



**Notice of a public meeting of  
Learning & Culture Overview & Scrutiny Committee**

**To:** Councillors Reid (Chair), Fitzpatrick (Vice-Chair), Scott, Potter, Gunnell, Brooks and Taylor  
Mr Thomas (Co-opted Statutory Member) and  
Mr Pennington (Co-opted Statutory Member)

**Date:** Tuesday, 22 July 2014

**Time:** 5.30pm

**Venue:** The Auden Room - Ground Floor, West Offices (G047)

**AGENDA**

**1. Declarations of Interest**

At this point, Members are asked to declare:

- any personal interests not included on the Register of Interests
- any prejudicial interests or
- any disclosable pecuniary interests

which they may have in respect of business on this agenda

**2. Minutes** (Pages 1 - 8)

To approve and sign the minutes of the meeting held on Wednesday 18 June 2014.

### **3. Public Participation**

At this point in the meeting members of the public who have registered to speak can do so. The deadline for registering is **5.00pm on Monday 21 July 2014** . Members of the public can speak on agenda items or matters within the remit of the committee.

To register to speak please contact the Democracy Officers for the meeting, on the details at the foot of the agenda.

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### **4. York Theatre Royal: 2013/14 End of Year Performance Update** (Pages 9 - 12)

This report is to inform the Scrutiny Committee of the progress and performance of the York Theatre Royal under the current Service Level Agreement (SLA).

- 5. 2013/14 Finance and Performance Year End Report** (Pages 13 - 18)

This report analyses the outturn performance for 2013/14 and presents the financial outturn position by reference to the service plan and budgets for all of the relevant services falling under the responsibility of the Director of Communities & Neighbourhoods and the Director of Children's Services, Education & Skills.
- 6. Bi-Annual Safeguarding Update** (Pages 19 - 30)

At a meeting of the Committee in June 2012 Members agreed to receive a six monthly update on key children's safeguarding issues. This fifth report updates the Committee on key local and national safeguarding developments since January 2014.
- 7. Narrowing the Gap in York - Scoping Report for Possible Scrutiny Review** (Pages 31 - 44)

This report provides a suggested scope for the committee's scrutiny of the actions taken to narrow gaps in attainment and progress in York.
- 8. Update on Implementation of Recommendations from Previously Completed Scrutiny Review on Careers, Education, Information, Advice & Guidance** (Pages 45 - 60)

This report provides Members with an update on the implementation of the recommendations arising from the previously completed scrutiny review of Careers, Education, Information, Advice & Guidance (CEIAG). Members are asked to sign off all those considered fully implemented.
- 9. Entrepreneurship for Young People - Scoping Report** (Pages 61 - 64)

This report proposes a possible scope for the suggested review of Entrepreneurship for Young People. The report asks Members to agree a remit for the review and a timeframe for its completion.
- 10. Learning and Culture Overview and Scrutiny Committee Workplan 2014/15** (Pages 65 - 66)

Members are asked to consider the Committee's workplan for the 2014-15 municipal year.

## 11. Urgent Business

Any other business which the Chair considers urgent under the Local Government Act 1972.

### Democracy Officers

Catherine Clarke and Louise Cook (job share)

Contact details:

- Telephone – (01904) 551031
- Email [catherine.clarke@york.gov.uk](mailto:catherine.clarke@york.gov.uk) and [louise.cook@york.gov.uk](mailto:louise.cook@york.gov.uk)

(If contacting by email, please send to both Democracy officers named above).

For more information about any of the following please contact the Democratic Services Officers responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

**This information can be provided in your own language.**

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 (01904) 551550

City of York Council

Committee Minutes

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Meeting	Learning & Culture Overview & Scrutiny Committee
Date	18 June 2014
Present	Councillors Reid (Chair), Fitzpatrick (Vice-Chair), Brooks, Gunnell, Taylor, Scott and Hodgson (Substitute for Cllr Potter) Mr Pennington (Co-opted Statutory Member)
In Attendance	Councillor Barnes and Semlyen
Apologies	Councillor Potter Mr Thomas (Co-opted Statutory Member)

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## 1. **Declarations of Interest**

At this point in the meeting, Members were asked to declare any personal interests not included in the register of interests, any prejudicial interests or disclosable interests which they might have in respect of the business on the agenda or any other general interests they might have within the remit of the committee other than those listed within the agenda.

Councillor Taylor declared a personal interest in agenda item 4 (York Museums Trust Partnership Delivery Plan: Performance Update 2013-14 – End of Year Report) as he is a member of the Friends of Shandy Hall and in agenda 5 (Introductory Report on Proposed Scrutiny Topics for Review in 2014-15) as he is employed by City Screen who have undertaken surveys with regard to facilities for disabled people.

Councillor Fitzpatrick declared a personal interest in agenda item 6 (Update on Stonewall Challenge) as she had been involved in the work undertaken by the Senior Adviser for Behaviour, Attendance and Safety.

## 2. **Minutes**

Resolved: That the minutes of the last meeting of the Learning and Culture Overview and Scrutiny Committee held on 30 April 2014 be approved and signed by the chair as a correct record.

With regard to minute 53 (Attendance of Cabinet Member for Leisure, Culture and Tourism), Members advised that they had not received clarification of the period to which the figures on

visitor spending related and the reasons for the increase. The Assistant Director (Communities, Culture and Public Realm) agreed to forward this information to committee members.

Action Required

1. Assistant Director to ensure requested information on visitor spending is provided to committee members. CC

**3. Public Participation**

It was reported that there had been no registrations to speak under the Council's Public Participation Scheme.

**4. York Museums Trust Partnership Delivery Plan: Performance Update 2013/14 - End of Year Report**

Members received a report that updated them on the current progress of the York Museums Trust (YMT) towards meeting the targets agreed in the Partnership Delivery Plan. The Chief Executive and Chief Operating Officer were in attendance to present the Performance Update Report for the period October 2013 to March 2014.

With regard to work at the Castle Museum, Members were advised that the new exhibition in Debtors Prison was due to open soon. Works undertaken had included the refurbishment of 1<sup>st</sup> and 2<sup>nd</sup> floors which had resulted in the museum becoming more streamlined in terms of visitor flow and had also provided the opportunity to look closely at the museums collections. Committee Members were invited to attend the formal opening of the new exhibition which they were advised would take place on 16<sup>th</sup> July. Members asked for an update on the implementation of the recommendations arising from the previously undertaken YMT scrutiny review.

With regard to the Art Gallery Project, the Committee were informed that good progress was being made and it was now possible to get a good idea of the space. The Chief Executive invited Members to view the works being undertaken. Members felt this would be beneficial and it was agreed that a visit be arranged.

Members were provided with an update on the Exhibition Square Development and the development of the gardens behind the Art Gallery

and they were advised that the same landscape gardener was working on both these developments in order to provide continuity.

The Chief Executive acknowledged that the cut in budgets would require them to think radically, consider any restructuring needed and give consideration to new income streams. She explained that they would like to take forward a YMT supporter scheme and were currently doing some research into models across the country, with the other option of building on the joint ticket option which currently allows entry to the Castle Museum and Yorkshire Museum. She explained there was a need to change the perception of the Trust and reposition YMT in the public mind as a charity which needed to be supported.

With regard to stabilising visitor figures during the six months to March 2014, Members noted an one percent increase overall in visitor figures which included a 26 percent increase at the Yorkshire Museum. The acknowledged that the Castle Museum had seen a 3 percent decrease in visitor figures but accepted that this could be due to part of the museum being closed during its major redevelopment and that the drop in visitors to St Mary's was likely to be due to York Art Gallery being closed. Members commended the increase in visits by York school children.

Resolved: (i) That the performance of the York Museums Trust be commented on and noted.

(ii) That Committee Members be invited to a tour of the Art Gallery in order to see the works in progress.

(ii) That an update on the recommendations of the previous scrutiny review be provided at a future meeting of the committee as part of the next bi-annual Performance report.

Reason: To fulfil the Council's role under the partnership delivery plan.

## **5. Introductory Report on Proposed Scrutiny Topics for Review in 2014/15**

Members received a report that provided introductory information on the topics proposed for scrutiny review during this municipal year. They noted that the committee had put forward two possible topics to the annual scrutiny work planning event on 12 May. These were Narrowing the Gap and Disabled Access to York's Cultural Sector. They acknowledged that Councillor Semlyen had also submitted an extra topic for the committee's consideration on "School Based Teaching of skills related to self

employment/entrepreneurship at secondary ages and at York College. Members were informed that at the event, it had also been agreed that a corporate review around “Supporting Elderly People” be undertaken.

Councillor Semlyen addressed the committee with regard to her suggested topic on “School Based Teaching of skills related to self employment/entrepreneurship”. She explained that the Economic Development Overview and Scrutiny Committee (ECDOSC) had agreed to carry out a review looking into entrepreneurship and risk taking as a route to getting into higher paid jobs, but stated that the teaching of entrepreneurial skills should start before the age of 18 and that undertaking her suggested review would add value to the ECDOSC topic and benefit this committee at the same time. An information sheet had been circulated to committee members which provided information on “Business in a Box” and “Not Just a Trading Company” in relation to the proposed review.

Members accepted that there was a need for improvement in the employability skills of York’s young people and acknowledged the need for young people to learn broader employability skills at younger ages. Members questioned whether it was in fact possible to teach “entrepreneurship” and were advised that entrepreneurial skills were key transferable skills, whether someone worked for themselves or for an employer. The committee agreed there was a need to think about the broader skills a young person needed to prepare them to be flexible and able to deal with future. Members accepted that the school curriculum was heavily prescribed by central government and a school’s ability to have a flexible approach and to have a diverse curriculum was more limited than 10 years ago.

The majority of Members agreed that the proposed topic was a good idea which could add value but requested further information from officers on the possible scope for the review.

It was agreed that the previous Careers Review Task Group (comprising Councillors Brooks, Fitzpatrick, Reid and Scott) be reconvened to look at the issues put forward in Cllr Semlyen’s proposal and that Councillor Semlyen be called as a witness in the review.

Councillor Barnes addressed the Committee with regard to his proposed topic on disabled access to York’s Cultural Sector. He thanked the Scrutiny Officer for preparing the information contained in Annex A which provided the current information available regarding disabled access to York’s cultural venues. He stressed that putting forward the proposal was not a suggestion that access for disabled people in York was bad, but instead saying that we didn’t actually know how good or bad the access was.



He suggested it would be beneficial to contact the Independent Living Network to find out what their experiences of accessing tourist attractions in York were. It would also be beneficial to look at best practice elsewhere to look at what other tourist cities were doing. He stressed the importance of not seeing someone as disabled but doing what was necessary to enable them to be able to participate fully. He informed Members that this needed to be in a proactive way, rather than just restricting oneself to achieving legal requirements and by making the information more accessible.

Members expressed their full support for what they agreed was an excellent proposal which could make a real difference in York. It was agreed that a Task Group, comprising Councillors Brooks, Fitzpatrick and Gunnell, be established to undertake the review. The Committee agreed that Councillor Barnes should be co-opted onto the Task Group for the duration of the review.

Members also discussed the corporate review around “Supporting Elderly People”. They considered the two suggested topics contained in the handout which had been circulated to the committee but were not convinced that the two suggestions were suitable for the committee to undertake.

The Committee debated whether it would be possible to carry out the “Disabled Access to York’s Cultural Sector” review in a way that it included elderly people but Members expressed concerns about stigmatising people who were getting older and associating them with having a disability. They agreed that this approach would not do justice to either topic. Most Members however agreed that, the information which would come out of the Disabled Access to York’s Cultural Sector review would benefit everybody in society, including elderly people.

