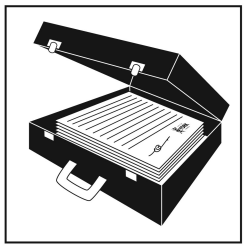
CITY OF YORK COUNCIL



Notice of meeting of

Decision Session - Executive Member for Children & Young People's Services

To: Councillor Runciman (Executive Member)

Date: Tuesday, 13 July 2010

Time: 4.00 pm

Venue: The Guildhall, York

AGENDA

Members are reminded that, should they wish to call in any item on this agenda, notice must be given to Democracy Support Group by **10.00 am on Monday 12 July 2010,** if an item is called in *before* a decision is taken, or

4.00 pm on Thursday 15 July 2010, if an item is called in *after* a decision has been taken.

Items called in will be considered by the Scrutiny Management Committee.

Any written representations in respect of the items on the agenda should be submitted to Democratic Services by 5.00 pm on Friday 9 July 2010.

1. **Declarations of Interest**
   At this point Members are asked to declare any personal or prejudicial interests they may have in the business on the agenda.

2. Minutes (Pages 3 - 6)

To approve and sign the minutes of the Decision Session of the Executive Member for Children and Young People's Services held on 8 June 2010.

3. Public Participation

At this point in the meeting, members of the public who have registered their wish to speak at the meeting can do so. The deadline for registering is **5.00pm on Monday 12 July 2010.**

Members of the public may register to speak on:-

- An item on the agenda
- An issue within the Executive Member's remit
- An item that has been published on the Information Log since the last session.

4. Annual Review of York's Children and Young People's Plan 2009-12 (Pages 7 - 20)

This report provides a brief overview of the first annual review of the Children and Young People's Plan 2009-12 and invites the Executive Member to note and comment on the outcome of this review.

5. Amalgamation of Our Lady's and English Martyrs RC Primary Schools (Pages 21 - 46)

This report seeks approval for the amalgamation of Our Lady's and English Martyrs' RC Primary Schools proposed by the Roman Catholic Diocese of Middlesbrough.

6. School Term Dates and Holidays 2011/2012 (Pages 47 - 52)

This report requests that term dates and holidays for the school year, 2011/2012 be formally approved. The report also reports on action taken by the Local Authority to align dates with those of neighbouring authorities.

7. **Implementation of the Restructure of the Children's Social Care Service** (Pages 53 - 94)
Following the Executive's approval of the proposals to restructure Children's Social Care services on 11 May 2010, this report is provided to update the Executive Member on progress towards the full implementation of the new service structure arrangements.

8. **Urgent Business**
Any other business which the Executive Member considers urgent under the Local Government Act 1972.

Information Log
No items have been published on the Information Log since the last Decision Session.

Democracy Officer:
Name: Jayne Carr
Contact Details:
Telephone – (01904) 552030
Email – jayne.carr@york.gov.uk

For more information about any of the following please contact the Democracy Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details are set out above.

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Agenda Annex

About City of York Council Meetings

Would you like to speak at this meeting?
If you would, you will need to:

- register by contacting the Democracy Officer (whose name and contact details can be found on the agenda for the meeting) **no later than** 5.00 pm on the last working day before the meeting;
- ensure that what you want to say speak relates to an item of business on the agenda or an issue which the committee has power to consider (speak to the Democracy Officer for advice on this);
- find out about the rules for public speaking from the Democracy Officer.

A leaflet on public participation is available on the Council's website or from Democratic Services by telephoning York (01904) 551088

Further information about what's being discussed at this meeting
All the reports which Members will be considering are available for viewing online on the Council's website. Alternatively, copies of individual reports or the full agenda are available from Democratic Services. Contact the Democracy Officer whose name and contact details are given on the agenda for the meeting. **Please note a small charge may be made for full copies of the agenda requested to cover administration costs.**

Access Arrangements
We will make every effort to make the meeting accessible to you. The meeting will usually be held in a wheelchair accessible venue with an induction hearing loop. We can provide the agenda or reports in large print, electronically (computer disk or by email), in Braille or on audio tape. Some formats will take longer than others so please give as much notice as possible (at least 48 hours for Braille or audio tape).

If you have any further access requirements such as parking close-by or a sign language interpreter then please let us know. Contact the Democracy Officer whose name and contact details are given on the order of business for the meeting.

Every effort will also be made to make information available in another language, either by providing translated information or an interpreter providing sufficient advance notice is given. Telephone York (01904) 551550 for this service.

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Holding the Executive to Account
The majority of councillors are not appointed to the Executive (40 out of 47). Any 3 non-Executive councillors can 'call-in' an item of business from a published Executive (or Executive Member Decision Session) agenda. The Executive will still discuss the 'called in' business on the published date and will set out its views for consideration by a specially convened Scrutiny Management Committee (SMC). That SMC meeting will then make its recommendations to the next scheduled Executive meeting in the following week, where a final decision on the 'called-in' business will be made.

Scrutiny Committees
The purpose of all scrutiny and ad-hoc scrutiny committees appointed by the Council is to:

- Monitor the performance and effectiveness of services;
- Review existing policies and assist in the development of new ones, as necessary; and
- Monitor best value continuous service improvement plans

Who Gets Agenda and Reports for our Meetings?

- Councillors get copies of all agenda and reports for the committees to which they are appointed by the Council;
- Relevant Council Officers get copies of relevant agenda and reports for the committees which they report to;
- Public libraries get copies of **all** public agenda/reports.

Agenda Item 2

City of York Council — Committee Minutes

MEETING	DECISION SESSION - EXECUTIVE MEMBER FOR CHILDREN & YOUNG PEOPLE'S SERVICES
DATE	8 JUNE 2010
PRESENT	COUNCILLOR RUNCIMAN (EXECUTIVE MEMBER)

1. DECLARATIONS OF INTEREST

The Executive Member was invited to declare at this point in the meeting any personal or prejudicial interests she might have in the business on the agenda. Councillor Runciman declared a personal non-prejudicial interest in agenda item 6 – "York Youth Community Action Pilot", as a Board Member of Theatre Royal York.

2. MINUTES

RESOLVED: That the minutes of the Executive Member for Children and Young People's Services Decision Session held on 13 April 2010 be approved and signed as a correct record.

3. EXCLUSION OF PRESS AND PUBLIC

RESOLVED: That the press and public be excluded from the meeting during consideration of Annex 2 of agenda item 6 ("York Youth Community Action Pilot") on the grounds that it contains information relating to the financial or business affairs of any particular person (including the authority holding that information). This information is classed as exempt under Paragraph 3 of Schedule 12A to Section 100A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) Order 2006.

4. PUBLIC PARTICIPATION

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

5. APPOINTMENT OF LOCAL AUTHORITY (LA) SCHOOL GOVERNORS

The Executive Member considered a report that informed her of the current position with regard to vacancies for Local Authority (LA) seats on governing bodies, listed current nominations for those vacancies (detailed in Annex 1 to the report) and requested the appointment or reappointment

of the listed nominees. The Executive Member was pleased to note that vacancy rates remained low.

RESOLVED: That the appointment and re-appointment of Local Authority Governors, as proposed in Annex 1 of the report, be approved.[1]

REASON: To ensure that local authority places on school governing bodies continue to be effectively filled.

Action Required

1. Notify nominees and governing bodies of the appointments — SP

6. YORK YOUTH COMMUNITY ACTION PILOT

The Executive Member received a report that informed her of the results of Round Two of the York Youth Community Action Pilot Grant Fund bidding and sought approval of funding to projects recommended by the Youth Community Action Pilot Grant Fund Assessment Panel. The projects that had been shortlisted for approval were detailed in the Annex to the report.

The Executive Member was sorry to note the resignation of Mik O'Connell - YYCAP Project Manager. Thanks were expressed for the work that he had carried out in setting up the project.

Details were given of the mechanism by which the project would be monitored and evaluated.

RESOLVED: (i) That the process underway for local implementation of the Youth Community Action Grant Fund be noted.

(ii) That funding for the list of projects recommended by the York Youth Community Action Assessment Panel (detailed in Annex 1 of the report) be approved, with officers being granted a degree of discretion at the margins (within normal delegation limits) in relation to their detailed discussions with individual applicants[1].

(iii) That a summary of the evaluation of the project be presented to the Executive Member when it becomes available next year[2].

REASONS: (i) The assessment process has been rigorous and effective.

(ii) The projects offer a great opportunity for City of York Council to work with the voluntary groups of York and provide the city's 14-16 year olds with a range of opportunities that would otherwise have been unavailable to them.

(iii) To ensure that the Executive Member is updated on the outcome of the project.

Action Required

1. Notify bidders of the outcome	PM
2. Include item on Forward Plan	PM

Councillor Runciman, Chair

[The meeting started at 4.00 pm and finished at 4.20 pm].

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Meeting of Executive Member Decision Session **13 July 2010**

Report of the Director of Adults, Children and Education

Annual Review of York's Children and Young People's Plan 2009-12

Summary

1. This report provides a brief overview of the first annual review of the Children and Young People's Plan 2009-12 and invites the Executive Member to note and comment on the outcome of this review.

Background

2. Since York became a pathfinder Children's Trust in 2003, the YorOK Children's Trust partnership has produced three Children and Young People's Plans (CYPPs). The current, third CYPP covers the period April 2009 to April 12 and sets out the vision, aspirations and priorities for children and young people in the City aged 0-19+.

3. Whilst the YorOK Children's Trust Board routinely monitors performance element of the CYPP, and the various sub-groups of the Board monitor other aspects concerned with the delivery of the plan, new 'Children's Trust Board (Children and Young People's Plan) (England) 2010' regulations were issued in April 2010 by the then DCSF under the remit of the Apprenticeships, Skills, Children and Learning Act 2009.

4. The new regulations:

   - Place the Children's Trust Board on a statutory footing from April 2010;
   - Pass responsibility for developing, publishing and reviewing the CYPP from the local authority alone to the Children's Trust Board;
   - Require the first new style CYPP to be published by April 2011 (the new guidance recognized that most authorities are on a cycle that saw their first Plan produced in 2007);
   - Require a formal annual review of the Plan.

