationships with the setting, although very little can be done unless the setting receives a poor outcome following an Ofsted inspection. This setting is still awaiting the first inspection.

## 7. Community Youth Teams – Dan White

**Summary** – To ensure that Community Youth Teams provide a timely and appropriate response to the targeted support needs of new arrivals and Roma young people in Sheffield

### Product Descriptions:

- One-to-one case work, specialist interventions and group work for young people involved in risk-taking behaviour. Specific focus on:
  - Young people involved in anti-social behaviour
  - Young people at risk of entering the criminal justice system
  - Young people at low-medium risk of sexual exploitation (as part of an agreed pathway with Sexual Exploitation Service)
  - One-to-one support for NEET and risk of NEET young people to engage them into suitable provision
  - Open access youth work – youth clubs and detached youth work in priority areas of the city. This includes assertive outreach, ‘rapid response’ sessions to respond to incidents of anti-social behaviour in communities
  - Access to substance misuse; emotional health and wellbeing support; speech & language therapy; sexual health interventions
  - Risky or abusive teenage relationships intervention

### Update on Activity underway

#### 2017-18 CYT Referral Information

- Of the total referrals received by CYT during 2017/18, 64 (8.5%) were logged as Any Other White Background – this has increased slightly on last year by 2.5%.
- Of the 64 – 75% were Roma, 17% Eastern European and 8% Any Other White.
- 67% Male, 33% Female, the number of females has increased over the past two years by 10% although the numbers are low.
- The majority referred for Aggressive Violent Behaviour and ASB.
- 52% live in Burngreave ward compared to 64% last year although it remains the ward area with the highest concentration, 13% in Firth Park and 9% in Shiregreen and Brightside – the remaining 26% reside across 9 other ward areas.

The number of referrals for Any Other Whites have fluctuated over the past 3 years with a slight increase in 2017/18 on the previous year:

- 2017/18 – 8.5% of the total referrals received
- 2016/17 – 6.3%
- 2015/16 – 9.6%

*It should be noted that in some cases the ethnicity definition is determined by the referrer who may choose Any Other White for those who may be of Roma heritage.*

The number of young people entering the criminal justice system for the first time, for Any Other White, has fallen in 2017/18 to 6% of the total young people compared to 11% in 2016/17 and 12% in 2015/16.

Referrals for sexual exploitation have increased slightly with a total of 16 (11% of the

total) into the Sexual Exploitation Service; 50% Roma, 25% Eastern European and 25% Any Other White. 45% of those were assessed as low/medium and referred to CYT to complete the intervention.

#### **Update on Activity:**

- 3 open access youth club sessions per week at Earl Marshall youth club; 1 Junior & 2 Senior
- Engagement with Roma young people via detached youth work – Firth Park, Burngreave, Grimesthorpe, Page Hall
- As part of holiday activity delivery, we have taken young people from the Roma Community to the coast including Whitby, Bridlington, Skegness, plus trips to York Dungeons, Rother Valley and walking at Padley Gorge. Other activities have included ice skating, horse riding, climbing and bowling
- We have continued to work closely with the Sheffield University, running Teddy Bears Hospital in junior club aiming to raise young people's awareness to why, and how, they can access health provision
- Targeted Intervention Programme (TIP) for North CYT caseloaded clients runs recurrent over a 4 week period and includes sessions around crime and consequences, victim awareness, sexting, violence and groups, cyber bullying
- We were successful in a bid to Help a Hallam Child which helped provide presents to disadvantaged families at Christmas
- We have delivered a 12 week youth provision at Firth Park Library to support staff working in the library. The summer youth club provided activities for young people in the Grimesthorpe neighbourhood while the regular youth club was closed; targeting Roma young people in the area who do not attend the regular club and integrate them into mainstream provision
- Held basketball sessions on a Monday evening at All Saints youth club
- Supporting Firth Park Library, offering support and advice in working with a vulnerable group of young people delivering arts and crafts as an initial engagement strategy
- This year one of our key successes has been to place a number of Roma young people at Pretty Little Thing warehouse, these are permanent jobs and a far cry from the casual work that many were doing in the past

#### **Other Partnership working:**

- Continue to be a key member of the Page Hall meetings to ensure comprehensive multi-agency response to issues in the area
- We provide the Roma Jilo dance group access to Earl Marshall to run their dance group on a Saturday morning
- Ellesmere Youth Project use Earl Marshall Youth Club to deliver a Youth Club on a Monday afternoon
- Establishing links with Sheffield Council Housing Services have proved to be invaluable in chasing up addresses for families who regularly move or for providing access to fobs to gain entry into blocks of flats in the area
- The SCID team are now based at Earl Marshall and CYT work closely with their community development workers and street wardens
- To continue working with Firth Park Library staff and other community members for long term solutions in partnership with statutory agencies