The Committee decided to concentrate on the “Disabled Access to York’s Cultural Sector” review put forward by Councillor Barnes and then determine whether the recommendations from this review could benefit elderly people. It was agreed the Committee should write to the Older People’s Assembly to ask them what issues they have which they think the committee would benefit from looking at with a view to this becoming a topic for a future scrutiny review either this municipal year or next year.

Resolved: (i) That the report and additional information on the proposed reviews be noted.

(ii) That the previously established Careers Review Task Group (comprising Councillors Brooks, Fitzpatrick, Reid and

Scott) be reconvened to carry out a review of Councillor Semlyen's proposed review on "School Based Teaching of Skills Related to Self Employment/Entrepreneurship" and that Councillor Semlyen be called as a witness in this review

(iii) That a Task Group, comprising Councillors Brooks, Fitzpatrick and Gunnell, be set up to undertake a review on "Disabled Access to York's Cultural Sector" and that Councillor Barnes be co-opted onto the Task Group.

(iv) That the Committee agree not to participate in the corporate review of elderly people at the present time.

(v) That the Committee write to the Older People's Assembly to ask them what issues they have which they think would benefit from future scrutiny review.

Reason: To progress the work of the Committee

## **6. Update on Stonewall Challenge**

Members received a report that updated them on the work of the City of York Council (CYC) Anti Bullying Strategy Group led by the Senior Adviser Behaviour Attendance and Safety, to tackle homophobic bullying in York Schools.

The Senior Advisor of Behaviour Attendance and Safety attended the meeting to present the report. She advised Members that out of the consultation, York High had invited Simon Rodgers, an AVIVA Stonewall volunteer, to work with the school and talk to staff and students about his experiences as a gay student who was bullied at school and the effect that the use of homophobic language had on him and has on LGBT (lesbian, gay, bisexual and transsexual) students. She stated that Simon had done an exemplary piece of work at the school and as a result has eradicated homophobic language at the school. She advised Members that the hope was to be able to train their own Stonewall role models to continue this work. She explained that it was more effective for individual schools to join up to Stonewall than to join as an authority and she advised that alongside secondary schools, they were also now working with primary schools.

Members thanked the Senior Advisor for her report. They agreed that it would be good to get support from all schools and to be able to find a local role model to continue the work undertaken by Simon Rodgers.

Resolved: That the update and work of the CYC Anti Bullying Strategy Group be noted.

Reason: In order to keep the Committee informed of the Council's work in support of Stonewall.

## **7. Learning and Culture Overview and Scrutiny Committee Workplan 2014/15**

Members considered the workplan for the Committee for the 2014/15 municipal year.

Members noted that the formal opening of the Debtors Prison new exhibition, to which they were to be invited, clashed with their next Committee meeting and agreed to look at an alternative date on which to hold their next meeting. It was suggested that the meeting be moved back a week to Tuesday 22<sup>nd</sup> July and that an email be sent to Committee Members confirm availability for this date.

Members noted that they were due to receive an overview report on the project plan for Narrowing the Gap at their next meeting. Although other suggestions had now been put forward as possible topics for scrutiny review, the committee agreed it would still be beneficial to receive the report as planned.

Members requested an update on the recommendations from the previously completed York Museums Trust Review as part of the Trust's next biannual Performance report.

Resolved: (i) That the workplan be agreed subject to the agreed amendments as above.

(ii) That committee members be consulted on their availability to attend the next meeting on the suggested date of 22 July 2014.

Reason: To keep the Committees workplan updated.

Councillor Reid, Chair

[The meeting started at 5.30 pm and finished at 8.15 pm].

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**Learning & Culture Overview & Scrutiny Committee**

22 July 2014

Report of the Assistant Director (Communities, Culture and Public Realm)

**York Theatre Royal: 2013/14 End of Year Performance Update****Summary**

1. This report is to inform the Scrutiny Committee of the progress and performance of the York Theatre Royal under the current Service Level Agreement (SLA).

**Background**

2. The SLA is a joint agreement between the Council and the York Theatre Royal. The SLA sets out:
  - The key objectives of the partnership and partnership arrangements
  - Performance targets and indicators to be met by the Theatre
  - Performance information to be provided, review and reporting procedures
3. The key partnership requirements covered in the SLA are:
  - To maintain and develop York Theatre Royal as a local, regional and national theatre provider, creating productions of quality, daring, delight and accomplishment for the citizens of York and the region, and for visitors to the city.
  - To continue to develop local and nationally significant programmes of work with partnerships across the UK and internationally, that contribute to making York a vital and vibrant city and extending our reputation for world class culture.
  - To encourage creative expression and engagement with the community, through a diverse programme of work, both on and off stage, that offers a cultural mix of entertainment, innovation, participation and enjoyment.

- To develop work and activities that promotes the enjoyment of Theatre with older people and diverse communities.
  - To work in active partnership with business, education, community and arts organisations, and local authority service providers to extend both the range and reach of the Theatre's work.
4. Reports are brought to Scrutiny Committee twice a year to report on performance against the outcomes agreed in the SLA. Annex 1 sets out in detail the work undertaken in the last 6 months and the plans in development for the future.

### **Consultation**

5. This report is for information only and there is no consultation to consider.

### **Options**

6. This report is for information only and there are no options to consider.

### **Corporate Objectives**

7. York Theatre Royal contributes to a number of corporate objectives including developing opportunities for residents and visitors to experience York as a vibrant and eventful city, improving opportunities for learning, and in strengthening York's economy through investment in the tourism infrastructure.

### **Implications**

8. **Finance:** The Council's funding for 2013/14 was £273,600 and has reduced to £203,600 in 2014/15. The Council has also made available £500k of capital to support the Theatre's successful Arts Council funding bid for refurbishment of the theatre.
9. The report has no additional implications relating to:
- Human Resources
  - Legal
  - Crime and Disorder
  - Information Technology
10. **Equalities.** Annex 1 sets out the contribution the Theatre makes to support our Equalities agenda.

**Risk Management**

- 11. In compliance with the Council’s risk management strategy there are no risks associated with the recommendations of this report.

**Recommendations**

- 12. The Scrutiny Committee is asked to note the report and comment upon the progress that the Theatre has made in the last 6 months

Reason: To fulfil the Council’s role under the Service Agreement.

**Contact Details**

**Author and Chief Officer responsible for the report:**

Charlie Croft  
Assistant Director  
(Communities, Culture &  
Public Realm)

Charlie Croft  
Assistant Director (Communities, Culture &  
Public Realm)

**Report Approved**  **Date** 14.07.14.

**Wards Affected:** **All**

**For further information please contact the author of the report**

**Background Papers: None**

**Annexes**

Annex 1: York Theatre Royal Performance report (to follow)

**Abbreviations**

SLA - Service Level Agreement

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## Learning & Culture Overview & Scrutiny Committee

22 July 2014

Report of the Director of Children's Services, Education & Skills and the Director of Communities & Neighbourhoods

### 2013/14 Finance and Performance Year End Report – Learning & Culture

#### Summary

- 1 This report analyses the outturn performance for 2013/14 and presents the financial outturn position by reference to the service plan and budgets for all of the relevant services falling under the responsibility of the Director of Communities & Neighbourhoods and the Director of Children's Services, Education & Skills.

#### Financial Analysis

- 2 The services that relate to the Learning & Culture Overview and Scrutiny committee cross two Directorates (Communities and Neighbourhoods and Children's Services, Education & Skills). A summary of the service plan variations is shown at table 1 below.

**Table 1 – Learning & Culture Financial Projections Summary  
2013/14 – Draft Outturn**

	2013/14 Budget £000	Projected Outturn Variation	
		£000	%
<b>CANS Directorate (Extract)</b>			
Arts & Heritage	2,836	+19	+0.7%
Learning Services	778	+26	+3.3%
Libraries & Archives	2,964	+314	+10.6%
Sport & Active Leisure (Facilities)	1,437	-53	-3.7%
<b>CANS Directorate (Extract)</b>	<b>8,015</b>	<b>+306</b>	<b>+3.8%</b>
<b>CSES Directorate</b>			
Children's Specialist Services	22,241	+1,204	+5.4%
Education & Skills	6,488	-1,089	-16.8%
School & Children's Strategy & Planning	6,684	-511	-7.6%

School Funding & Assets	110,981	-106	-0.1%
Directorate of CSES General	(679)	+162	+23.9%
Children's Services Core Funding	(106,850)	+138	+0.1%
DSG Balance Carried Forward	(400)	+511	+127.8%
<b>CSES Directorate – Net General Fund</b>	<b>38,465</b>	<b>+309</b>	<b>+0.8%</b>
<b>Total Learning &amp; Culture</b>	<b>46,480</b>	<b>+615</b>	<b>+1.3%</b>

- 3 The Communities & Neighbourhoods Directorate is reporting an overspend of £306k. This relates mainly to one off redundancy costs of £216k which are partly offset by savings, mainly in relation to Yearsley pool operating costs.
- 4 The Children's Services, Education & Skills Directorate is reporting net overspend of £309k. This is an improvement of £314k compared to quarter 2 and £829k since quarter 1.
- 5 Despite a reduction in the number of Looked After Children and a reduction in expenditure of almost £1m compared to 2012/13, the underlying budget pressure from previous years and unachieved budget savings of £700k result in a net overspend of £1,271k within children's social care budgets.
- 6 The Council's Keeping Families Together initiative is continuing to deliver an overall reduction in the number of children in public care. This initiative seeks to safely support more children at home in the care of their parents or extended family members. It also helps those children who are already looked after to move more quickly on to alternative permanent care. To support these arrangements, the Council has developed a 'new deal' for local foster carers to ensure that there is a sufficient supply of high quality local placements available for those children who do need to become looked after.
- 7 The above arrangements have delivered a sustained month on month reduction in the overall number of children who are looked after. Looked After Children numbers have reduced from 243 at the 1st April 2013 to 222 at 31 March 2014. The availability of high quality local placements allows young people to be placed close to home and their local schools. These local placements avoids the need for high cost independent placements often far from York.
- 8 Although the numbers of looked after children has decreased significantly, from a high point of 256 in 2012, the reduction in costs has not been at the same rate. This is partly explained by legacy costs including Special Guardianship, Adoption and Residence Order

allowances. In addition some of the looked after children with the most complex needs continue to need highly specialised care which accounts for a significant portion of ongoing care costs.

- 9 Therefore, despite a reduction in expenditure in 2013/14 compared to 2012/13, this budget remains under considerable pressure. The Council is continuing to review the most expensive out of city placements to ensure the best value for money is achieved without compromise to quality of care.
- 10 In light of the pressures being felt within children's social care budgets, strict expenditure controls have been operating across the remainder of the directorate's budgets. This has helped mitigate the overall projected overspend for the directorate. Significant mitigating underspends have been delivered in the following areas:
  - Integrated Youth Support Service (£118k) – mainly through holding posts vacant as part of the on-going review of these services and reductions in expenditure on operational costs.
  - SEN & Educational Psychology Service (£138k) - from holding the post of Principal Psychologist / Head of SEN vacant and delivering work on SEN reform from within existing resources without the need to spend grant monies.
  - Early Years and Children's Centres (£243k) – holding posts vacant pending further reviews and operational expenditure reductions.
  - School Improvement Service (£127k) – not backfilling the Principal Advisor Secondary post whilst the post holder is acting as AD and additional income from training courses.
  - School Transport (£308k) – savings delivered within the taxi contract in conjunction with the new provider.
- 11 Within the Dedicated Schools Grant (DSG) funded budgets there is a net underspend of £745k against a total grant allocation for the year of £106,742k (including post 16). This is mainly as a result of underspends on the new statutory requirement for 2 year old nursery provision being phased in from September 2013 (£675k), the prudential borrowing provision set aside for the closure of Burnholme Community College (£352k) and the pupil number growth contingency (£222k), offset by increased costs due to the level of payments required to providers for high needs pupils under the new DfE funding system introduced from August 2013 (£446k). As there was a deficit DSG balance brought forward from 2012/13 of £632k this results in a small carried forward surplus balance of £111k to 2014/15.