5. An early review of the recently produced YorOK CYPP 2009-12 confirmed that this plan met both the spirit and content of the new regulations. The Trust Board therefore approved a proposal to review the existing and not to produce a brand new plan. The Trust Board also agreed that the annual review of the

Plan would be led, coordinated and completed by the YorOK Integrated Commissioning Group (a sub-group of the Children's Trust Board) by April 2010, and would reflect on outcomes achieved, progress made against stated actions, updates on new challenges and young peoples views.

6. The review was structured around the five Every Child Matters outcomes (Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution, Achieving Economic Well-being) and service management, and focused on the following four aspects, supported with strong performance and management information, a detailed review of progress against actions, formal input from key partnership representatives and forums and consultation activity with children and young people:

- Progress made at the end of year 1 of the CYPP;
- Ongoing / emerging challenges at the end of year 1;
- New / emerging priorities, gaps in the CYPP;
- Any changes we should consider making as we move into the 2nd Year of the Plan.

Consultation

7. As is the practice in York, the review of the CYPP was undertaken on the basis of consultation with a wide range of stakeholders, including children and young people. The consultation activity undertaken in reviewing the Plan has included the following:

- Drawing together key messages from around 2,100 children, young people, parents and carers involved from several key groups and forums, including school council conference, Looked after children group (Show me that I matter), York Youth Council, Parents of children with disabilities and additional needs, Through the YorOK website, Tell Us 4 (a voluntary survey of children and young people in year 6, year 8 and year 10 which asks about their experiences and views of their life, their school and their local area.);
- Interactive session with members of the YorOK Board;
- Invitations to take part sent directly to those practitioners and managers signed up the YorOK Newsletter;
- Promoting opportunities to consult through a range of agency and partnership forums.

The Reviewed CYPP

8. The review confirmed that the vision, principles, aspirations and commitments of the original plan should remain. The review process did highlight areas that continue to present a challenge along with aspects of our work that new and emerging priorities. These are outlined in detail in the CYPP Review document (attached at annex 1) and include:

9. Highlights

- 20% reduction in teenage pregnancy rates;
- New buildings with Children's Centres now cover every area of the City, new schools at Manor, York High and Joseph Rowntree and two new primary schools well advanced ;
- Reductions in child poverty levels;
- Reductions in obesity at age 6;
- Improved integrated working;
- York students achieving excellent results, especially pupils achieving 5A*-C;
- Primary school absence rates amongst the lowest in the country and exclusions of children from school at an all-time low;
- New Youth Council set up;
- The number of young people getting a criminal record for the first time has continued to fall with reductions also in reoffending and young people being sent to custody;
- Good performance in difficult economic times in ensuring that as many 16-17 year olds are able to take up jobs, educational courses or training – best performance in the North of England.

10. Challenges

- Reducing obesity levels in children at Year 6;
- Tackling the misuse of alcohol by young people;
- Develop our understanding the issues about child neglect in the City;
- Ensure our safeguarding arrangements address the prevention of violent extremism;
- Reduce the numbers of children over time who are looked after by the council;
- Develop and implement our plans to make all primary and secondary schools 'World Class';
- Deliver over 4000 volunteering opportunities for 14-16 year olds as part of the York Youth Community Action Pilot;
- Further develop our child poverty strategy.

11. The final draft of the annual review was tabled at the March meeting of the Children's Trust Board where the CYPP Review was formally approved. Copies of this eight page document were distributed at the recent 'No Wrong Door' prevention conference, attended by over 200 delegates. The original Plan and review document, along with the YorOK performance scorecard, consultation messages and action monitoring are available on the YorOK

website. The monitoring of the reviewed and updated CYPP will continue as at 3 above.

Options

12. This item does not offer options.

Analysis

13. Analysis is covered in the body of the review itself.

Corporate Objectives

14. The YorOK Children's Trust Board works within the planning frameworks of the Local Strategic Partnership (LSP), Council and other partner organisations, and in so doing helps to shape, develop and agree the Children and Young People's priorities. The CYPP articulates local priorities for children and young people within this context, incorporating corporate and other objectives.

Implications

Financial

15. There are no Financial implications although ability to maintain progress could be affected by public sector funding projections.

Human Resources

16. There are no HR implications.

Equalities

17. This Plan has been subject to an Equality Impact Assessment.

Legal

18. There are no legal implications.

Crime and Disorder

19. There are no Crime and Disorder implications.

Information Technology (IT)

20. There are no IT implications.

Property

21. There are no property implications.

Risk Management

22. There are no known risks in relation to this item.

Recommendations

23. The Executive Member is asked to note the process, content and outcome of the first annual review of the Children and Young People's Plan 2009-12 and comment as appropriate.

Contact Details

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554039

Chief Officer Responsible for the report:
Pete Dwyer
Director, Adults, Children and Education
Tel No. 554200

Report Approved ✓ **Date** 28 June 2010

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

For further information please contact the author of the report

Background Papers:

None

Annexes

- Annex 1: Review of the Children & Young People's Plan: 2010 Review

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Children & Young People's Plan 2009 – 2012: **2010 Review**

Introduction

We are now one year into the lifetime of York's latest Children and Young People's Plan, which is available, along with the full range of supporting documentation, on the YorOK website www.yor-ok.org.uk.

The YorOK Board agreed that we needed to review our Plan every year; this is also now a national requirement. We have approached the 2010 review as follows: we looked back at all of the priority actions and targets we set out in the Plan; we listened again to the voices of young people; we consulted our partners across the YorOK community; and we challenged ourselves as to whether the actions we agreed and the outcomes we measure in our performance scorecard were being delivered. This review also takes into account the recent review of the Local Area Agreement.

The 2009 -12 Plan includes 27 performance indicators that we have routinely monitored through the YorOK Board and Integrated Commissioning Group. Of these, approximately two thirds are either hitting targets or showing improvement. Our performance against the remaining third shows that we still face challenges in some areas. In addition, we have introduced a further 26 new indicators which we expect to be able to monitor over the course of the next year. The full YorOK performance scorecard can be found on the YorOK website.

Our reflections have led us to conclude that, for the most part, the picture is a very positive one. We are confident that we will be able to meet the great majority of our targets. In the last year, YorOK partners won over £5 million of new money to spend on children and young people in York. We also received many awards and accolades, not least the Comprehensive Area Assessment judgment that children's services in York were performing "excellently" – one of only two children's services outside London to achieve this rating.

But we are never complacent in York, and we have been open about those areas where we still need to do better. We have also suggested a few areas where our priorities might need to be amended or expanded.

We know that the year ahead will bring many new challenges, including serious pressures on public expenditure that will affect many of the providers of services to York's children and young people. Both the local authority and the PCT will be reorganising, partly as a response to those pressures.

But the needs and dreams of the children, young people and families of York will remain paramount at all times. The forthcoming changes will bring opportunities as well as challenges. We are confident that if we stick to the underlying principles we set out in the Plan, we can do even better than before, and truly make York one of the best places in the country in which to grow up.

Sue Metcalfe
Chair of the YorOK Board

Cllr. Carol Runciman
Executive Member for Children and Young People's Services

Pete Dwyer
Director, Adults, Children and Education

Working together with Children, Young People and Families

How are we doing, one year on from the launch of York's new Children and Young People's Plan?

These are some of the highlights, and the things we still need to do.

Outcome One – Being Healthy

Highlights

- We have introduced many new ideas to help children and their families stay healthy and lose weight.
- The Social and Emotional Aspects of Learning (SEAL) programme has been extended to secondary schools and has been embedded across the curriculum in primary schools.
- The most recent data shows a welcome 20% reduction in teenage pregnancy rates in York, to 34 per 1000 15-17 year olds. Chlamydia screening is now available in many non-health settings, making it more accessible to young people. YorScreen is making good progress towards its targets by developing innovative ways to promote the service.
- We have worked particularly hard to support disabled children and their families, and have won a national award for this.
- Our children's centres now cover every area of the city.
- More children than ever (87% aged between 5 -16) have taken part in 2 hours of PE per week and Street Sport. We have opened the new "Energise" Swimming Pool at Oaklands and are now offering free swimming to the under 16s and over 60s.
- In the first year of the "Playbuilder" Initiative, we have successfully installed or upgraded 11 of the 22 play areas planned for the city.

Things we still need to do

- While there has been a welcome reduction in obesity levels amongst Reception age children, there has been a small increase (0.04%) at Year 6. Reducing childhood obesity will remain a key priority for us. We need to communicate better about the healthy eating and weight management programmes that are available.
- We need to continue to develop new ways to tackle substance misuse, especially so-called "legal highs", given that there has been an increase in hospital admissions related to these causes. We will make the most of the decision to place a York-specific Drug Action Team within the City Council, and will give particular priority to tackling misuse of alcohol by young people.
- We must continue to listen to what children and young people are telling us about their emotional health through the Tellus survey and other feedback, and respond accordingly. One particular issue arising from the latest survey is that some primary school children say they feel unable to talk to an adult other than their parents – we need to respond to this.
- Our teenage pregnancy strategy is working but needs time to achieve its goals. Similarly, we want to increase further the rate of Chlamydia screening, recognising that this is likely to result in an increase in the number of recorded infections in the short term.
- We have recently improved our communications with the city's GPs, and need to do more work to reap the benefits of this.

Outcome Two – Staying Safe

Highlights

- We are pleased that children in York generally feel safer and happier than in many other places (so they tell us) and we will try to make sure this is always the case.
- We have worked hard to make sure that the arrangements for protecting children are well understood by everyone. Our schools have improved their safeguarding arrangements, including advice to help children and young people stay safe online.
- There are now more children (13%) in the council's care than there were last year, as is the case in many other cities. We have put more money into supporting these children so they have the best possible experience. In particular, their placements are more stable than before, and the great majority are cared for by local families.
- Integrated working across the YorOK partners has improved, with an increased number of calls to the Child Index and a greater number of common assessments being completed.