**2018-2019**

- Committed to continue to deliver 3 sessions per week in Earl Marshall until it is known about contract arrangements
- Earl Marshall continues to remain a community base in the heart of Page Hall that is well used  
Continue to run the Targeted Intervention Programme (TIP) for caseloaded clients

## 8. School Admissions, Fair Access and School Places – Joel Hardwick

**Summary:** To address the low level of attendance of pupils with a Roma heritage from Central and Eastern Europe. To forecast school places to meet the needs of the children, families and wider community and apply the Fair Access Protocol where appropriate.

### Priorities:

#### 1. School Admissions

The CME team collate ethnicity and first language data for all new referrals to the CME team and record the information on the education database (ONE). This will help in strategic planning and identify trends in new arrivals in Sheffield schools.

The CME Team hold appointments every day except Thursday at Howden House for families new to the city. These sessions support the identification of families new to the UK and enable CME officers to support parents/carers to access services, make an informed choice on school admissions by providing admissions advice, and support them with appeals to increase the take-up of allocated school places.

#### 2. Fair Access

Parents of children who are new to the city and who have submitted an application form will always be allocated a place at a Sheffield school. The school will be one they have expressed a preference for or the 'next nearest' where a preferred school cannot be allocated. Sheffield will apply the Fair Access Protocol to support all children, including the Roma children, in getting into a local school where the allocated school is considered 'unreasonable' in terms of distance or where there are split siblings. Cases will be considered on an individual basis. It is not automatic that a school will agree to go above number to accommodate a Fair Access request to accommodate siblings. This will often depend on local context.

In the 2016/17 academic year a total of 13 places have so far been offered in Burngreave/Fir Vale at schools under the Fair Access Protocol. These places have been offered above the normal admission number. These places were offered in the absence of a reasonable alternative. Schools in the north are especially responsive to going above number in order to keep siblings together. This is hugely significant for families and also for supporting attendance at schools.

#### 3. Roma Response

The CME Team will contribute to the Roma Response process by identifying the Schools who have agreed a start date for a New Arrival and Roma child.

#### 4. School Places

Will manage the supply and demand of school places, forecasting and planning to meet the needs of Sheffield's diverse community.

### **Progress and Evaluation:**

1. Reception numbers are lower than in previous years and there are consequently more available places in the system. There is still pressure in other year groups so accommodating siblings remains a challenge. Admissions & Places Forums have been held in Locality B since July 2015 with local primary schools to discuss admissions patterns in the area and present demographic data. The intention being to hold positive talks, agree placements quickly for local children and provide transparent information so that all Headteachers can see their own schools in context.
2. Activity ongoing as described above.
3. Oasis Academy Fir Vale opened September 2014 (420 places). All year groups available.  
Oasis Academy Watermead opened September 2014. 60 places per year in Reception to Y4 and 15 per year from Y5 and Y6.  
Oasis Don Valley 2-16 School opened September 2015 (now 60 Reception to Y3 places, 15 places in Y4 and Y5 and 30 in Y6. September 2018 was the first year that children progressed into Year 7 at Don Valley.  
Tinsley expanded 2015 to offer 90 places from Reception to Year 3 and 75 in Y4-Y6  
New 2-18 Woodside school has opened in September 2018 with places in Reception (30) and Y7 (120).

## **9. Data Analysis and Tracking – Sean Ashton**

**Summary** – To provide accurate and relevant data reports and analysis of information regarding the New Arrivals and Roma cohort.

To support and inform the New Arrivals and Roma Steering Group and to facilitate focussed planning and interventions to support schools and other services in delivering excellent service to the New Arrivals and Roma population.

### **Product Descriptions:**

1. A suite of Reports for:
  - a. Measuring the success and benefits of the New Arrivals and Roma Action plan
  - b. Analysis of the data and regular summaries to enable the Steering Group to make informed decisions
  - c. Support the Roma Response Process
2. Increased % of accurate ethnic self-ascription via schools

### **Update on Activity:**

#### **Reporting Suite updates**

- The data report is currently being rewritten in Tableau, a presentation software



package which will facilitate a quicker refresh of the data. So far, as well as updating existing reports, this has included additional reports including a demographic breakdown of White Eastern European nationalities, mobility and a more detailed post-16 breakdown. This work is on-going.

**Currently In development**

- Attainment data for 2018

This page is intentionally left blank