## **Performance Analysis**

### Create Jobs & Grow the Economy

#### *Educational Attainment*

- 12 York's schools have a significant role to play in preparing our young people for work and providing an environment where they can excel and achieve their full potential. Educational attainment results show significant and tangible improvement over the previous year putting York in a strong position regionally and nationally. Overall York's children are achieving good and improving results but there remains work to do in some of York's schools.
- 13 York has achieved its best GCSE results with 67% of pupils achieving 5+A\*-C including English and mathematics. This places York as one of the top (16th out of 152) Local Authorities in England and demonstrates high quality teaching in York schools. In primary schools, the assessment process changed in 2013 and, based on a new set of performance indicators, York results for the most part are inline or above national figures. Progress results in Maths are an area of focus in the coming year.
- 14 Currently, 80% of York secondary schools are rated good or outstanding by Ofsted, well above the national picture. At primary level, 85% of schools are now rated good or outstanding compared to a national figure of 78%. Improvement plans are in place at a number of schools with the aim of supporting them to achieve a 'good' rating at their next inspection.

### Protect Vulnerable People

- 15 Specialist services are helping to safely reduce the number of children who are looked after, which at the end of March 2014 had fallen to 222, the lowest since 2009. Between 2011 and 2013 York achieved adoption for 19% of children in care compared with a national average of 13%, which ranks York 16th out of 152 local authorities in England. 68% of adopted children were placed within 20 months of becoming looked after, compared with a national average of 55%. This ranks York 14<sup>th</sup> out of 152 local authorities in England.
- 16 Outcomes for some of the city's most vulnerable children have improved. 22% of Looked After Children eligible for GCSEs in 2012/13 achieved five or more A\* to C grades including English and Maths, up from 13% in the previous year.

- 17 Pupils eligible for Free School Meals have also seen improved results with 40% achieving five or more A\* to C grades including English & Maths (up from 36%).
- 18 In March 2014, 4.8% of 16-18 year olds in York were not in Education, Employment or Training (NEET). York were 3rd in the region and in line with the average of similar local authorities.
- 19 York has been nominated as a Champion for its Special Educational Needs and Disability reforms in recognition of the progress made in implementing far reaching reforms. In York all our developments were based on co-production. We asked parents how they wanted to share information about their child with professionals, how we could improve assessment, how to increase their understanding of what is on offer.
- 20 Parents inspired us and worked with us. We were the first LA to publish a Local Offer in 2012, (show-cased on the Council for Disabled Children's website) and piloted Education Health and Care Plans, improving the plans in the process. Feedback from parents involved in the new process has been outstanding. "This was the most relaxed review we have been to. Everything I wanted to say was included. It made it easier. It was really about Jo and not about the paperwork. "

### **Corporate Priorities**

- 21 The information included in this report demonstrates progress on achieving the council's corporate priorities for 2011-2015 and in particular; priority 1 'Create jobs and grow the economy'; priority 3 'Build strong communities'; 4 'Protect Vulnerable People'.

### **Implications**

- 22 The financial implications are covered within the main body of the report. There are no significant human resources, equalities, legal, information technology, property or crime & disorder implications arising from this report.

### **Risk Management**

- 23 Children's Social Services budgets are under significant pressure. On going work within the directorate has identified efficiency savings in other services that have been used to offset these cost pressures before the end of the financial year. It is also important to understand the level of investment needed to hit performance targets and meet rising demand for key statutory services. Managing within the approved budget for

2014/15 is therefore going to be extremely difficult and the management team will continue to review expenditure across the directorate.

**Recommendations**

- 24 As this report is for information only there are no specific recommendations.

Reason: To update the committee on the latest financial and performance position for 2013/14.

**Contact Details**

**Authors:**

Richard Hartle  
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**Report Approved**  **Date** 7 July 2014

**Specialist Implications Officer(s)** None

**Wards Affected:** *List wards or tick box to indicate all* **All**

**For further information please contact the author of the report**

**Background Papers**

2013/14 Finance & Performance Year End Report, Cabinet 1 July 2014



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**Learning & Culture Overview & Scrutiny Committee**      **22 July 2014**  
Report of the Assistant Director for Children's Specialist Services

**Bi-Annual Safeguarding Update**

**Introduction**

1. At a meeting of the Committee in June 2012 Members agreed to receive a six monthly update on key children's safeguarding issues. This fifth report updates the Committee on key local and national safeguarding developments since January 2014.
2. The January 2014 report described some significant changes to the Local Safeguarding Children Board (LSCB) arrangements for the city. This report also introduced Simon Westwood as the Board's new Independent Chair. Since then and as part of the revised and strengthened governance arrangements for the LSCB, it was agreed that separate LSCB and City of York Children's Safeguarding Service update reports would be presented to the Committee (previously these were presented as a combined report).
3. In these circumstances, this report will only address those issues that directly concern or relate to the delivery of the children's safeguarding arrangements by the Council. A separate report is presented by Mr Westwood providing a wider multi agency safeguarding update to the Committee.

**City of York – Children's Safeguarding Developments**

Thematic Inspection of York's Early Help Offer – Update

4. York received an Ofsted thematic inspection of its Early Help arrangements on 21st and 22nd of January. This inspection, which was carried out by two HMIs, reviewed the quality and effectiveness of our local early help offer. Ofsted will undertake twelve such inspections nationally and the findings from all will inform an Ofsted annual report for publication in late July 2014. These inspections carry no formal judgement; however the inspectors do offer verbal feedback on strengths

and areas for development. Any areas of best practice that the inspectors identify are also considered for inclusion in the annual report.

### York's Inspection

5. In the course of the two day inspection here in York, inspectors reviewed 15 early help cases and they spoke to the professionals and families involved. In addition, there were three multi agency focus groups looking at:
  - local quality assurance arrangements for early help
  - commissioning arrangements for early help
  - local safeguarding children board engagement and oversight of early help
6. Each of these focus groups included up to 18 colleagues from across the children's services community and was challenged by inspectors with a series of questions about the effectiveness of local arrangements.

### The Feedback

7. Overall the inspectors found many strengths in our local arrangements, highlighting confidence in the Front Door and Children's Social Care response to contacts and referrals. The inspectors pointed to strong commissioning arrangements and very good multi agency working relationships. There are a wide range of agencies engaged in or instigating early help and a good understanding of risk (including a good general awareness about lessons from serious case reviews).
8. Of course, there were also some areas for further development. These included;
  - the voice of the child is not consistently reflected in plans
  - some assessments tended to be parent focussed
  - practitioners are not systematically benefitting from learning arising from the quality assurance process
  - early help plans reviewed were not sufficiently SMART or outcome focussed



### Areas of Good Practice

9. The inspection team identified five areas of good practice that they are considering for inclusion in the annual report. These are:
- Etrak – York’s local single view solution for the Front Door
  - Emotional Literacy Support Assistants – York’s ELSA Scheme
  - CAB debt advice in schools
  - Nurture Groups
  - Family Support Plans

### Conclusion

10. This feedback provided some reassurance that we are on the right track with our early help arrangements. Very helpfully, this process shone a spotlight on those areas where there is work to do. The feedback has informed the final version of York’s refreshed Early Help strategy and an associated action plan.

## **Developments in Children’s Social Care**

### Referral and Assessment Arrangements

11. Nationally, local authority arrangements to receive and respond to concerns about children and young people continue to be the subject of rigorous scrutiny and debate. The new Ofsted inspection framework for Safeguarding and Looked after Children [discussed later in this paper] places a very significant spotlight on the effectiveness of these arrangements. In this context and in order to ensure that no child slips through the net at this point in the process, senior managers in children’s social care have been reviewing and strengthening our local arrangements. A summary of this activity includes:
- Introduction of new telephony to ensure that any caller can speak directly to a qualified social worker.
  - The development and launch of a new referral form for professionals to make sure that all of the information needed to make an informed and proportionate response is captured.
  - The establishment of a second referral and assessment team to facilitate an ‘off duty’ week for the workers in these teams

- Strengthened caseload reporting to senior managers and elected members
  - The introduction of a single assessment process to streamline the process and make it more child / family friendly
12. An ongoing review of these new arrangements has helped to improve the service however; these developments have not been without some challenge and have served to bring into sharp relief some further issues to be tackled. These include:

Insufficient social work capacity at the front door

13. Monthly monitoring of case loads in these teams has quickly flagged a shortfall in capacity. Over the past six months caseloads have increased and there is insufficient capacity to sustain a safe and effective service. Triggered by a rigorous monthly monitoring process some immediate action to remedy this issue has been taken. A more in-depth analysis of this issue has helped to confirm that the model is sound but under resourced. In these circumstances, arrangements to increase referral and assessment service from two to three teams, through the reconfiguration of other services, is underway.

Improving practice / supporting staff

14. There is good evidence of strong professional practice across the existing teams. However, there remains a relentless drive to ensure that such practice is constantly improving further and consistent across all teams. This drive coupled with the inevitable pressures of operating at the frontline place workers under significant pressure. Arrangements to further support the professional development and welfare of these teams remains a key priority.

Consistent Thresholds

15. There is evidence that partner agencies better understand the thresholds for intervention that operate at the front door. Six monthly briefings to all head teachers, termly case information sharing with schools and wider partnership briefings have helped to establish a better shared understanding about thresholds. This remains an issue that requires constant attention and monitoring.

### Peer Challenge

16. In light of the above activity York has invited a peer challenge of its referral and assessment arrangements. This process, established by the Yorkshire and Humberside ADCS, will review the effectiveness and safety of the current arrangements. The learning from this external scrutiny will further inform the developments described above.

### Preparation for Inspection

17. Ofsted introduced a new inspection framework in December 2013. This new framework introduces a much sharper focus on the outcomes achieved for the most vulnerable children and young people in our community. The City of York and its partners will be inspected under this new framework within the next 12 months.
18. Preparations for this inspection are overseen by a multi agency inspection reference group chaired by the Director of Children Services. Over the past three months this group has monitored and reviewed the outcomes of those areas already inspected to identify the key learning and emerging messages. A high level summary from this exercise includes:
  - The inspection is casework based and this forms the basis for the judgement on “effectiveness”.
  - Can the voice of the child be heard in case work and documentation, and do all staff have the same view of the child?
  - Are decisions made by appropriate senior managers in a timely way?
  - Do colleagues involved with the child tell the same story? Do colleagues know why services are involved, what they are trying to achieve and the desired outcome?
  - Are colleagues clear about the governance arrangements for CAF/CIN and CP?
19. There is also a sharp focus on looked after children, both within York and those placed out of the City. Listening to the views of Looked After Children and ensuring that these views influence service delivery is a key line of enquiry under the new inspection framework. The authority is also responsible for looked after children placed in York from other authorities.

20. A detailed review of lessons and recommendations from previous York inspections and other external reviews have been completed to inform the preparations for the next inspection.
21. A summary of the outcomes and key messages from a variety of external scrutiny processes during the review period is presented at Annex 1.