Things we still need to do

- We will update our safeguarding arrangements to take account of the unannounced inspection of our services that took place in April 2010. This found that our overall arrangements were secure, and confirmed for us that we are focussing on the right areas for development in the coming year.
- We need to understand better the issues about child neglect in York, because it can be just as serious as other types of abuse. We need to make sure all of our staff are trained to recognise neglect in all its forms.
- We will not accept bullying in any form and we will be asking children about this again in the coming year to ensure our knowledge about it is up-to-date.
- We have no reason to believe that violent extremism is a serious problem for York at the moment, but it is important that our safeguarding arrangements recognise the potential for influencing vulnerable young minds in this direction, and that our schools positively promote better understanding of other communities and mature discussions about controversial topics.
- Over time, we want to see fewer young people who need to be in the council's care, or placed outside York. We have plans to achieve this, particularly by supporting parents and carers at the earliest point when they may be facing difficulties, and making it easier for people to get the right help at the right time when they make contact with us.
- We also need to improve further our integrated working arrangements to make sure that everyone who works with children is familiar with the "Common Assessment Framework" and the concept of the "lead practitioner", as well as with the services that can be made available to help families in need.
- We need to work harder to make sure that we review the care plans for our Looked After Children in a timely way, building on the initiative to get the children themselves more involved in these reviews.
- In the coming year we will review our arrangements for handling young runaways to ensure that our services are working together to assist young people in this position, and we will also work with colleagues to ensure that the welcome reductions in youth homelessness are maintained.

Outcome Three – Enjoying and Achieving

Highlights

- We are very proud of the achievements of York's students. Last year they got excellent results at age 11, age 16, and at A level - and did much better than the national average. We saw a particularly significant increase in the number of pupils who achieved 5 A*-C grades (including English and maths) at GCSE (up from 53.8% to 59.2%) and this gave us a ranking of 15th nationally.
- Primary school absence rates are now amongst the best nationally and we are on track to meet the national target for secondary schools. This has come about as a result of a range of work with individual children and their parents and carers.
- Similarly, we have continued to reduce the number of children being excluded from school, both for a few days and permanently, and we will carry on with our work to support those children who might otherwise be at risk of exclusion.

- We are working more closely with families living in the parts of the city where extra support may be needed: we call this our Community Partnership Project. This is because we recognise that some children may have problems that cannot be solved by the schools alone. All the YorOK partners are helping with this initiative.
- We have successfully piloted the Extended Services Disadvantage Subsidy, which we call "Me Too" in York, which provides economically disadvantaged children and young people with opportunities to take part in a range of out-of-school activities. We are now rolling this out to all schools in the city.
- We have devised a cultural entitlement programme for all our young people aged 0-19. One particular highlight of 2009 was when 500 York primary school children sang a piece at the Schools Prom in the Royal Albert Hall.
- We have greatly improved the quality of early years settings through a series of capital grants using Government money, which will help the youngest of York's citizens to get the best possible start in life.
- We are working to turn more of our libraries into "Explore" learning centres, to match the successful one at Acomb, which is immensely popular with local children and their families.

Things we still need to do

- We will concentrate our support for schools and for children on the few areas where our performance is not as strong as we would wish. These include maths and English results at age 11. We also still have a significant gap in the results for children at this age who get free school meals, compared with those who do not; we will work harder with York's primary schools to narrow this gap. The achievement of children in our care will always be a priority for us.
- We have developed exciting new plans to make all of York's primary and secondary schools "world class". Some of our most successful schools, or schools with particular strengths, are working with other schools in the city to help them improve further.
- We hope to improve further the attendance of students at our secondary schools.
- We need to continue to help schools to access the full benefits of being part of the YorOK community by working with a wide range of agencies to support children and their families.

Outcome Four – Making a Positive Contribution

Highlights

- We have set up a new York Youth Council and sent representatives to the UK Youth Parliament, as part of the "Take Part "Pathfinder. The Youth Council has been increasingly influential in the city.
- We were awarded £1.4 million of Government money to provide volunteering opportunities for all 14-16 year olds in York.
- More young people than ever took part in the Duke of Edinburgh award scheme.
- A youth club has been established in the old library at New Earswick and a new club for young people with learning difficulties and/or disabilities was established at Fulford Youth centre.
- We now run an even wider range of targeted parenting programmes, with consistently high numbers of mums, dads and carers accessing these. We also now have parenting workers who are able to work with parents on a one to one basis. We aim to support parents but also to help them accept their responsibilities.
- Training has been delivered to head teachers to support schools in meeting their legal duty to promote community cohesion.
- Plans are in place for the first Youth Festival on 26 June 2010.
- The number of young people getting a criminal record for the first time has continued to fall, reducing by nearly 25%, compared with 11% in similar areas. Similarly, the amount of repeat offending committed by young people has fallen by over 14%, compared with nearly 10% in similar areas.

Things we still need to do

- We need to make it clearer that the principles underpinning the United Nations Convention on the Rights of the Child apply to all of our work. We are working with York St John University on their "Rights Respecting School" programme, and even trialling this in early years settings.
- We need to deliver over 4000 volunteering opportunities for 14-16 year olds in the next year as part of the York Youth Community Action Pilot.
- We hope to launch a city centre youth café when funds are secured and are working with the Youth Council to achieve this. We know this is a priority for young people.
- We need to give primary age children, who are not old enough to sit on the Youth Council, the opportunity to demonstrate that they too can, and do, make a positive contribution to the life of the city.
- We will experiment with extending and strengthening the connection between the Youth Council and elected Members of the Council, as well as with partner agencies.
- We will take the principles of restorative justice into new situations, including schools, in order to prevent young people entering the criminal justice system unnecessarily.

Outcome Five - Achieving Economic well-being

Highlights

- We have worked hard to make sure that as many of our 16 and 17 year olds as possible are able to get jobs or to take up educational courses or training. Around 4.3% of York's 16-18 year olds are currently not in education, employment or training, around the same as last year, which is a commendable performance in difficult economic times.
- All young people aged 14-19 in York will benefit from our new vision for education across this age range. We have published a paper called "Achieving Excellence" which sets out our plans and which is supported by all the schools and colleges in York. These include new Foundation Learning courses, facilities for teaching Hospitality and Catering in three secondary schools, and an exciting new Creative and Media Centre for all learners in the City of York. This is hosted by Manor School and will be one of only three in the country.
- Children and young people in York have been encouraged to take part in competitions, displays and other events about "enterprise", to help them learn skills for life and be better prepared for their future employment.
- We have been taking steps to tackle child poverty: there is now a support worker from Job Centre Plus working directly with families in children's centres, and the new Catalyst Family Intervention Project will be working with some of the families who need most support. There has been a welcome reduction in the number of households with dependent children living in temporary accommodation (41 in December 2009).
- The 92 Project is working with hard to reach young people in hostel accommodation to help them with money skills and sexual health education.

Things we still need to do

- We will be further developing our Child Poverty Strategy this coming year, and will concentrate particularly on raising family aspirations, helping to break the cycle of inter-generational poverty.
- There has still been little improvement in the number of young people with learning difficulties and/or disabilities getting into employment and this will remain an area of focus for us.
- We are working, along with the Universities, Colleges and schools in York, to encourage more of York's young people to go on to Higher Education, building on their excellent exam results.
- We are working on a strategy to engage York's employers with our work, so that their future skills needs can inform the courses available and they can support schools to develop York's future workforce.

Service Management

Highlights

- Progress has been made in aligning the budgets of the YorOK partners, who collectively spend £270 million every year on children and young people in the city. The Integrated Commissioning Group is now well established and significant decisions are being made by this multi-agency group.
- We have launched our first YorOK Workforce Strategy and we are developing induction standards for all members of the Children's Trust workforce.
- The new Joseph Rowntree school has opened on time and within budget, and has received a prestigious design award.
- The development of the ninth Children's Centre at Knavesmire Primary School is now well advanced and work will be completed in May 2010.
- The Primary Capital Programme is going well, with planning applications submitted for two new schools: Clifton with Rawcliffe Primary School and the amalgamation of English Martyrs' RC Primary School and Our Lady's RC Primary School.

- The number of Green flags for open spaces has increased from 3 to 4, with Rawcliffe Country Park having just been awarded a flag.
- The YorOK website has been improved and now has a section giving advice to partners about meeting their equalities commitment. This includes advice on how equalities should be a fundamental part of the commissioning process.
- There continues to be support for development in the voluntary sector through the CVS Capacity Building Project and Funding Advice project.

Things we still need to do

- We will need to work even harder to ensure we spend every penny wisely, which is a priority for our young people as well as an economic necessity.
- We must ensure we take advantage of the organisational changes at City of York Council, the local Primary Care Trust and potentially four individual schools to deliver even better services for children, young people and their families, and to "work smarter" across organisational boundaries.
- We will start the actual building work on the two new primary schools.
- We recognise that increasing numbers of families have recently arrived in York for whom English is not their first language. Our services need to adapt to this.
- We need to do still more to encourage schools and other YorOK facilities to reduce their carbon footprint. We need to encourage young people to develop the habit of recycling from an early age. We will also encourage schemes that inspire young people to help grow their own food.

The Children and Young People's Plan 2009 - 2012 for the City of York

VISION

York is a city making history and its children are our future. Every child and young person in York deserves the chance to reach their full potential and live their dreams. We will stretch the most able, support those who start at a disadvantage, and protect and nurture the most vulnerable.

TEN PRINCIPLES

Underpinning our vision are ten principles that will determine the way in which we will all work together to achieve our goals:

1. Children are children first and foremost.
2. Every single child needs the chance to reach their full potential.
3. Families are at the heart of all our policies.
4. Intervening early is our motto.
5. We need to take special steps to reach out to those children, young people and families who may be struggling against disadvantage or discrimination.
6. Education is the greatest liberator in our collective battle to eliminate, or at least minimise, the impact of child poverty.
7. We need to ensure that we involve and engage children, young people, families and communities in the design and delivery of the services they receive.
8. There must be 'no wrong door' when people access our services.
9. We need to recognise the dedication and professionalism of our workforce.
10. We will need trusting and innovative partnerships.