### **Analysis**

22. The outcomes and recommendations from each scrutiny process during the review period are collated and used to inform an overall improvement plan.
23. The picture described at **Annex 1** reassures that overall services in York are well managed and overall 'Good'. The multi agency feedback about the confidence in the social work response at the front door is particularly reassuring. However, there is no complacency and some important areas for further development include:
  - i. Greater attention to the journey and voice of the child
  - ii. A sharper focus on the quality of early help plans
  - iii. Better health data to inform the targeting of Childrens Centres services
  - iv. Keeping the child's needs in sharp focus
  - v. Better co-ordination of multi agency early help activity
  - vi. Further develop strategies for the management and inclusion of children and young people with behavioural issues.
  - vii. Embed an 'our child' mentality across the multi agency partnership

### **Disclosure and Barring Service (DBS) Checks**

24. An annual review of the completed clearance checks for all social care staff was completed in March 2014. This review has confirmed that every member of Children's Social Care staff has an up to date DBS clearance check.

### **Looked After Children**

25. The review period has continued to see a slight reduction in the number of Looked After Children in line with the Keeping Families Together strategy previously presented to this Committee.

26. On 1<sup>st</sup> January 2014 there were 215 children looked after by the local authority. On 1<sup>st</sup> July 2014 this number had remained fairly consistent at 213 looked after children.
27. A brief analysis of this cohort of children and young people highlights:
- There are 7 children placed for adoption who are likely to leave care in the 2014-15 year before 31 March 2015
  - The number of children placed in external independent foster placements (IFA) (with an average annual cost of £55k) has increased from 8 on the 1<sup>st</sup> January 2014 to 15 on the 1st July 2014. These placements were required because the needs of the looked after children concerned could not be met within the York foster carer community. These new placements have been commissioned under a new White Rose multi local authority framework with reduced and set weekly rates, which are less expensive than previously spot purchased placements. Many of these placements are within York's boundaries, therefore minimising disruption for the young people in relation to their school placements.
  - The number of young people placed in external residential placements (with an average annual cost of £162k) went from 11 at 31st December 2013 to 10 on 1<sup>st</sup> July 2014.
28. These figures broadly reflect a stabilising looked after children population over a 6 month period, in which the overall numbers have remained constant with planned care leavers equalling the number of new entrants. The largest cohort remains 16-18 year olds with 52 looked after young people, who will all leave care in 2014-16, many of them staying put with their former foster carers, in preparation for future education training and employment and independent living at a later age.
29. It could be estimated that the looked after population may reduce to below 200 during the next 6-12 months, if the number of new entrants remains constant with recent trends.
30. The overall City of York strategy for Looked After Children will be reviewed and refreshed in the autumn of 2014.
31. The progress of our Looked After Children is routinely reported to the Corporate Parenting Board.

## Recommendations

32. The Committee is invited to note:

- The outcome and recommendations of the Ofsted thematic inspection of Early Help
- The plans for a Peer Challenge of the referral and assessment arrangements and to receive a further update, including feedback from this process, in the December report.
- The work underway to prepare for the forthcoming Ofsted inspection.
- The outcome of the most recent DBS audit and to receive future updates on this position as part of the six monthly reporting cycle.
- The continued progress of the Keeping Families Together strategy and to receive further updates on the progress towards developing a refreshed strategy for 2015/18

Reason: To allow Members to be fully informed on key children's safeguarding issues in York and to support Member challenge in this area.

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**Report Approved**



**Date** 14/07/14

**All**



**Wards Affected:**

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### Annexes:

Annex 1 – Overview of External Scrutiny of Services for the Review Period

### Report Abbreviations:

LSCB - Local Safeguarding Children Board

OFSTED - The Office for Standards in Education

ADCS - Association of Directors of Children's Services

DBS - Disclosure and Barring Service

IFA - Independent Fostering Agency

HMIs - Her Majesty's Inspectors

CAF – Common Assessment Framework

CIN - Child in Need CP – Child Protection

### External Scrutiny of Services for the Review Period

<b>Date</b>	<b>Inspection</b>	<b>Outcome</b>	<b>Key Messages</b>
April 2014	Community Short Breaks	<b>Met the all the standards</b>	<b><u>Area for Improvement</u></b>  Work to be done around record keeping and the QA of these records.
March 2014	The Glen	<b>Making Good Progress</b>	No recommendations
February 2014	Wenlock Terrace	<b>Good</b>	<b><u>Areas for Improvement</u></b> <ul style="list-style-type: none"> <li>• Ensure children's safety is fully promoted</li> <li>• Ensure sanctions for poor behaviour are restorative in nature.</li> </ul>
February 2014	Thematic Review of NEET	<ul style="list-style-type: none"> <li>• Good ability to personalise provision to meet individual need.</li> <li>• Clear pathways for young people from foundation and level 1 provision to apprenticeships</li> <li>• A strong focus on prevention</li> <li>• The flexibility of provision.</li> </ul>	<b><u>Challenge</u></b> <ul style="list-style-type: none"> <li>• How to best support young people with behavioural issues.</li> </ul>
January 2014	The Avenues Children's Centre	<b>Good</b>	<b><u>Challenges</u></b> Continued focus on early identification through better health data.

<b>Date</b>	<b>Inspection</b>	<b>Outcome</b>	<b>Key Messages</b>
January 2014	Children's Centres in South East Cluster St. Lawrence's Knavesmire	<b>Good</b>	<p><b><u>Challenges</u></b></p> <p>Continued focus on early identification through better health data.</p>
January 2014	Thematic Review of Early Help	<p><b>Not Graded</b></p> <ul style="list-style-type: none"> <li>• Practitioners welcome direct access to social workers.</li> <li>• Partners are confident to refer to CSC when they need to.</li> <li>• Partners are confident in the advice given.</li> <li>• The Advice Team is highly valued by partners both for the advice they give and signposting.</li> <li>• The FEHA provides a better opportunity to explore the experiences of the child and meet their expectations.</li> <li>• There is a wide range of training and safeguarding training covering issues from SCRs.</li> <li>• Good working relationships (multi-agency working) exist and are</li> </ul>	<p><b><u>Challenges</u></b></p> <ul style="list-style-type: none"> <li>• Improve the quality of early help plans.</li> <li>• Improve the quality of referrals, which is a wider partnership issue.</li> <li>• Further develop how is the voice of the child heard?</li> <li>• How to focus on children rather than parents in assessments.</li> </ul> <p><b><u>Areas for Development</u></b></p> <ul style="list-style-type: none"> <li>• QA processes are in place but practitioners are not aware of these arrangements.</li> <li>• There is inconsistency across the early help agenda – not all agencies proactively engage in early help.</li> <li>• Most plans and assessments did not reflect the child's voice, experience or</li> </ul>



Date	Inspection	Outcome	Key Messages
		<p>effective in delivering early help.</p> <ul style="list-style-type: none"> <li>• There is a comprehensive package of early help.</li> <li>• Practitioners can cite a range of learning and knowledge from SCRs.</li> <li>• Examples of very proactive early help e.g. Nurture Groups.</li> <li>• Early help is instigated by a wide range of practitioners.</li> <li>• There is a positive awareness of risks to children.</li> <li>• There are robust reporting arrangements.</li> </ul>	<p>journey and were not sufficiently outcomes based.</p>
January 2014	YOT Peer Review	<ul style="list-style-type: none"> <li>• The Service Manager has a clear vision for the service.</li> <li>• The YOT is operationally strong and overseen by a committed and proactive Management Board</li> <li>• YOT staff are acknowledged by partners to have expertise around the engagement and management of those with challenging</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the cultural change to embed the “our child” mentality</li> <li>• Ensure the YOT is positioned to assist with the partnership appetite to implement RJ</li> </ul>

Date	Inspection	Outcome	Key Messages
		behaviours <ul style="list-style-type: none"> <li>• Commitment to driving RJ forward and to ensure victims are at the heart of the community partnership is apparent</li> <li>• No Wrong Door translates the concept of a multi agency support routes into practice and is underpinned by E tracking which is an excellent tool</li> <li>• There is great strategic appetite for a single plan around the young person</li> </ul>	
November 2013	Joint Thematic Inspection on the contribution of Youth Offending Teams to the work of the Troubled Families Programme	<ul style="list-style-type: none"> <li>• The YOT influences effective change for young people.</li> <li>• Staff are aware of, and know about, the Troubled Families programme</li> <li>• Young people are getting a good service.</li> </ul>	<p><b><u>Main focus areas for further consideration:</u></b></p> <ul style="list-style-type: none"> <li>• Better coordination in multi agency assessment and planning</li> <li>• Further develop the current Lead Practitioner framework to improve truly coordinated working.</li> <li>• Consider further how the scope of the Troubled Families agenda can be improved and influenced by YOT practice.</li> </ul>



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**Learning & Culture Overview & Scrutiny Committee 22 July 2014**  
Report of the Director of Children Services, Education & Skills

**Narrowing the Gap in York – Scoping Report for Possible Scrutiny Review**

**Summary**

1. This report is providing a suggested scope for the committee's scrutiny of the actions taken to narrow gaps in attainment and progress in York.

**Narrowing the Gap: The York Context**

2. By the age of 19, the gap in attainment between disadvantaged young people (as defined by them being in receipt of Free School Meals (FSM) at age 15) and their peers in York is amongst the widest anywhere in the country (worst 10% of all LA areas on all 3 key performance indicators).
3. The gap is evident in Early Years and widens throughout compulsory education, post-16 participation and beyond. By the ages of 16 and 19, our system delivers outstanding outcomes for the cohort as a whole, but fails a significant proportion of young people, including those who are disadvantaged or who have other vulnerabilities such as Special Educational Needs (SEN). Given that outcomes for the whole cohort lower down the age range are closer, or even below, national averages there are significant challenges ahead.
4. In York as is the case nationally there is a strong link between poverty and underachievement. Nationally this has led to increased scrutiny of the outcomes of disadvantaged children through the introduction of the pupil premium.
5. In York at the end of Primary and Secondary schooling there are about 300 children eligible for the pupil premium an age group cohort.
6. We know that the distribution of the pupil premium cohort varies across the city and this has created pockets of disadvantage.

7. Analysis of our outcomes data shows that schools that have the highest percentage of disadvantaged pupils are narrowing the gap. Schools with the lowest numbers of disadvantaged pupils have the widest gaps and these gaps are not narrowing over time.
8. If we are to close the attainment gap we need to develop a more sophisticated understanding of the cohort and to identify which strategies are working for children and young people with similar characteristics and in similar contexts across the country (or worldwide) so that they can be adapted for use here in York.

### **The York 300 Project**

9. The concept of the York 300 Project came from an initial scoping of the way we could take a more focused approach to narrowing attainment and achievement gaps in York, given that our gaps remain wider than national for the FSM and SEN cohorts. We felt that key to closing the gaps would be to develop a more sophisticated profile for the cohort through sharing and interrogating school performance and social care data to gain an understanding of the potential barriers to progress for individual pupils.
10. Work has taken place to establish an accurate profile of the York 300 cohort in the current Year 5 which is being used to inform the next steps in the York 300 project – see Annex A.

### **Options for Review**

11. The suggested the focus of a scrutiny review would be to identify:
  - i. Good Practice from other Local Authorities with narrow gaps
  - ii. Why do some clusters and schools in York have narrower gaps, and what can be learnt from their practice?
  - iii. How schools with small numbers of pupils eligible for the pupil premium can use the premium more effectively to narrow the gap.