TWENTY-FIVE YorOK PRIORITIES

Being Healthy	Staying Safe	Enjoying & Achieving	Making a Positive Contribution	Achieving Economic Well-being	Service Management
1. Promote positive health choices from conception onwards. **2.** Develop specific programmes to tackle obesity, substance misuse, unwanted conceptions and sexually transmitted infections. **3.** Support emotional well-being. **4.** Bring integrated health services closer to local communities.	**5.** Protect children and young people to the highest possible standards. **6.** Recognise and address wider safeguarding issues. **7.** Promote a safer city through the delivery of outstanding, integrated services. **8.** Provide stable, secure, local placements for our Looked After Children.	**9.** Aim for world-class standards of leadership and ensure that all children and young people enjoy and achieve. **10.** Implement best practice to improve behaviour and attendance. **11.** Ensure that we 'narrow the gap' in outcomes for vulnerable groups. **12.** Continue to ensure a high quality Early Years experience. **13.** Ensure that children and young people make best use of York's unique culture and heritage to participate fully in their cultural entitlement.	**14.** Provide more things for children and young people to do and places for them to go. **15.** Strengthen communities through innovative family involvement. **16.** Value children and young people's contribution and celebrate their successes. **17.** Further reduce the likelihood of offending and its impact on communities.	**18.** Increase the quality and range of opportunities for young people to realise their dreams and ambitions. **19.** Support children and young people through key transitions in their lives. **20.** Further reduce the number of young people not in education, employment or training. **21.** Reduce child poverty and homelessness.	**22.** Make sure that a commitment to equalities underpins everything we do. **23.** Further develop a well-qualified, creative and integrated workforce. **24.** Invest in sustainable buildings and open spaces. **25.** Spend every penny wisely through 'integrated commissioning'.

York!
Working together with Children, Young People and Families

To view the Children & Young People's Plan, please visit our website: www.yor-ok.org.uk

Agenda Item 5

Meeting of Executive Member Decision Session **13 July 2010**

Report of the Director of Adults, Children and Education

Report on the amalgamation of Our Lady's and English Martyrs' RC Primary Schools

Summary

1. This report seeks approval for the amalgamation of Our Lady's and English Martyrs' RC Primary Schools proposed by the Roman Catholic Diocese of Middlesbrough.

Background

2. The two schools formed a hard federation in September 2006, following extensive consultation with staff, parents, parishes, the diocese and the wider community. Explicit in the federation agreement was the aspiration that the schools would go forward to amalgamation when funding became available to provide a new building capable of accommodating an amalgamated school.

3. The Primary Strategy for Change, which was widely consulted on across the city, gave the first priority to federations formed with a view to amalgamation. The approval of the Strategy released Primary Capital Programme funding, enabling the amalgamation proposal to move ahead.

4. Details of the proposal as required under The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 are attached at Annex 1.

5. The Secretary of State granted this proposal an exemption from competition on 16 December 2009.

Analysis

6. Regulations require a notice of the proposal to be published and a formal 6-week consultation period to be opened from the date of publication. The notice was published on 28 May 2010 and closes on 9 July 2010.

7. All of the evidence supporting the information put forward to support the proposal is held at the Curial Office of the Diocese and available there for any interested party to examine and make representations. At the time of publication, no representation had been received, but should any be

received prior to the close of the notice period, they will be tabled at the meeting.

8. Officers have examined the evidence in support of the proposal and found it to be complete and satisfactory.

Corporate Objectives

9. The proposals support the Learning City agenda, in providing a new build school fit to deliver education in the 21st century. The proposals also support the Sustainability City agenda by centralising two schools on one site and the efficiency savings that it will bring, for example in terms of energy consumption and the inevitable travel between the two sites that is currently required.

Implications

Financial

10. There are revenue economies from moving to one school rather than two. Whilst this will be at least modest initially as the new school will fully accommodate all pupils from both existing schools, it is to be planned that the new building will be more energy efficient and require less maintenance than the two existing buildings.

Human Resources

11. There are no known HR implications. All current staff employed at the two schools will transfer to the new school.

Equalities

12. There are no known equalities implications.

Legal

13. Statutory requirements relating to this proposal have been fulfilled.

Crime and Disorder

14. There are no known crime and disorder implications. The design proposal has achieved “Secure by Design” status.

Information Technology (IT)

15. The new school will provide teaching staff and pupils access to the latest accessible IT facilities.

Property

16. The property implications are covered in the core sections of the report.

Risk Management

17. The risk associated with this proposal is that the Authority is challenged in its decision-making process. In order to mitigate this, officers have examined all of the statutory processes to ensure that all have been fully complied with.

Recommendations

18. The Executive Member is recommended to approve the amalgamation of Our Lady's and English Martyrs' RC Primary Schools as proposed by the Roman Catholic Diocese of Middlesbrough.

Reason: To enable the Primary Capital Programme to progress.

Contact Details

Author:
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ACE
Tel No. 01904 554214

Chief Officer Responsible for the report:
Pete Dwyer
Director of Adults, Children and Education

Report Approved ✓ **Date** 28 June 2010

Specialist Implications Officer(s) *List information for all*

Implication: HR
Louise Dixon
Pensions Officer
01904 55 1177

Implication: Finance
Mike Barugh
Principal Accountant
01904 554573

Implication: Legal
Brian Gray
Principal Solicitor
01904 551042

Wards Affected:

Holgate and Westfield

For further information please contact the author of the report

Background Papers:

The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007

Annexes:

Annex 1 – Information required to be included in Section 10 and 11 complete Proposals to establish a mainstream school outside of a competition

Annex 2 - Secretary of State's exemption from competition

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Annex 1

Information required to be included in section 10 and 11 Complete Proposals to establish a mainstream school outside of a competition.

Enter the information required in the expandable boxes below.

Extract of Part 1 of Schedule 3 to The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 (as amended):

Contact Details

1. The name of the proposer or proposers and a contact address.

Diocese of Middlesbrough Trustee 50a The Avenue, Linthorpe, Middlesbrough, TS5 6QT

2. Whether the proposals are being submitted independently or jointly with another proposer or proposers.

These proposals are **not** being submitted on a joint basis.

Category

3. The type of school that it is proposed be established (a foundation school and, if so, whether it is to have a foundation, a voluntary school or a community school) and, if required by section 10, a statement that the Secretary of State's consent has been obtained to publication of the proposals.

The proposed school will be a Voluntary Aided Primary school

Consultation

4. A statement to the effect that all applicable statutory requirements to consult in relation to the proposals have been complied with.

The Diocese of Middlesbrough Trustee and the schools in question have engaged in a lengthy consultation process with all relevant parties and meet the conditions set out in the Regulations. The amalgamation proposal follows on naturally from the federation of the two schools. The federation consultation document may be seen in Appendix A. The instrument of Government for the federation may be seen in Appendix B. Proposals were initially brought forward and fully consulted upon as part of the Local Authority's agreed Primary Capacity Strategy (Appendix C, D) which has its own stringent consultation requirements. Some elements of the consultation (specifically with the Early Years and Childcare Service) have been undertaken on the basis of adhoc discussions with members of the team and local providers as and when required.

5. Evidence of the consultation before the proposals were published including :

a) a list of persons and/or parties who were consulted;

b) minutes of all public consultation meetings;

c) the views of the persons consulted; and

d) copies of all consultation documents and a statement of how these were made available.

Copies of consultation documents can be found in various Appendices, attached. The content of these appendices is summarised in the *Index of Appendices* document, also attached.

In summary, the Diocese of Middlesbrough Trustee have consulted:

City of York Local Authority – director of Education (Appendix E)

City of York Council Early Years and Childcare service

Headteacher of both Primary Schools (Appendix F)

Governing bodies of both Primary Schools (Appendix G)

Local MPs (Appendix J)

Parish Council (Appendix J)

All parish priests, chairs of governors and headteachers of all York Catholic schools (Appendix H)

Parents and neighbours of the proposed new school (Appendix J)

See feedback from consultation meetings (Appendix K)

See response to feedback (Appendix L)

Pupils of both Primary Schools (Appendix M)

The documents were available at the consultation meetings and documents are available on a special web-site designed purely for the amalgamation. Newsletters have been sent to parents via pupils.

Objectives

6. The objectives of the proposal.

The main reasons for amalgamating the two schools are:

i) Falling pupil numbers
ii) The high cost of maintenance and repair of an aging building
iii) Outdated buildings – unsuitable for the modern curriculum
iv) Difficulty in attracting headteachers to 2 small schools

Extended Services

7. Information on the extended services which it is envisaged will be provided on the site of the school.

It is proposed that the following services will be provided on the new school site :

- Out of school provision - breakfast club, after school club and holiday club
- Community facilities – during evenings, weekends and during school holidays. This will include football pitch, multi use games area, changing facilities, main hall, activity hall, music/drama space, library, resource area.

Pupil numbers and admissions

8. Information on:

a) the number of pupil places the school should provide;

b) the upper and lower age limits of the school;

c) where it is intended that it should provide sixth form education, the number of pupils for whom it is intended that such education should be provided;

d) where it is intended that it should provide nursery education, the number of pupils for whom it is intended that such education should be provided;

e) where it is intended that the school should provide for boarding pupils, the number of pupils for whom it is intended such facilities should be provided;

f) the number of pupils to be admitted to the school in each relevant age group in the first school year in which the proposals will be implemented or, where it is intended that the proposals should be implemented in stages, the number of pupils to be admitted to the proposed school in each stage that the proposals will be implemented;

g) whether it is proposed that the school should admit pupils of both sexes or boys or girls only and, in the case of a single sex school where it is intended to provide sixth form education, whether both sexes or boys or girls only are to be admitted to the sixth form.

(a) The new school will provide for 420 pupils aged 4-11.
(b) the lower age limit will be 4. The upper age limit will be 11.
(c) –
(d) The new school will contain preschool facilities to accommodate 52 nursery pupils (FTE)
(e) –
(f) The admission number of the school will be 60 pupils per year group and 52 for the nursery
(g) the new school will admit both boys and girls.

Ethos/Religious Character

9. A short statement suitable for publication setting out the proposed ethos of the school, including details of any educational philosophy, which it is proposed that the school will adhere to.

See Appendix N

We recognise the unique presence of Christ in each individual. We provide a secure and supportive environment where the gifts of all are nurtured, enabling us to live a fully human life, reaching out to the wider community in loving care and respect, inspired by the wisdom of Christ's teaching.

10. If the school is to have a religious character, confirmation of the religion or religious denomination in accordance with whose tenets religious education will, or may be required to be provided at the school; and a statement that the proposers

intend to ask the Secretary of State to designate the school as a school with such a religious character.

The school will be a Roman Catholic school. The trustees will request that the Secretary of Stage designate the school as such.

Area or community that school serves

11. The area or particular community or communities which the new school is expected to serve.

The new school will serve the Roman Catholic Church parishes of Our Lady's and English Martyrs', but does have pupils from all areas of York

Admission Arrangements

12. An indication of the proposed admission arrangements and over-subscription criteria for the new school including where the school is proposed to be a foundation or voluntary school or Academy which is to have a religious character:

a) the extent to which priority for places is proposed to be given to children of the school's religion or religious denomination; and

b) the extent, if any, to which priority is to be given to children of other religions or religious denominations or to children having no religion or religious denomination.

The Governing Body will be the admissions authority for the new school.

English Martyrs' VA Primary School was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its Governing Body as part of the Catholic Church in accordance with its Trust deed and instrument of government and seeks at all times to be a witness to Jesus Christ.

Whenever there are more applications than places available, priority will always be given to Catholic applicants in accordance with the over-subscription criteria listed below. All applicants are required to declare their positive support for the aims and ethos of the school.

The Governing Body has responsibility for admissions to this school and intends to admit 30 pupils to Reception in any academic year.

Over-Subscription Criteria

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority:

1) "Looked after" children from Catholic families

2) Catholic children living within the parish boundaries of English Martyrs' Church

3) Catholic children living outside of the parish boundaries of English Martyrs' Churches

4) Other "looked after" children

5) Catechumens and members of an Eastern Christian Church

6) Christians of other denominations whose parents are in sympathy with the aims and ethos of the school and whose application is supported by a minister of religion

7) Children of other faiths whose parents are in sympathy with the aims and ethos of the school and whose application is supported by a religious leader

8) Any other applicants

Where the offer of places to all the applicants in any of the categories listed above would lead to over-subscription the following provisions will be applied:

The attendance of a brother or sister at the school at the time of enrolment will increase the priority of an application within each category.

The Governing Body may increase the priority of an application within a category where evidence is provided at the time of application of an exceptional social, medical or pastoral need of the child which can be most appropriately be met at this school.

Tie Break
Where the offer of places to all the applicants in any of the sub-categories listed above would still lead to over-subscription, the places up to the admission number will be offered to those living nearest the school.

Pupils with a Statement of Special Educational Needs
The admission of pupils with a Statement of Special Educational Needs is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of Statements by the pupil's home Local Education Authority. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

Grammar schools

13. Where the school is to be established in substitution for one or more discontinued grammar schools, a statement to this effect and a statement that the school may be designated as a grammar school for the purpose of Chapter 2 of Part 3 of SSFA 1998.

N/A

Schools with a religious character or particular educational philosophy – parental demand

14. Where the school is:

a) proposed to have a religious character, evidence of the demand in the area for education in accordance with the tenets of the religion; or

b) proposed to adhere to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question that is not already met in other maintained schools or Academies in the area.

The Catholic Education census shows that the demand for Catholic places in the amalgamated school averages 80% (Appendix O)

Sixth Form Education

15. Where it is proposed that the school will provide sixth form education, how the proposals will:

a) improve the educational or training achievements;

b) increase participation in education or training; and

c) expand the range of educational or training opportunities for 16-19 year olds in the area.

N/A

Early Years Provision

16. Where the proposals are to include provision for pupils aged between 2 and 5, the following information must be provided:

a) details of how the early years provision will be organised, including the number of full-time and part-time pupils, the number of places, the number and length of sessions in each week, and the services for disabled children that will be offered;

b) how the school will integrate the early years provision with childcare services, and how the proposals for the establishment of the school are consistent with the integration of early years provision with childcare;

c) evidence of parental demand for additional provision of early years provision;

d) assessment of capacity, quality and sustainability of provision in schools, and in settings outside of the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school; and

e) the reasons why schools and settings outside the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school and who have spare capacity, cannot make provision for any forecast increase in the numbers of such children.

a. It is proposed that there will be:

Foundation Stage 1 (3 and 4 year olds) - 52 part time pupils
Offer 15 hrs per week over 5 sessions. Sessions are 2.5 hrs long and can be taken flexibly over a week, i.e. morning or afternoons or full days as demand allows. There will be no more than 26 pupils in any one session.

There will be two members of staff covering each session, 1 qualified teacher and 1 NNEB trained teaching assistant.

Foundation Stage 2 (5 year olds) - 60 places. Pupils who are 5 years old in the Autumn term (1 September – 31 December) will be full time, pupils 5 years old from 1 January to 31 August will be part time (Half days) from 1 September and fulltime from 1 January.

There will be two members of staff covering each session, 1 qualified teacher and 1 trained teaching assistant.

The school will make provision for disabled pupils in line with their statement of educational needs or as required through the portage system/health and educational

professionals. There are disabled facilities including disabled toilet and hygiene facilities, disabled access, provision and resources, health plan, statement of educational needs or Individual Education Plan as required. Pupils with Special Educational Needs will have priority within the Admissions Policy (See attached Admissions Policy which has gone to consultation)

Admissions number and admissions policy for September 2011 has been consulted on through the LA Admissions Department. Requested admission for 52 place nursery unit and 60 place reception class.

b. The school will follow the Practice Guidance for the Early Years Foundation Stage May 2008. The school will engage with and comply with the Extended School legislation. The school intends to provide out of hours wrap-around care from 8.00 am to 6.00 pm on the school site. The school has the capacity to provide accommodation, resources and staffing at relevant levels either in partnership with other providers or by itself. We will consult with present after-school clubs in the area to see how this will be delivered.

The school will work with the Local Authority and External Agencies to work in partnership in delivering childcare services. We will work with and be members of the Early Years Westbank Partnership. The school has been designed to provide accommodation in the way of meeting/consultation rooms for external agencies and childcare services within the school day and out of hours.

c. We know that there is demand for early-years provision for the new school. Presently there is a 26 place nursery unit which is full and has a waiting list. Our Lady's RC Primary has all 30 places taken up for September 2010. Currently all places are taken up in the reception class. English Martyrs' has all 30 places taken up for September 2010 with a waiting list of 11 pupils. Currently all places are taken in the reception class.

The Local Authority's pupil projection shows that the all 60 admission places for September 2010 will be taken up. There is a shortage of early years/reception places in the Holgate/Acomb area which the new school will serve.

d. Our Lady's RC Primary is a provider of Early-Years provision for Nursery and Reception age pupils – 26 Nursery (Foundation Stage 1) places 15 hrs per week and 30 place reception unit (Foundation Stage 2). The reception class is an early admissions class where pupils can start part time or full time at the beginning of the academic year in the year of their 5th birthday.

English Martyrs' RC Primary School provides a 30 place reception unit (Foundation Stage 2). The reception class is an early admissions class where pupils can start part time or full time at the beginning of the academic year in the year of their 5th birthday.

e. The Early Years Unit is design to give Families access to a quality early-years provision within a Catholic setting supporting families in bringing up their children in the Catholic faith. The early-years unit will be a high quality provision and will enable pupils to have a smooth transition from nursery to Key Stage 1. It will also make it easier for families to send their children to extended school provision and to school on the same school site, creating for families a one-stop-shop.

The Local Authority has reliable data on the forecasted increase in numbers of pupils who require an early years/reception place.

Specialisms

17. Whether the school will have any specialisms on implementation and whether the promoter intends to apply to the Secretary of State for the school to be a specialist school from implementation.

N/A

Effects on Standards and Contributions to School Improvement

18. Information and supporting evidence on:

a) how the school will contribute to enhancing the diversity and quality of education in the area; and

b) how the school will help to raise the standard of education in the area and contribute to school improvement.

The amalgamation, in moving from two sites to one, will improve several aspects of curriculum delivery and social development of local children. The new buildings will enable an extended curriculum provision and community use.

19. Information and supporting evidence on how the proposals will contribute to enabling children and young people to be healthy, stay safe, enjoy and achieve, make a positive contribution to the community and society, and achieve economic well-being.

We believe that everyone is created as a child of God. As a Christian community we try to live like Jesus and invite the Holy Spirit to guide us to:

- Be kind and help each other
- Use our special gifts to the very best of our ability
- Celebrate God in everyone and everything

Be healthy and stay safe:

- We will have an agreed, established and consistent school routines from entry to Y6, foster a safe environment in which there is consistent positive reinforcement of good behaviour from all staff members.
- Pupils and teachers/adults discuss and agree safe practices and rules including an agreed Child Protection Policy and Safeguarding Policy
- The Head Teacher is the named teacher responsible for child protection, there is also a named governor for child protection and SEN.
- The school will have a designated teacher for looked after children.
- The schools will hold an updated Single Central Register
- Training has been undertaken for safer recruitment
- All staff employed at the school are List 99 or Enhanced CRB checked, including agency staff.
- The staff will be regularly updated on the conditions and response to symptoms displayed by children with Health Care Plans.
- The school will have an Internet Policy to safeguard the welfare of the children.
- The school will work effectively with vulnerable groups, such as looked after children:
- Close working links exist with external agencies responsible for aspects of child health, safety and welfare e.g. community police officer, school nurse, school doctor, local fire service, drugs education team, visiting clergy etc.
- The school has regular contact with the school nurse who provides individual health interviews for parents and sex education talks for the older juniors.
- The school has had no exclusions since the last Ofsted Inspection but has policies and procedures an place reflecting the new requirements.
- Attendance is regularly monitored and early intervention is made and holidays in term time are actively discouraged.
- An effective programme is in place for the induction of new entrants to our school and especially for the Reception children (Foundation Stage File).
- School liaises with local high schools to ensure a smooth transition for Year 6 pupils.
- The Behaviour Policy encourages self discipline and as a Catholic school seeks early

reconciliation as its ultimate goal.