### **Recommendations**

12. Having considered the information provided in this scoping report, the Committee are recommended to agree whether or not to proceed with a review based on the suggested focus outlined in paragraph 11 above.

13. If a decision is taken to proceed the Committee are asked to agree:

- A Task Group to carry out the review on their behalf
- A timeframe for completing the review

Reason: To progress the work of the Committee in line with Scrutiny procedures and protocols

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**Report Approved**  **Date** 8 July 2014

**Wards Affected:**

For further information please contact the author of the report

**All**

**Background Papers:** None

**Annexes:**

**Annex A** – ‘York 300’ Pilot Cohort Analysis

**Report Abbreviations:**

FSM – Free School Meals

LA – Local Authority

SEN - Special Educational Needs

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# Strategic Business Intelligence Hub

## 'York 300' Pilot Cohort Analysis

Author: Hannah McNamee,  
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 Date: May 2014

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## 1. Introduction

The links between poverty and multiple poor outcomes are well documented. The [York 300 Brief](#) outlined how we can use *Pupil Premium eligibility*<sup>1</sup> to define a cohort of young people in each academic year who are most at risk of failing.

The proposal was to define a pilot cohort using the 2013/14 Year 4 group. Following discussions, we have chosen to use the 2013/14 Year 5 group instead. These pupils will move into Year 6 on 1st September 2014 and will sit their Key Stage 2 (KS2) tests in summer 2015. We will be able to retrieve a faster return on the work undertaken with these pupils by analysing their attainment at KS2.

## 2. York 300 Pilot Cohort

In January 2014, there were 1791 pupils in Year 5. From this group, we identified 350 pupils for the York 300 Pilot using the criteria outlined in the [York 300 Brief](#).

Throughout this report, comparisons are drawn between the Pilot cohort and the whole year group.

### *Demographic*

The main demographic of the pupils in the Pilot cohort does not differ to the whole year group, aside from one area.

The table shows the comparisons with a slight under-representation of pupils who speak English as an additional language in the Pilot cohort.

Pilot cohort		Year group
48%	Boys	52%
7% (25 pupils)	Not White British	7%
36%	Summer-born	36%
<b>3%</b> <b>(12 pupils)</b>	<b>Speak English as an additional language</b>	<b>6%</b>

The differences between the Pilot cohort and the whole year group are seen when wider education information is analysed.

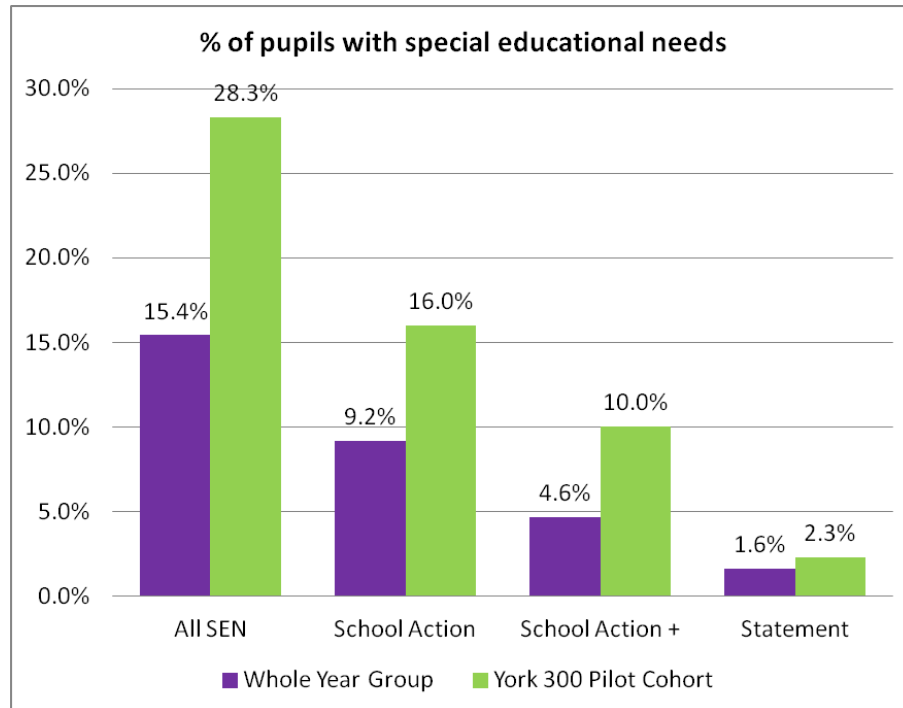
<sup>1</sup> <https://www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children/supporting-pages/pupil-premium>



### ***Special Educational Need***

28.3% (99) of the Pilot cohort had some form of special educational need (SEN) in January 2014. This compared to 15.4% of the whole year group, a 13%pt difference.

Looking at the different levels of SEN, School Action and School Action Plus had the biggest gaps when comparing the Pilot and whole year groups.



These figures support the theories about links between SEN and poverty (because we used Pupil Premium criteria to define the Pilot cohort).

**Consider:** do we focus on the links between poverty and special educational need?

Primary Need is recorded for pupils with a Statement or School Action Plus. 112 pupils in the year group had these levels of need in January 2014. 43 of those are in the Pilot cohort.

33% of the 43 pupils in the Pilot cohort had Behavioural, Emotional and Social Difficulty as their Primary need, compared to 21% of the 112 pupils in the whole year.

### Attendance

A persistent absentee is defined as a pupil whose **unauthorised** absence is more than 15%. 6.3% (22) of the Pilot cohort were defined as persistent absentees in the Autumn Term of 2013/14 (most recent available attendance data). Only 2.5% of the whole year cohort were persistent absentees during the same period.

### Exclusions

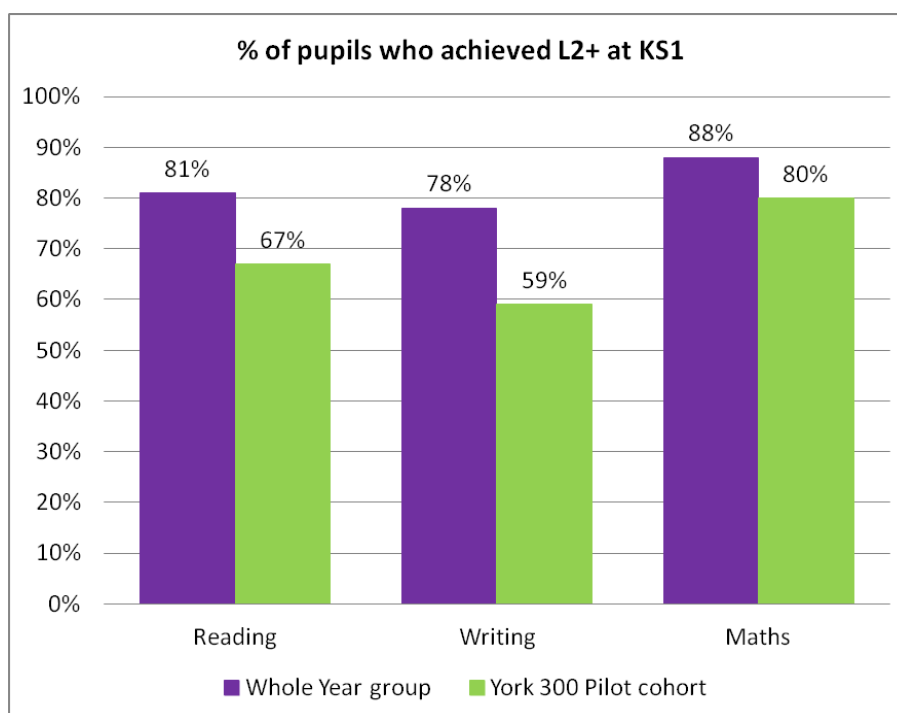
7 of the 350 (2.0%) pupils received exclusions in the Autumn term of 2013/14, compared to 10 (0.6%) of the whole year group.

4 pupils in the Pilot cohort were excluded in both the 2013/14 Autumn term and the 2012/13 academic year.

### Key Stage 1 Attainment

The attainment gaps between disadvantaged children and their peers are well documented. Research shows that pupils from poorer families who do not achieve 'expected' levels at a young age are less likely to close the gap later in education (*Too Young To Fail*, 2013).

The graph shows the percentage of pupils who achieved expected levels at KS1 in Reading, Writing and Maths for the whole year group and the Pilot cohort.<sup>2</sup>



In all subjects, the gaps between those achieving expected levels are an area of concern. Also of note, boys have a larger gap than girls in all three subjects.

<sup>2</sup> We did not obtain KS1 results for 49 pupils in the whole year group, 8 of whom were in the Pilot cohort.

### **Partnership involvement**

We looked at whether the pupils in the pilot cohort had any current or past involvement with partnership agencies. The associations between multiple poor outcomes are well documented nationally and in York.

With this in mind, we collated partnership involvement data about the Pilot cohort.

- 12 (3.4%) of the 350 pupils in the Pilot cohort had experience of the care system. Approximately 0.6% of children and young people in York are looked after, highlighting an over-representation in the Pilot cohort.
- 23 (6.6%) of the 350 pupils had a current and/or existing Child Protection Plan. Again, this is an over-representation when compared to the York population (0.4%).
- There was no record of any pupil in the year group working with Personal Support and Inclusion workers (Youth Support Services).

Consider: are pupils in the Pilot cohort getting additional support from partnership agencies?

Consider: would other partnership agency data better inform this project? E.g. referrals to Front Door, involvement with Family Focus (Troubled Families) team.

### **3. Cluster groups**

York schools are divided in to cluster groups which are used to support school improvement. The clusters largely align with geographical areas of the city. For a list of schools in each cluster, go to [Annex A](#).

The whole year group and Pilot cohort were split into cluster groups based on their current school (in January 2014).

36% of the Pilot cohort attended schools in the West cluster, compared to only 22% of the whole year. This is a noticeable over-representation in the West cluster. This finding is not unexpected given that the West cluster aligns with some of York's most deprived areas.