- We will ensure that learners feel secure both when contributing to the learning process and when sharing concerns and confidences with adults.
- The school will achieve the Healthy Schools Award (Both schools currently hold the award)and comply with all Safeguarding and Child Protection legislation and guidance
- Children will be able to discuss, debate, present issues relating to healthy schools and write up their experiences. Activities are arranged to develop these skills:
    - Healthy Schools Week,
    - Visits to the Stockbridge Centre (Y4/5/6 Growing food technology) to encourage pupils to eat healthy and adopting. They also will sell the produce for charity
    - Work in the curriculum around health eating
    - Achievement Assemblies and Celebrations focus on celebrating pupil success in taking part in healthy activities and sport such as dance
    - Promote a high uptake of school meals and of pupils having healthy snacks which will be available at break
    - Sex and Personal Relationships education
    - School Travel Plan to promote walking and cycling to school
    - Cycle Training
    - Swimming Lessons
    - Drug education awareness
    - Involvement in Ebor Sports Partnership

Enjoy and achieve:

- The School will place a high importance on pupils' development of their basic skills. (Both schools already have Basic Skills Award). Skills are develop through a range of activities to support learners:
    - Cultural activities include participation in Live Arts Week which allows the children to experience a range of musical, artistic and dramatic events.
    - We will be well placed to meet the Government's "Cultural Offer" of five hours artistic activity.
    - Host visiting theatre companies and peripatetic music tutors add to the good variety of cultural opportunities available at the school.
- Where pupils slip behind additional teaching and teaching assistant support will be given
- The school will give "One to One" support to those who are vulnerable of not achieving their predicted level
- Presently a large majority of pupils achieve higher levels
- Academic performance of pupils will be closely monitored and tracked to enable quick response intervention when difficulties arise and support is needed, from own class teacher, from in-house support teachers for KS1 and KS2 pupils or from outside agencies, with associated parental approvals

Achieve economic well-being

- In Year 6 the children will be involved in a Mini-enterprise and Young Enterprise projects which provides them with a small amount of money with which to set up group projects.
- The children will be expected to plan their projects, manage their finances, make budgeting decisions and hopefully make a profit.
- The School Council also have the ability to affect and influence the school's budget- for example requesting equipment to support playground games.
- Pupils will plan, organise, make posters, write letters and fliers, present assemblies in order to run activities to raise money for charity.

Community Cohesion

20. The following information relating to the proposals:

a) how the school will promote and contribute to community cohesion;

b) how the school will increase inclusion and equality of access for all social groups and

c) how the school will collaborate with other schools

The school will have have a distinct Catholic Ethos which is developed in partnership with home, school, Our Lady's and English Martyrs' Parishes and the wider community.

- Our mission statement reflects the religious character of the school.
- We have very strong links with the local parishes and the local parish communities involving social and curricular benefits for the school.
- The schools enjoys very high status in the Parishes and with parents, being invited to attend Mass at schools and to be involved in other activities and celebrations.

(a) To promote and contribute to community cohesion the school will.

- Have an active School Council, the children will be encouraged to raise issues of importance to their 'school life' and the local community which will be prioritised and acted upon
- In order for the children to become more confident and proficient at expressing their views and feelings, Circle Time will be delivered providing opportunities for learners to develop emotional literacy.
- Pupils will be involved in school, local, national and global campaigns and supporting charities such as Cafod, St. Leonard's Hospice and SNAPPY

(b) How the school will increase inclusion and equality of access for all social groups

- The school will have a DDA Policy
- The schools will provided an inclusive curriculum to meet needs of all learners e.g. IEPs for any child at SA
- The school will have a Special Needs Co-ordinator on the Senior Leadership Team
- The school will have an access plan to ensure that there is an equality of access for all social groups and users
- The school facilities will be open for extended and community use
- The school has an Admissions Policy that has been consulted on in line with legislation and the Admissions Code and gives preference to those with a Statement of Special Educational Needs
- There is an effective curriculum and other plans in place to ensure that the needs of all learners are met which include:
- The curriculum is broad and balanced in that all subjects of the NC and RE are covered.
- There are schemes of work that cover all National Curriculum NC subjects.
- The school embraces the Renewed Primary Framework for Literacy and Numeracy. This is used selectively to meet the needs of learners.
- Personalised learning to meet needs of Learning Disabilities and Difficulties (LDD) and Able, Gifted and Talented (AGT)
- Appropriate differentiation in planning to meet the differing abilities of pupils
- The school will proactively work with other agencies such as:
  - Speech and Language Specialist involved in assessing, teaching and setting up of programmes with statement pupils
  - Hearing Impaired Specialist involved in assessing, teaching and setting up of programmes with a pupil with a statement
  - Family and Children Services (Social Services) and Education Welfare Officer involved with traveller pupils and vulnerable pupils (i.e. absence)
  - English as an Additional Language support to support new Polish pupils entering school to speak English so that they can access the curriculum

(c) The school will collaborate with other school on a range of activities that will include:

- All Saints Family and feeder schools:
  - Transition from Y6 to Y7
  - Chaplaincy and pastoral support for pupils
  - Sport, dance and music to promote the delivery of the 5hr cultural offer
  - Modern foreign languages in primary school

○ Placement for students • Ebor Sports Partnership which will contribute 2hr offer of quality physical education • The school has the capacity to support Leadership development, mentoring for NPQH, Newly Appointed Head teachers, NCSL Models of Leadership • Student placement for QTS • West Bank Early Years Partnership • Extended school providers

Single sex or co-educational school

21. Where the school is to admit pupils of a single sex:

a) evidence of local demand for single sex education and how this will be met if the proposals are approved; and

b) A statement giving details of the likely effect the alteration will have on the balance of provision of single sex education in the area.

N/A

Location

22. A statement about:

a) the location of the site (including, where appropriate, the postal address or addresses if the school is to occupy a split site);

b) whether the school will occupy a single or split site;

c) the accessibility of the site (or if the school is to occupy a split site the accessibility of the accommodation);

d) the current ownership and tenure (freehold or leasehold) of the site and the proposed use of any buildings already on the site;

e) details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease including details of any provisions which could obstruct the governing body or the head teacher in the exercise of any of their functions under any of the Education Acts or place indirect pressures upon funding bodies;

f) whether the site is currently used for the purposes of another school which will no longer be required for the purposes of that school. If so, provide details as to why the site will no longer be required for the purposes of that school; and

g) the estimated costs of providing the site and a statement about how the costs will be met.

(a)	The new school will be built on the site of the existing English Martyrs' RC Primary School on Hamilton Drive, York
(b)	the school will be on a single site
(c)	Main vehicular access to the site will be from Hamilton Drive.

(d)	The site of the school will continue to be held freehold by the Local Authority and the Diocese of Middlesbrough. The existing buildings on the site are unfit for purpose and will be demolished.
(e)	see (d)
(f)	The existing buildings will be demolished because they are unsuitable
(g)	there will be no additional costs incurred as the site is already under Local Authority and Diocesan ownership.

Implementation

23. The date when it is planned that the proposals will be implemented, or where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

The proposals are to be implemented from 1 September 2011. It is expected that some work will continue until December 2011, meaning full use of the external playing fields will be restricted until this date.

24. Where the proposals are to establish a voluntary controlled or foundation school, a statement as to whether the proposals are to be implemented by the LA or by the proposers, and if the proposals are to be implemented by both,

a) a statement as to the extent that they are to be implemented by each body, and

b) a statement as to the extent to which the capital costs of implementation are to be met by each body.

N/A

Project Costs

25. A statement of the estimated capital cost of the proposals and the extent to which the costs are to be met by the proposers and/or the LA.

The estimated capital cost of the proposals is £5,675,000.

The breakdown of funding is as follows :

Funding breakdown	
Primary Capital Grant	3,000,000
LA formula capital	1,000,000
Prudential borrowing against future savings	600,000
Schools Access Initiative	50,000
Devolved Formula Capital (school contribution)	25,000
LCVAP	700,000
Proceeds of Land Sale	300,000
	5,675,000

26. A copy of a confirmation from the Secretary of State or LA or the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

Minute 2.1 of the attached minutes of the Project Board Meeting No.1 30 April 2009 confirms the funding to be allocated to the project and the Primary Capital Strategy confirmation (Appendix D)

27. Details of how it is proposed to fund the proposer's share of the capital costs of implementing the proposals (if any)

The sale of the land of Our Lady's RC Primary School will part fund the proposal

Travel

28. The proposed arrangements for travel of pupils to the school

A School Framework Travel Plan has been produced and submitted as part of the planning application process, and work on a new Travel Plan for the new school is underway. A transport assessment has been completed and submitted as part of the planning application, which details highway improvement measures to mitigate traffic problems. The new school will be committed to encouraging sustainable transport and reducing car usage and encouraging parents to reconsider practices and behaviour.

Federation

29. Details of any proposals for the school to be federated with one or more schools (by virtue of section 24 of EA 2002 and section 12).

N/A

Curriculum

30. Confirmation that the school will meet the general requirements in relation to curriculum contained in section 78 of EA 2002 and an outline of any provision that will be in addition to the basic curriculum required by section 80 of EA 2002, in particular any 14-19 vocational education

The new school curriculum will meet the requirements contained in section 78 of the Education Act 2002.

Voluntary aided schools

31. In addition, where the school is to be a voluntary aided school:

a) details of the Trust on which the site is to be held; and

b) confirmation that governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.

a) See appendix Q
b) The Governing Body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998

Staff

32. Not applicable – removed by amending Regulations.

Foundation Schools

33. Where the school is to be a foundation school, confirmation as to whether the new school:

a) will have a foundation established otherwise than under SSFA 1998 and, if so, the identity of that foundation;

b) will belong to a group of schools for which a foundation body acts under section 21 of SSFA 1998; or

c) will not fall within sub-paragraph (a) or (b)

N/A

34. Where the school is to be a foundation school which has a foundation:

a) the name of the foundation where known;

b) the rationale for the foundation and the particular ethos that it will bring to the school;

c) the details of membership of the foundation, including the names of the members;

d) the entitlement to appoint charity trustees and the number of trustees to be appointed;

e) the proposed constitution of the governing body;

f) details of the foundation's charitable objects;

g) where the majority of governors are to be foundation governors, a statement that a parent council will be established in accordance with section 23A of EA 2002;

h) a statement that the requirements set out in the School Organisation (Requirements as to Foundations) (England) Regulations will be met;

i) a statement of how the foundation will contribute to the advancement of education at the school and how it is envisaged it will help to raise standards; and

j) a statement of how the foundation will contribute to the advancement of community cohesion and the impact the foundation will have on the diversity of school provision in the area.

N/A

Special educational needs

35. Information as to whether the school will have provision that is recognised by the LA as reserved for children with special educational needs and, if so, the nature of such provision and the proposed number of pupils for whom such provision is to be made.

The school will not have any dedicated specialist provision reserved for children with special educational needs.

36. Details of the proposed policy of the school relating to the education of pupils with special educational needs.

The curriculum is structured to include the needs of those with any disability and allows for full access to the curriculum and involvement with social and community activities.
The building is designed to allow for easy independent movement of all individuals throughout the site:

- Spaces exist for use by para-professionals such as the educational psychologist or social workers.
- A number of conveniently placed specialised toilet areas.
- Dedicated disabled parking close to entrances.

37. Where the school will replace existing educational provision that would be recognised by the LA as reserved for children with special educational needs:

a) a statement on how the proposer believes the proposal is likely to lead to improvements in the standard, quality and/or range of educational provision for these children;

b) details of the specific educational benefits that will flow from the proposals in terms of:

i) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the LA's Accessibility Strategy;

ii) improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;

iii) improved access to suitable accommodation; and

iv) improved supply of suitable places.

N/A

Relevant experience of proposers

38. Evidence of any relevant experience in education held by the proposer, or proposers (other than a local authority) including details of any involvement in the improvement of standards in education.

The Diocese of Middlesbrough Trustee have 58 schools across 7 Local Authorities. There are previous Diocesan representatives who attend CES meetings and are involved with the local authorities in preparing strategic documentation for BSF and PCP.

Planning permission

39. Where the establishment of the new school involves development for the purpose of the Town and Country Planning Act 1990, a statement as to whether planning permission has been obtained and, if it has not been obtained, details of when it is anticipated that it will be obtained.

Planning Permission was submitted on 13 April 2010 and it is anticipated that the Decision will be made on 20 July 2010

Independent schools entering the maintained sector

40. A statement that the requirements of section 11 (3) are met.

N/A

41. A statement as to whether the premises will meet the requirements of the Education (School Premises) Regulations 1999 and, if not:

a) details of how the premises are deficient; and

b) details of how it is intended to remedy the deficiency.

The proposed new school building meets all the requirements detailed in the Education (School Premises) Regulations 1999.

List of Appendices

Appendix	Refers to Section No	Detail
A	4	Proposed Federation of the Governing Bodies of Our Lady's Catholic Primary School and
B	4	Instrument of Government of Federated School
C	4	Primary Capital Strategy Submission
D	4	Primary Capital Strategy Notification
E	5	14/4/2005 Memo from Diocesan Financial Secretary to the Bishop of Middlesbrough. 15/4/2005 Memo from Diocesan Director of Education to the Bishop of Middlesbrough
F	5	11/10/2005 Letter from Headteacher to the Diocesan Financial Secretary
G	5	30/1/2006 Letter from Chair of Governing Body to Diocesan Financial Secretary
H	5	11/12/2008 Agenda for the meeting of Parish Priests, Chairs of Governors and Headteachers
J	5	28/9/2009 30/9/2009 Register of persons attending the public consultation events
K	5	Feedback from the consultation meetings
L	5	Response to the feedback generated from the public consultation meetings
M	5	Evidence of consultation with the pupils
N	9	Diocesan Schools Vision Statement
O	14	Catholic Education Census 2003 to 2008 inclusive
P	26	Minutes of the project board meeting No 1 (30/4/2009)
Q	31	Diocesan Trust Deed

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department for
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Kevin Hall
City of York Council
Mill House
North Street
York
YO1 6JD

16 December 2009

Dear Mr Hall

Thank you for your application on behalf of the RC Diocese of Middlesbrough, received on 12 November 2009, for consent to publish proposals under section 10 of the Education and Inspections Act 2006 (EIA 2006), to replace English Martyrs' Roman Catholic and Our Lady's Roman Catholic Primary Schools, on 1 September 2011.

The Department has considered the application very carefully and in exercising the powers conferred by section 10 of the EIA 2006, for reasons explained below, has decided to grant consent to publish the proposals for a new 3-11 Voluntary Aided Roman Catholic school.

Section 10 of the EIA 2006 does not constrain the exercise of the Department's discretion when determining applications for consent to publish proposals for new schools without holding a competition. This is subject, of course, to the usual public law principles of reasonableness, rationality and procedural fairness.

Part B of the Department's guide "Establishing a New Maintained Mainstream School" states that a competition, as provided for by section 7 of the EIA 2006 and the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007, is expected to be the usual route by which most new schools will be established. However, the guide also confirms that Ministers have indicated, during debates in Parliament, that they may be prepared to give consent, to publish without a competition, where the proposals are for the amalgamation of primary schools.

Accordingly, the Department has looked very carefully at your application and in determining whether there is good reason to depart from the principle that a competition should normally be held, has considered the criteria as set out in paragraphs 9-10 of Part B of the guide. The Department's conclusions are as follows:

1. The contribution the school would make to the levels of local diversity

The Department notes the proposal will not increase local diversity of provision or parental choice. However, the Department does recognise the wishes of the Diocese to amalgamate schools which are successfully federated.

2. Views of interested parties

The two schools federated in 2006 with a view to amalgamating once funding became available. Extensive consultation took place at this time with the governing bodies of both schools. Initial stages of consultation have been carried out with parents, staff and governors on the proposal with the general consensus being in favour of the proposals. Due to the new school being funded through the Primary Capital Programme no other potential proposers have been sought.

3. Local standards

KS1 and KS2 standards at English Martyrs' are above both the LA average and England average as is KS1 standards at Our Lady's, but KS2 standards at Our Lady's are below both the LA and England averages. One of the aims of the schools federating was to help improve attainment levels at one of the schools – this has proved successful. The Department expects the new primary school to build on the current best practice and strengths and address any weaknesses of the predecessor schools.

In summary, taking into account all the above factors, and the fact that Ministers have previously indicated they would be prepared to give consent in such cases, the Department accepts that holding a competition would not be appropriate in the particular circumstances of this application.

You may now proceed to follow the statutory process as set out in section 10 of the EIA 2006. Further guidance and information is available on the Department's website www.dcsf.gov.uk/schoolorg .

I must emphasise that this consent does not provide approval for the establishment of the new school that you propose. The final decision on your proposals will be a matter for the Schools Adjudicator.

If you wish to discuss this letter further please do not hesitate to contact me as above.

Yours sincerely

Kathryn Dixon

Meeting of Executive Member Decision Session **13 July 2010**

Report of the Director of Learning, Culture and Children's Services

School Term Dates and Holidays 2011/2012

Summary

1 This report:

- Requests that term dates and holidays for the school year, 2011/2012 be formally approved.
- reports on action taken by the LA to align the dates with those of neighbouring authorities

Background

2 The responsibility for setting the school term and holidays dates rests with the local authority for all community and voluntary controlled schools. Voluntary Aided schools have the discretion to set their own term dates, but do not usually depart significantly from the pattern established for other schools in the authority.

3 It is a statutory requirement that schools are open for 190 days in the year. Teachers are required to work for a further 5 professional development days. Under current arrangements, the term dates and holidays decided by the LA allow for the full 195 days. Individual schools are free to decide on the timing of the 5 Professional Development Days which are usually added to the beginning and end of terms. For the 2011/12 school year, however, there will be an extra bank holiday for the Queen's Jubilee which falls on 5 June 2012, meaning that schools will be open for 189 days.

4 Work continues to ensure greater consistency over term dates and the Regional Group of Local Authorities has been in liaison with the LGA in the hope that national term dates would be introduced from 2011. This has not been possible and therefore the Regional Group agreed that authorities should to go ahead in agreeing their own term dates for 2011-12, and recommended that consultation on term dates for 2012 onwards take place with schools in the autumn term 2010, in lieu of any movement towards national agreement.

5 On 10 June 2008 the term dates for 2011/12 were provisionally set with a direction that a further report be brought to the panel in 2010 to confirm or amend the 2011/12 term dates. The proposed term dates are as provisionally set with the exception of the half term in the summer term 2012, which has

been moved from 28 May – 4 June to 1 June – 8 June. This is to take account of the extra bank holiday on 5 June and the timing of examinations in May and the resulting expectation from the Department for Education that the half term will fall during the week commencing 4 June.

Consultation

6 The Authority is required to consult with the professional associations and has also chosen to discuss the term and holiday dates with all schools.

7 During spring term 2008, the LA undertook consultations with schools and the Joint Consultative Group on options for school terms and holidays in 2009/10, 2010/11 and 2011/12 based on the regional discussions.

8 Officers from the regional Local Authorities have continued to meet on a regular basis to as far as possible agree consistent term dates. City of York proposed dates are broadly similar to the proposed dates for North Yorkshire Authority for 2011/12, although these are yet to be formally agreed.

Analysis

9 The setting of term dates is a process which generates considerable interest and not always consistent views. The principles established on a regional basis are worthy but not always easy to apply in practice. All recognise the potential benefits and applaud the efforts to seek a more consistent regional picture as well as attempts to plan dates on a more than single year basis. It is still hoped that there will be a move to a national setting of term dates in the future, although this has not been possible for 2011/12.

Corporate Priorities

10 It is a statutory duty of the authority to set term and holiday dates. One key aspect of setting dates must be to support the teaching and learning experience and therefore decisions in this paper do relate to the corporate priorities of:

- improving the life chances of the most disadvantaged and disaffected children, young people and their families in the city
- Increase people's skills and knowledge to improve future employment prospects

Implications

11 There are no Financial, HR, Equality, Crime and Disorder Property or IT implications of this paper.

Legal

12 Under s.21 of the Education (No.2) Act 1986, as amended by s.115 of The Education Reform Act 1988, it is the duty (stated in the school's articles of government) of the LA, in the case of a county or controlled school, or governing body of an aided or special agreement school, to determine the dates when schools terms and holidays are to begin and end.