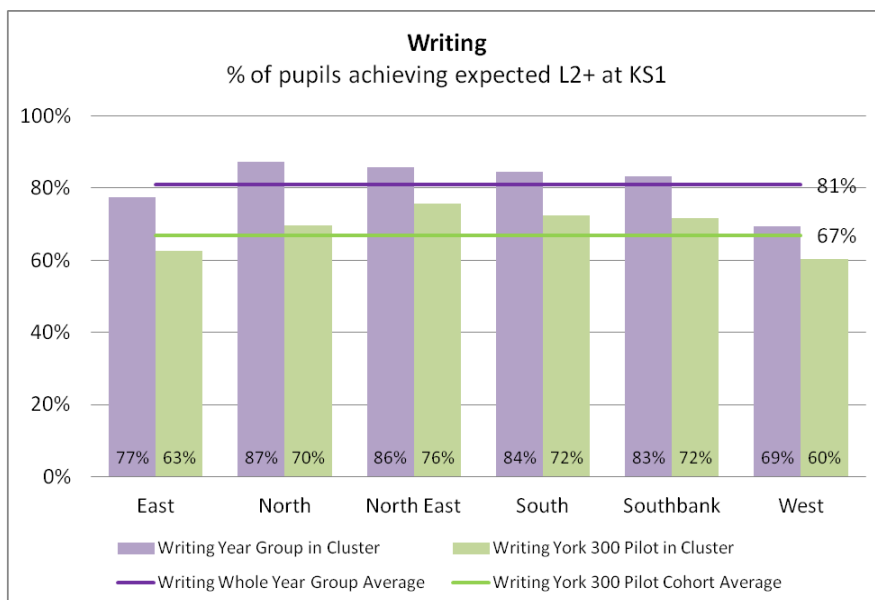
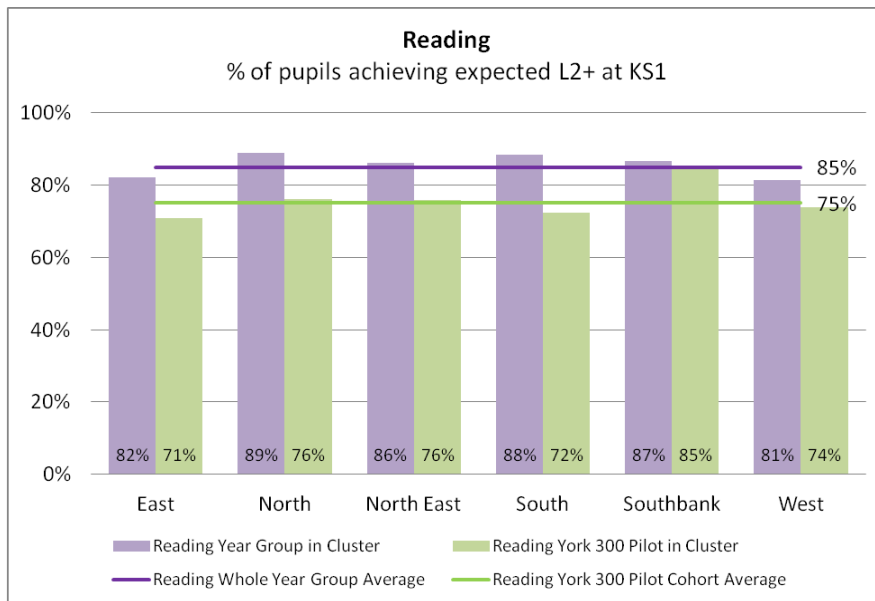
Cluster	York 300	Whole Year Group	% difference
West	36%	22%	14%pt
North East	18%	23%	-5%pt
East	14%	11%	3%pt
North	13%	14%	-1%pt
Southbank	11%	18%	-6%pt
South	8%	13%	-4%pt

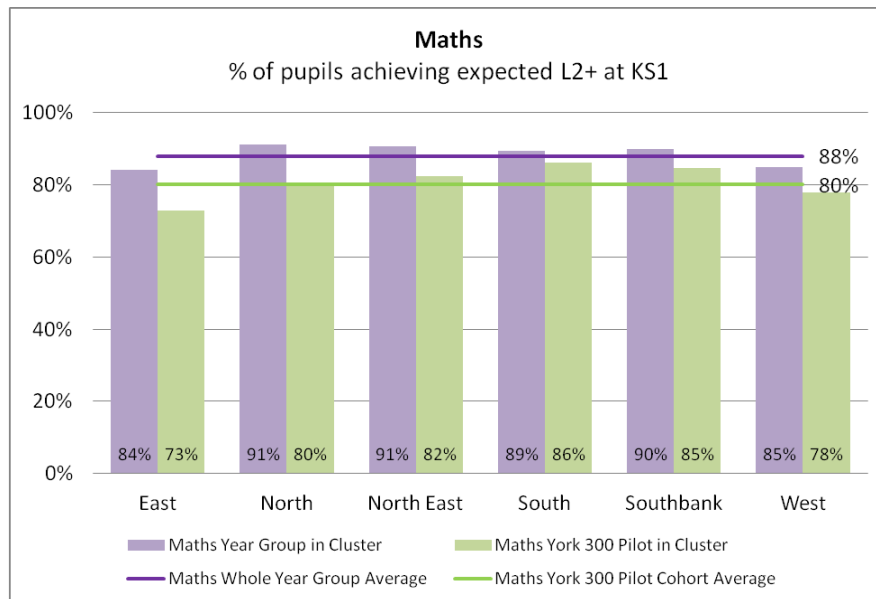
**Attainment by cluster**

We divided pupils into their current cluster groups (in January 2014) then looked at their KS1 attainment in Reading, Writing and Maths. KS1 attainment by cluster group highlighted some interesting gaps to explore.

Pupils in the South Cluster outperformed the Pilot cohort average in Writing and Maths, but not in Reading.

North East Cluster pupils were in line with the averages in Reading and Maths, but above average in Writing.





The table shows the Pilot and Year Groups ranked by cluster, where 1 is the group with the highest percentage of pupils who achieved L2+ for that subject.

The points of interest are where there is a gap between ranking of whole year group and Pilot groups within a cluster. For example, the South whole year group Reading average was the second highest in contrast with the pupils in the pilot cohort who performed poorly.

Rank	Reading		Writing		Maths	
	York 300 Cluster	Year Group Cluster	York 300 Cluster	Year Group Cluster	York 300 Cluster	Year Group Cluster
East	6	5	5	5	6	6
North	2	1	4	1	4	1
North East	3	4	1	2	3	2
South	5	2	2	3	1	4
Southbank	1	3	3	4	2	3
West	4	6	6	6	5	5

Consider: do we focus on the poor performing clusters, or the clusters with gaps between the pilot cohort and their cluster peers?

#### 4. Who are the most at risk in the pilot cohort?

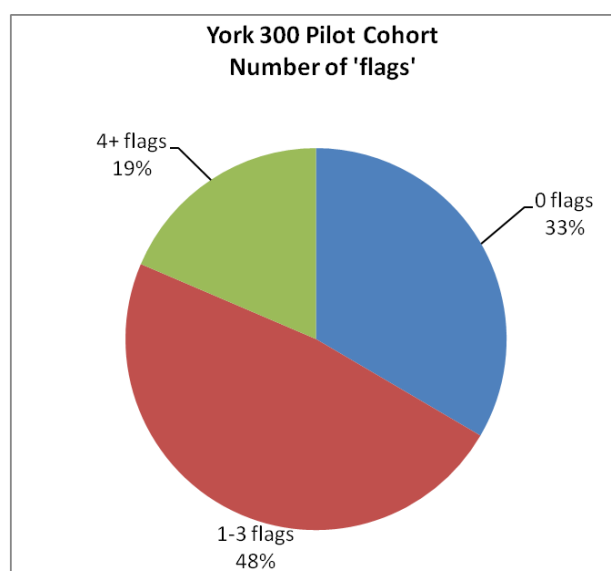
In order to gauge which pupils in the Pilot cohort could be considered most at risk of failing, we applied a simple flag system. Where a young person belonged to a 'community of need' – e.g. English as an additional language, experience of the care system – they received a flag for each community they belonged to. Whilst this is quite a crude form of analysis, it aligns with Fischer Family Trust and other local exercises. It is designed to give an indication of which pupils might be considered **most at risk** of failing to meet their potential at KS2.

We looked at 10 'communities of need' known to be associated with risk of multiple poor outcomes<sup>3</sup>:

1. Special Educational Need
2. English as an additional language
3. Persistent absence in Autumn 2013/14
4. Below expected level in Reading at KS1
5. Below expected level in Writing at KS1
6. Below expected level in Maths at KS1
7. Summer born
8. Experience of the care system
9. Current or existing Child Protection Plan
10. Exclusions received in Autumn 2013/14

With this in mind, of the 350 pupils in the pilot cohort, 65 (19%) had 4 or more flags. 7 of these had 6 or 7 flags, indicating very high risk.

74% of the 65 are being educated in the West, North East or East clusters (in January 2014), indicating a higher concentration than seen in the Pilot cohort.



**Consider: Focus additional support in the West, North East and East clusters?**

<sup>3</sup> We did not include eligibility for free school meals in the flagging system as this was one of the main criteria to bring pupils into the Pilot cohort.

## 5. Considerations and Next Steps

### Considerations:

- Do we focus on the links between poverty and special educational need?
- Are pupils in the Pilot cohort getting additional support from partnership agencies?
- Would other partnership agency data better inform this project? E.g. referrals to Front Door, involvement with Family Focus (Troubled Families) team.
- Do we focus on the poor performing clusters, or the clusters with gaps between the pilot cohort and their cluster peers?
- Do we focus additional support in the West, North East and East clusters?
- How do we ensure the voice of pupils and their families is incorporated?

### Next steps:

- Update cohort when May Census data is complete – e.g. attendance and remove any pupils who have moved out of area.
- Consider comparing non York 300 pupils in the year group – narrowing a bigger gap.
- Engage schools and partners to work with the 350 pupils, or a subset of them, during the 2014/15 academic year.
- Investigate other partnership agency involvement – e.g. Children’s Centres, Family Focus (Troubled Families), Traveller Service.

## Annex A: York School Clusters

To follow is a list of schools in each cluster. Overall, the clusters align with geographical areas of York.

Southbank	West	South	East	North East	North
Archbishop of York Junior	Acomb	Dunnington	Badger Hill	Haxby Road	Burton Green
Bishopthorpe Infant	Carr Junior	Elvington	Hemland	Headlands	Clifton Green
Carr Infant	Hob Moor Federation (Junior and Oaks)	Fishergate	Heworth	Huntington Primary	Clifton with Rawcliffe
Copmanthorpe	Our Lady, Queen of Martyrs	Lord Deramore's	Osbaldwick	New Earswick	Lakeside
Dringhouses	Poppleton Road	Naburn	St Aelred's	Park Grove	Poppleton Ousebank
Knavesmire	Rufforth	St George's	St Lawrence's	Ralph Butterfield	Skelton
Scarcroft	St Barnabas	St Oswald's	Tang Hall	Robert Wilkinson	
St Mary's	Westfield	Wheldrake		Stockton-on-the-Forest	
St Paul's Nursery	Woodthorpe			Wigginton	
St Paul's Primary				Yearsley Grove	
St Wilfrid's					
All Saints	York High School	Danesgate	Applefields	Huntington	Canon Lee
Millthorpe		Fulford	Archbishop Holgate's	Joseph Rowntree	Manor
			Burnholme		





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**Learning & Culture Overview & Scrutiny Committee**      **22 July 2014**  
Report of the Assistant Director, Governance & ICT

**Update on Implementation of Recommendations from Previously Completed Scrutiny Review on Careers, Education, Information, Advice & Guidance**

**Summary**

1. This report provides Members with an update on the implementation of the recommendations arising from the previously completed scrutiny review of Careers, Education, Information, Advice & Guidance (CEIAG). Members are asked to sign off all those considered fully implemented.

**Background**

2. In September 2012, in response to a scrutiny topic proposed by Councillor D'Agorne, the Learning & Culture Overview & Scrutiny Committee received a report detailing national and local developments in the provision of careers education information and guidance (CEIAG) to young people in schools and colleges.
3. In January 2013, the Committee received an update on the national developments, together with information on a recent thematic review into CEIAG carried out by The Office for Standards in Education (OFSTED) which had included visiting two schools in York. Initial feedback from OFSTED confirmed they were impressed with the collaboration between the schools and the Local Authority, in relation to CEIAG. However, the Committee recognised that if the provision of careers education differed between all schools in York, the conclusions from the OFSTED review would not represent the full picture. They therefore agreed it might be sensible to also look at the collaboration between 1 or 2 other schools and the Local Authority, in relation to CEIAG.
4. The Committee agreed to set up a Task Group to carry out the review on their behalf and agreed the following remit for the review:

*'To assess the standard of CEIAG for young people in York, and where appropriate identify improvements'*

5. Over a series of meetings the Task Group gathered evidence in support of the review and their draft final report was presented to the Learning & Culture Overview & Scrutiny Committee at a meeting on 18 September 2013. All the review recommendations were subsequently approved by Cabinet in November 2013.

### **Consultation**

6. The council's Youth Support Service Manager has provided the update information on the approved recommendations – see Annex A.
7. The update refers to new careers guidance and inspiration for schools (Statutory guidance for governing bodies, school leaders and school staff) - see copy of this at Annex B.

### **Options**

8. Members may choose to sign off any individual recommendation where implementation has been completed, and can:
  - a. request further updates and the attendance of the relevant officers at a future meeting to clarify any outstanding recommendations relating to the above reviews or;
  - b. agree to receive no further updates on those reviews

### **Council Plan 2011-15**

9. Whilst the review did not directly support the priorities within the Council Plan 2011-15, it did support a recommendation within the Children & Young People's Plan made by young researchers that asked for careers information and advice to be age appropriate, and for increased links between businesses and education.

### **Implications**

10. There are no known Financial, Human Resources, Equalities, Legal, ITT or other implications associated with the recommendation made in this report.

### **Risk Management**

11. In compliance with the Council's risk management strategy, there are no known risks associated with this report.

## Recommendations

12. Members are asked to note the contents of this report and
- i. Sign off all recommendations that have been fully implemented.
  - ii. Agree whether a further update report is required in 6 months time.

Reason: To raise awareness of those recommendations which are still to be fully implemented.

## Contact Details

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**Report Approved**  **Date** 20 June 2014

### Wards Affected:

**All**



**For further information please contact the author of the report**

**Background Papers:** None

### Annexes:

**Annex A** – Update on CEIAG Scrutiny Review Recommendations

**Annex B** - Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff (DfE, April 2014)

### Report Abbreviations:

CEIAG - Careers, Education, Information, Advice & Guidance

OFSTED - Office for Standards in Education

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Recommendations as approved by Cabinet on 5 Nov 2013	Implementation Status as of July 2014
<p>i. The final report together with an executive summary be provided to the following:</p> <ul style="list-style-type: none"> <li>• All Head Teachers at all York secondary schools</li> <li>• To employers in the CYC business forum</li> <li>• Training Providers</li> <li>• National Apprenticeship Service</li> <li>• Partner Agencies (North Yorkshire Business Education Partnership, Science Learning Centres)</li> <li>• York College</li> <li>• All Governors</li> <li>• PTA's</li> <li>• School Councils and the Schools Council</li> <li>• LA Representatives ( e.g. CYC 14-19 Manager, CYC Youth Support Service Manager, CYC Strategic Resourcing)</li> </ul>	<p>Report circulated as requested.</p> <p>The CEIAG Scrutiny Report and its recommendations have been the focus of discussion and future modelling with the Secondary Headteachers Forum.</p> <p>Also the subject of Headteachers curriculum leaders and governor briefings.</p> <p>The York Learning City Board has also focused upon CEIAG this Summer, as a key strand.</p>
<p>ii. Champion recommendations 5-10 below and seek both to raise awareness of them and the need for good quality careers advice.</p>	<p>We have engaged with school and college leaders and have also taken into account the rapidly changing national policy direction for CEIAG and new statutory duties for secondary schools and the Local Authority.</p> <p>Linked to this will be the transformation of the Connexions Service in 2014/15 which could see new models of working, less face to face work with young people and more strategic support and challenge through statutory guidance and national frameworks in line with the school improvement model.</p>

iii. Develop criteria that embody recommendations 5 -10 below for good careers advice	See (iv) below which addresses the key recommendations.
iv. Develop some form of CYC charter mark that can be awarded to schools that meets the criteria recommended above (following the publication of the forthcoming report on the recent Ofsted review referred to in paragraph 4 above).	<p>The Local Authority has developed a “Prepared for the Future framework” self evaluation toolkit which enables schools to benchmark themselves against statutory guidance and nationally recognised frameworks.</p> <p>This self evaluation toolkit provides a more accessible and achievable framework for secondary schools, given the increasing demands on school time, resources and budgets.</p> <p>7 secondary schools out of 9 have engaged in this process and has enabled the Local Authority and schools to identify and share good practice.</p>
v. Each young person should be offered a career interview.	<p>To date, approximately 1800 young people from years 9 to 13, the vast majority in year 11, from 8 schools have been offered careers guidance interviews through targeted support and commissioning by schools in 2013/14. In addition, schools have their own pastoral systems to guide young people through transitions at age 14, 16 and 18.</p> <p>Due to the changing statutory duties of secondary schools and the Local Authority</p>

	<p>and reductions in staffing and capacity in 2013/14, the Local Authority will offer targeted 1 to 1 careers guidance and support to all young people with special educational needs and disabilities (SEND), looked after children (LAC) and those identified by the schools as disengaged from education from September 2014.</p> <p>For the majority of children and young people for whom careers guidance is the responsibility of secondary schools, they have been provided with a list of approved providers including freelance careers advisers and careers companies with a good local track record.</p>
<p>vi. There is a need to provide greater scope for involvement by employers in schools – see paragraph 63 of final report.</p>	<p>The Local Authority is working with headteachers and Learning City York to support schools to deliver their new statutory duties and the Careers Guidance and Inspiration Agenda (see Annex B).</p> <p>We are also working with our respective Local Enterprise Partnerships (LEPs) to secure additional resources. One recent example of LEP involvement includes the production of key sector fact sheets and local labour market information in the Leeds City Region.</p>

This strand, however, is an area of some complexity and risk which needs a degree of coordination and individual school take up, while balancing this against constraints that schools may encounter.

The Local Authority is working with school leaders and key partners such as the National Careers Service and North Yorkshire Business Enterprise Partnership to ensure that we rise to the challenge of providing young people with high quality contact with employers and employees as envisaged in the new statutory Guidance.

We are working with key sector leads such as construction, retail and rail. A recent careers and skills event organised at West Offices in partnership with North Yorkshire Construction Training Group focused on opportunities and career paths into the construction industry, attended by local employers and schools.

High quality local and regional labour market information is available to and used by schools to raise occupational awareness amongst young people.

In one example, a school has close links with employers including during Ambitions Week



	<p>which is for all students from year 7-11, in which speakers from various businesses were invited to school. In year 9 there is an activity during an industry day where students set up their own business and make products which they showcase to a panel of judges including local business people.</p>
<p>vii. Schools should ensure that all young people are provided with advice and the necessary support to access vocational options and apprenticeships – see paragraphs 66-68 of final report.</p>	<p>Careers programmes in all secondary schools cover the full range of post 16 options. A booklet published by the Local Authority outlining all post 16 options, is sent to parents of year 11 students annually.</p> <p>This is supported by well attended post 16 taster days (see ix) and the annual Steps to Success event at York Race Course where over 1000 parents and young people attend and take up the opportunity to meet providers and receive information about vocational as well as other post 16 options.</p> <p>In relation to the take up of vocational provision, data since 2010 shows a consistent picture with approximately 60% of post 16 students attending vocational courses or a mixture at York College ( eg. a full time BTEC course or BTEC combined with 1 A Level) .</p>

Across the city wide post 16 provision over the same period, 40% of young people attend vocational provision as described above. Take up is holding up well against a backdrop of increasing numbers of students achieving 5 GCSEs at grades A\* to C including English and Maths. This would suggest that students and their parents are making informed decisions based upon the information, advice and guidance that they receive about post 16 options.

The local authority has a strong and well coordinated apprenticeship offer which has been delivered in most secondary schools. The higher level apprenticeship fair in February 2014 saw approximately 300 young people and parents attending.

The impact is shown by the City of York bucking the trend in apprenticeship take up rising from 4.6% of school leavers in 2011 to 5.5% in 2013.

A jobs fair including apprenticeship vacancies took place on 1<sup>st</sup> July with over 30 employers and training providers in attendance and attended by approximately 300 young people and parents.

Castlegate supports young people with post

	<p>16 options and advice and refers young people to apprenticeships on a weekly basis.</p>
<p>viii. CYC website should provide a quick and easy link to careers advice for young people through the Young People’s zone at the YorOk website. It could also provide links to other recommended websites – see paragraph 69 of final report.</p>	<p>Quick and easy link to Futures for Me on the Yor-Zone website. Careers search takes you futures for Me, sources of careers advice and links to job vacancies and apprenticeships.</p> <p>We are looking to improve this provision through more effective engagement with social media.</p>
<p>ix. Taster days for 6th form and college should be introduced and aimed at young people in year 10 – see paragraph 71 of final report.</p>	<p>In January 2014, a coordinated programme of post 16 taster days was organised for young people in year 11, to spend the day at 6<sup>th</sup> forms and further education colleges. The event was successful with approximately 1200 students attending and will be repeated next year.</p> <p>This year we will explore with schools and colleges how this can be delivered for students in year 10.</p>
<p>x. At the end of Year 11 a letter should be sent to every young person at their home address that sets out the support services available to them including Castlegate to ensure they are aware of the services on offer, where they are and how to access them – see paragraph 72 of final report.</p>	<p>The Local Authority will write to all year 11 leavers in July 2014 informing them of support services from Castlegate, particularly after GCSE and results.</p>

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# Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff (DfE, April 2014)

## Introduction

Maintained schools and PRUs have a duty to secure independent and impartial careers guidance for all students in Y8 to Y13. This requirement is extended to academies and free schools through their funding agreements. In April, the Government issued two documents on carrying out the duty: revised statutory guidance and non-statutory departmental advice to schools. The new statutory guidance replaces the previous versions issued in March 2012 and March 2013. In future, the guidance will be reviewed annually but will only be revised if it is no longer fit for purpose.

Download the revised statutory guidance at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/302422/Careers\\_Statutory\\_Guidance\\_-\\_9\\_April\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf)

Download the non-statutory advice at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/302424/Careers\\_Non-Statutory\\_Departmental\\_Advice\\_-\\_9\\_April\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302424/Careers_Non-Statutory_Departmental_Advice_-_9_April_2014.pdf)

## What schools 'must' do

The term 'must' is used in the guidance to set out what schools 'must' do by law.

- 'Schools must work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging' (Para.12)
- Governing bodies must ensure that pupils are provided with independent careers guidance from year 8 to year 13 and that 'the independent careers guidance provided:
  - is presented in an impartial manner
  - includes information on the range of education or training options, including apprenticeships and other vocational pathways

- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given' (Paras.15-16).
- 'In-house support for pupils must be combined with advice and guidance from independent and external sources to meet the school's legal requirements' (Para.17).
- 'Schools must secure independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways' (Para.34).
- 'Schools must ensure that young people are clear about the duty and what it means for them. In particular they must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:
  - Full time study in a school, college or training provider;
  - An apprenticeship, traineeship or supported internship;
  - Full time work or volunteering (20 hours or more) combined with part time accredited study' (Para.42).
- 'Schools must provide relevant information about all pupils to local authority support services. This includes basic information such as the pupil's name, address and date of birth' (Para 45). 'Schools should also provide other information that the local authority needs in order to support the young person to participate in education or training... However, schools must ensure that they do not provide this additional information if a pupil aged 16 or over, or the parent of a pupil aged under 16, has instructed them not to share information of this kind with the local authority' (Para.46).
- 'Where a student has an Education Health and Care Plan, all reviews of that Plan from year 9 at the latest, and onwards, must include a focus on preparing for adulthood, including employment, independent living and participation in society (Para.53).

The term 'should' is used in the statutory guidance in relation to requirements in the statutory guidance to which schools should have regard. If schools decide to depart from it, the guidance states that 'schools will need to have clear reasons for doing so' (Para.1).

## What's new?

The guidance has been re-written to reflect important changes in the direction of policy since last year.

- The Ofsted report *Going in the right direction?* (September 2013) showed that the majority of schools need to do much more in carrying out the new duty. Inspectors now take into account how well the school delivers advice and guidance in judging its leadership and management

- The Minister of State for Skills and Enterprise, Matthew Hancock issued an *Inspiration Vision Statement* (September 2013) urging employers, schools and others to work together to inspire young people to develop high aspirations and be motivated to succeed. Inspiring young people to succeed is raised to a new level of importance (See paras.24-26)
- The guidance puts renewed emphasis on providing young people with real-life contacts from the world of work (See paras. 27-31)
- From October 2014, the National Careers Service will extend its offer to schools and colleges. The National contact Centre will provide information and support on engaging with employers (Para.33). The guidance also suggests that schools could work with their local Jobcentre Plus to develop a smoother pathway between education and work (Para.54).
- The guidance states that the school's strategy for advice and guidance 'should be embedded within a clear framework linked to outcomes for pupils rather than an ad hoc set of activities' (Para.17). The strategy should also be based on individualised guidance (Paras.18 and 37)
- More weight has been placed on schools measuring their own effectiveness in carrying out their duty by monitoring quality, taking into account pupils' feedback and examining the attainment and the destinations of their pupils, e.g. by using the Destination Measures data published by the DfE (Paras.55-59).
- The responsibility of the governing body is highlighted for providing clear advice to the headteacher 'on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements' (Para.17).
- The guidance emphasises that schools should ensure that pupils understand that:
  - they will be required to work towards achieving a level 2 in maths and English up to the age of 19 if not achieved at 16 (Para.19)
  - the study of STEM subjects is important for a wide range of career choices. Schools should ensure that girls especially understand the risk of dropping STEM subjects at an early age (Para.20)
  - working for themselves is a viable option. Schools should, therefore, offer pupils the opportunity to develop entrepreneurial skills for self-employment (Para.21)
  - aiming for the best universities or the best apprenticeships are equally demanding routes for higher attaining pupils (Para.22)
  - the National Citizen Service and other voluntary and community activities offer opportunities that can help young people with their careers (Para.23).

The guidance continues to emphasise:

- providing pupils with access to information on the full range of education and training options (Paras.34-36)
- securing access to face-to-face guidance where it is the most suitable support for young people to make successful transitions (Paras.39-40)
- the importance of support for vulnerable and disadvantaged young people and those with special educational needs and disabilities (Paras. 52-53) in order to help them 'realise their potential and so increase economic competitiveness and support social mobility' (Para.11)
- the importance of working with local authorities to support participation and vulnerable and disadvantaged young people (Paras.45-49, 59).

## Response to the guidance

Critics have expressed their concerns about:

- the perceived marginalisation of careers advisers and the contribution they can make to raising aspirations and directly inspiring young people
- the lack of real support for using quality standards and awards to quality assure careers guidance providers and the work of schools
- the assumption that pre-16 work experience has little or no value
- the lack of funding to enable schools to carry out the duty
- the blurring of the distinction between statutory guidance and non-statutory departmental advice as seen in the way the guidance arbitrarily promotes a number of websites, programmes and initiatives that the Department favours.

Criticism has also come from the Learning and Skills sector that feels that the guidance does not go far enough in challenging schools that are determined to protect their sixth forms. The CBI on behalf of its employers takes the view that the guidance is a step in the right direction but 'it's a long road to mend our broken careers system'.

## What next?

Schools need to consider:

- taking action immediately to ensure that they are meeting the statutory duty (See above for what schools must do)
- re-thinking the careers guidance strategy and budget for 2014-15 rather than waiting another year before making a start on any changes they want to see to the model of careers guidance in their school
- using the National Careers Service National Contact Centre when it is launched in October.





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**Learning & Culture Overview & Scrutiny Committee**  
Report of the Assistant Director, Governance & ICT

**22 July 2014**

**Entrepreneurship for Young People – Scoping Report**

**Summary**

1. This report proposes a possible scope for the suggested review of Entrepreneurship for Young People. The report asks Members to agree a remit for the review and a timeframe for its completion.

**Background**

2. At the last meeting the Committee considered a scrutiny topic on “School based teaching of skills related to self employment / entrepreneurship at Secondary ages and at York College, proposed by Cllr Semlyen. In response officers suggested that the focus could rather be on broader employability skills, including the development of broader enterprising behaviours and an entrepreneurial “can do” spirit. These skills have been identified by the Leeds City Region LEP in three levels:
  - **basic work attributes:** e.g. time-keeping, appropriate personal appearance, general professionalism, language for work, understanding of role and responsibilities as a first jobber
  - **attitudinal and personal life-skills:** e.g. work ambition, confidence, self-esteem, resilience
  - **generic “softer” skills:** e.g. communication, working with others, entrepreneurial thinking (drive and initiative), personal learning and thinking skills.
3. It was suggested that any review of this topic could therefore research practices in areas where performance on a limited range of relevant performance indicators, not solely around business start-ups and self employment, is better than in York and to use findings to influence providers of education and training to adapt successful models to the York context.

4. At its last meeting, the Learning and Culture Overview and Scrutiny Committee agreed this topic was suitable for review, viewing it as an extension to their previously completed review of CEIAG. And, with that in mind, agreed to reform their CEIAG Task Group to carry out the review on their behalf.

### **Supporting Information**

5. In its original review, the group touched on employability issues in consideration of work experience (paras 29 – 34) and the involvement of employers in supporting employment readying advice (para 60).
6. Work experience was, until 2011, a major feature of schools' delivery of the statutory duty to provide work related learning in Key Stage 4. Following the removal of the statutory duty (and the funding to support it, which was channelled to Education Business Partnerships such as NYBEP through contracts with Local Authorities) work experience opportunities for 14-16 year olds have decreased. The Task Group found that the value and quality of work experience was variable and the current government, following the Wolf Review (March 2011), has sought to move it into post 16 education.
7. The involvement of employers in providing work readying advice as part of a broader contribution to Careers Education and Inspiration in schools is at the centre of the DfE Statutory Guidance (April 2014). This is referenced in the update on the implementation of the recommendations arising from the previous CEIAG Task Group Review shown elsewhere on this agenda, and is a priority for Education and Skills as we seek to ensure that residents are fully aware of the opportunities available in York (and beyond) and the skills, attributes and qualifications they will need to access them. Supporting successful progression, participation and transitions, we want children, young people and their families to be able to plan for their futures on the basis of ambitious and realistic aspirations.
8. There is a wealth of research into employers' views and requirements at national (e.g. UKCES), regional (e.g. LCR) and local (e.g. York Skills Assessment of Need (2013)), so a focus on what schools and colleges could do, or are doing, to inculcate the relevant attitudes, characteristics and skills in our young people would be appropriate.

## **Options**

9. Options for review by the Task Group are:
  - i. To identify a small number of areas which perform strongly on relevant performance indicators, research practices in those areas and make recommendations based on them, bringing the group's learning back to York.
  - ii. Carry out a light touch review of current practices in York to both establish the degree of commitment of schools and colleges to provision aimed at developing the skills and enterprising behaviours identified by LCR and to identify local best practice. This would clearly include engagement with organisations commissioned by them to deliver relevant opportunities (e.g. NYBEP) as well as with the schools and colleges themselves.

## **Council Plan 2011-15**

10. A review of this topic would support the Council's priority to '**Create jobs and grow the economy**'.

## **Implications**

11. There are no known Financial, Human Resources, Equalities, Legal, ITT or other implications associated with the recommendation made in this report.

## **Risk Management**

12. In compliance with the Council's risk management strategy, there are no known risks associated with this report.

## **Recommendations**

13. Members are asked to note the contents of this report and agree
  - i. A remit for the review, including a number of objectives, based on the options listed above.
  - ii. A timeframe for completion of the review by the Task Group

Reason: To carry out the review in line with agreed scrutiny procedures and protocols.

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**Report Approved**



**Date**

14 July 2014

**Wards Affected:**

**All**



For further information please contact the author of the report

**Background Papers:** None

**Annexes:** None

**Report Abbreviations:**

CEIAG - Careers, Education, Information, Advice & Guidance  
OFSTED - Office for Standards in Education  
DfE – The Department for Education  
UKCES – UK Commission for Employment and Skills  
NYBEP - North Yorkshire Business and Education Partnership  
LCR - Leeds City Region  
LEP- Local Enterprise Partnership

<b>Meeting Dates</b>	<b>Learning &amp; Culture Overview &amp; Scrutiny Committee - Work Plan 2014-15</b>
Wed 18 June 2014 @ 5:30pm	<ol style="list-style-type: none"> <li>1. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report</li> <li>2. Scoping Report on Potential Topics for Review in this Municipal Year</li> <li>3. Overview Report on CYC Stonewall Challenge (Yvette Bent)</li> <li>4. Workplan 2014/15</li> </ol>
Wed 22 July 2014 @ 5:30pm	<ol style="list-style-type: none"> <li>1. York Theatre Royal – SLA Performance Bi-annual Update Report</li> <li>2. Year End Finance &amp; Performance Monitoring Report</li> <li>3. Bi-annual progress report on Safeguarding &amp; Looked After Children</li> <li>4. Overview Report on Project Plan for Narrowing the Gap</li> <li>5. Careers Review - Update on Implementation of Recommendations</li> <li>6. 'School Based Teaching on Entrepreneurship' Review Scoping Report</li> <li>7. Workplan 2014/15</li> </ol>
Wed 17 Sept 2014 @ 5:30pm	<ol style="list-style-type: none"> <li>1. School Improvement and Ofsted Update on Schools Performance (Maxine Squire)</li> <li>2. First Quarter Finance &amp; Performance Monitoring Report</li> <li>3. Attendance of Chair of York @ Large</li> <li>4. Workplan inc. verbal update on ongoing review(s)</li> </ol>
Wed 19 Nov 2014 @ 5:30pm	<ol style="list-style-type: none"> <li>1. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report &amp; Update on implementation of previous scrutiny recommendations.</li> <li>2. Explore York Libraries and Archives Mutual Ltd SLA &amp; Bi-Annual Update</li> <li>3. Second Quarter Finance &amp; Performance Monitoring Report</li> <li>4. Update on the work of Corporate Parenting Board</li> <li>5. School Results Outturn</li> <li>5. Workplan 2014/15</li> </ol>
Wed 21 January 2015 @ 5:30pm	<ol style="list-style-type: none"> <li>1. York Theatre Royal – Service Level Agreement Performance Bi-annual Update Report</li> <li>2. Bi-annual progress report on Safeguarding &amp; Looked After Children</li> <li>3. Attendance of Chair of Learning City</li> <li>4. Update on Implementation of Children &amp; Families Bill (Eoin Rush)</li> <li>5. GCSE Results Update</li> <li>6. Workplan inc. verbal update on ongoing review(s)</li> </ol>

<p>Wed18 March 2015 @ 5:30pm</p>	<ol style="list-style-type: none"><li>1. Attendance of Cabinet Member for Education, Children &amp; Young People's Services – Update on priorities and challenges for 2014/15</li><li>2. Attendance of Cabinet Member for Leisure, Culture &amp; Tourism – Update on priorities and challenges for 2014/15</li><li>3. Third Quarter Finance &amp; Performance Monitoring Report</li><li>4. Workplan 2014/15 &amp; Possible Scrutiny Topics for 2015/16</li></ol>
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