Risk Management

13 The responsibility to set term and holiday dates does not represent a major risk for the authority.

Recommendation

The Executive Member is recommended to approve the pattern of school terms and holidays for:

- 2011/12 as proposed in Annex 1

Reason: To provide clarity for parents, schools and pupils on term dates in City of York

Contact Details

Author:
Caroline Williamson
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01904 554239

Chief Officer Responsible for the report:
Peter Dwyer
Director of Adults, Children and Education

Report Approved ✓ **Date** 28 June 2010

Specialist Implications Officer(s) *List information for all*

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

For further information please contact the author of the report

Annex

Annex 1 – Proposed term dates for 2011/12

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CITY OF YORK COUNCIL

Learning, Culture and Children's Services
School Term and Holiday Dates
Academic Year 2011/2012

2011	SEPTEMBER					OCTOBER						NOVEMBER					DECEMBER				
Monday		5	12	19	26		3	10	17	24	31		7	14	21	28		5	12	19	26
Tuesday		6	13	20	27		4	11	18	25		1	8	15	22	29		6	13	20	27
Wednesday		7	14	21	28		5	12	19	26		2	9	16	23	30		7	14	21	28
Thursday	1	8	15	22	29		6	13	20	27		3	10	17	24		1	8	15	22	29
Friday	2	9	16	23	30		7	14	21	28		4	11	18	25		2	9	16	23	30
Saturday	3	10	17	24		1	8	15	22	29		5	12	19	26		3	10	17	24	31
Sunday	4	11	18	25		2	9	16	23	30		6	13	20	27		4	11	18	25	

2012	JANUARY						FEBRUARY					MARCH						APRIL				
Monday		2	9	16	23	30		6	13	20	27		5	12	19	26		2	9	16	23	30
Tuesday		3	10	17	24	31		7	14	21	28		6	13	20	27		3	10	17	24	
Wednesday		4	11	18	25		1	8	15	22	29		7	14	21	28		4	11	18	25	
Thursday		5	12	19	26		2	9	16	23		1	8	15	22	29		5	12	19	26	
Friday		6	13	20	27		3	10	17	24		2	9	16	23	30		6	13	20	27	
Saturday		7	14	21	28		4	11	18	25		3	10	17	24	31		7	14	21	28	
Sunday	1	8	15	22	29		5	12	19	26		4	11	18	25		1	8	15	22	29	

2012	MAY						JUNE						JULY						AUGUST			
Monday		7	14	21	28		4	11	18	25			2	9	16	23	30		6	13	20	27
Tuesday	1	8	15	22	29		5	12	19	26			3	10	17	24	31		7	14	21	28
Wednesday	2	9	16	23	30		6	13	20	27			4	11	18	25		1	8	15	22	29
Thursday	3	10	17	24	31		7	14	21	28			5	12	19	26		2	9	16	23	30
Friday	4	11	18	25		1	8	15	22	29			6	13	20	27		3	10	17	24	31
Saturday	5	12	19	26		2	9	16	23	30			7	14	21	28		4	11	18	25	
Sunday	6	13	20	27		3	10	17	24		1		8	15	22	29		5	12	19	26	

- Shaded areas denote holiday dates.
- This pattern of dates identifies 194 days when teachers are available for work. Five of these days will be training/professional development days for teachers and pupils will not attend on these days. Each school determines when the training days take place and individual schools should be contacted to ascertain their particular dates when pupils will not attend.

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Agenda Item 7

Meeting of Executive Member Decision Session **13 July 2010**

Report of the Director of Adults, Children and Education

Implementation of the Restructure of the Children's Social Care Service

Summary

1. Following the Executive's approval of the proposals to restructure Children's Social Care services on 11 May 2010, this report is provided to update the Executive Member for Children and Young People on progress towards the full implementation of the new service structure arrangements.

Introduction

2 The Executive approved an ambitious and far reaching set of proposals to restructure Children's Social Care [CSC] services in York. Details of these proposals are described in a More for York 'Blueprint' document at Annex 1.

3. In fact, this blueprint document describes two related work streams to improve and strengthen services for children in York. Specifically:

- The restructuring of Children's Social Care; and
- Consolidation of customer access for children's services and improvements to our coordinated prevention services.

4. These work streams are planned to run in two consecutive phases, with the CSC restructure representing the first phase.

5. This report focuses on the progress to date of the CSC restructure. A further report on the customer access developments will be presented in Spring 2011.

Background

6. The blueprint document sets out the reasons for changes to our CSC arrangements, articulates a clear vision and guiding principles for these changes, and describes the outcomes sought through their effective implementation.

7. In summary, the drivers for changes to our existing arrangements include:

- a significant increase in referral activity and the number of children becoming looked after with limited scope to deliver a commensurate

growth in the workforce responsible for supporting this group of children and young people;

- greater external scrutiny of social care services in the wake of Lord Laming's review into the tragic death of Baby Peter, employing new standards and methodology;
- increased need to strengthen and develop the continuing professional development [CPD] opportunities for our social care workforce;
- a recognition that changes to our local demographics has rendered the existing service structure arrangements, limited by age and geographical constraints, outdated;
- the need to future-proof CSC services by creating greater flexibility in how key staff and resources are deployed;
- the need to better align Children's Social Care services with preventative initiatives through integrated working.

8. These drivers pointed to some significant challenges for the existing CSC service structure. A review of our current arrangements concluded that CSC, although a high performing service, is using an increasingly outdated and unsustainable model, given the environment in which it now finds itself.

9. In order for the service to succeed in this changed environment, a new approach is needed for the delivery of Children's Services in York. The blueprint for Children's Services describes the programme of work required to bring this new model into being.

Vision

10. The vision for Children's Services in York is as follows:

"Children's services in York are provided to the right children by the right people at the right time, within an integrated support and safeguarding system"

11. This vision is supported by the following values:

- ***clear purpose*** which is shared and owned by all involved
- ***quality service*** that provides the right support to the right people at the right time
- ***customer-centred*** approach that takes account of what customers want and need
- values and ***respects staff*** and is committed to their continuing development
- works effectively and innovatively ***with partners*** to get the best possible outcomes

- ***efficient*** working models and processes that make the most of available resources.

12. This delivery of this vision will be underpinned by:
    - The creation of a ***flexible*** and ***sustainable service***
    - An appropriate ***balance*** between ***safety and cost***
    - Clear lines of ***accountability*** to management, CYC as a whole, the Executive Member, external partners and legislative bodies

Outcomes

13. The outcomes sought from the revised service structure arrangements include an aspiration to:
    - secure current performance levels and create capacity to seek continuing improvement;
    - enable the service to respond to the changing social care agenda and be flexible enough to deal with unpredicted changes and demands;
    - stabilise, and then contribute to the work to manage, the budgetary overspend on children's social care;
    - create a service that can balance workloads between managers and teams and so support consistency and quality in service to customers
    - support the delivery of a prevention culture which will assist children's needs to be identified earlier to reduce the number of more serious interventions at later stages. We also need to ensure preventative services are suitably supported and influenced by experienced social care professionals;
    - ensure the design of the services supports and complements the wider strategies of both CYC and its partners;

14. The changes set out in the blueprint will enable those within the service to develop it themselves as the demands on, and priorities of, the service change in the future.

Financial Benefits and Efficiencies

15. The anticipated financial benefits of this work are described in detail in the blueprint.

16. To support the principle targets [budget savings and avoidance of costs] work is under way to deliver two important projects. These are:
    - arrangements to recruit more local foster carers to increase the Council's capacity to place children locally, and
    - a review of the use of Wenlock Terrace Children's Home to make available a place to other local authorities.

What is Changing ?

17. The finer details of the agreed changes are set out in the Blueprint; however, a summary of the key changes includes:

- moving the control and responsibility for managing the day to day work closer to front line staff to remove the need for more senior managers (grade 11 and 12) to be routinely involved in case details;
- removing certain team and role divisions which create unnecessary transitions for children, young people and their families and can promote a silo working approach within teams;
- specifically this includes creating teams whose cases are not restricted by age or location and having more generic roles across the service to increase the flexibility and mobility of staff;
- creating capacity for a reduced number of Service Managers and Heads of Service to spend the required time on longer term planning and actively dealing with service development activities to secure crucial links with partners and other CYC services.

18. The new service structure arrangements are illustrated at **Annex 2.**

Consultation

19. The planned changes have been the subject of extensive consultation with staff at every level within CSC, service users, wider Council colleagues, external partners and Unison.

20. It is right to report that the finally agreed model has been extensively shaped and informed by feedback from social care staff, service users and partners.

21. A summary of the consultation to date is at **Annex 3.**

22. Social care managers in particular have been heavily involved in the development of these proposals from the outset and have become even more pivotal as we embark on their implementation.

Implementation Arrangements

23. A clear timeline for the implementation of the new arrangements has been developed in consultation with staff and partners. **This is attached at Annex 4.**

24. The timeline describes a phased introduction of the new arrangements during the period between 14 July and 10 September 2010.

25. Considerable work has now been completed in the run up to the start date. Key achievements include:

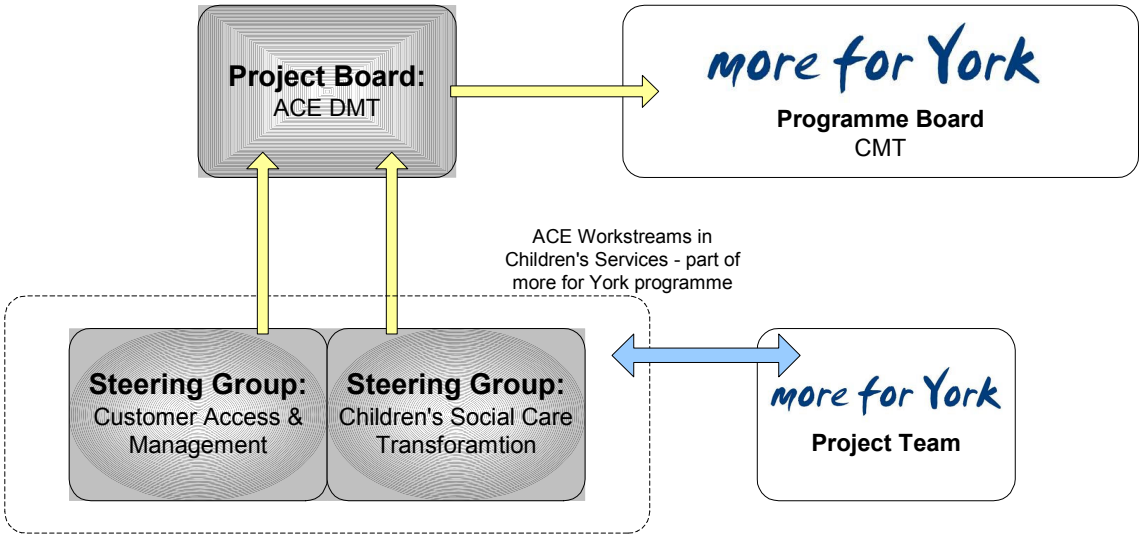
- comprehensive consultation and ongoing communication with all staff including the launch of a CSC Restructure Website which features regularly updated information on every aspect of the new service developments;
- a successful Assessment of Change process which saw all social care staff matched to revised and more generic job descriptions;
- a reduction in the number of senior managers across the service to deliver some efficiencies and to make possible a strengthening of support to the front line service;
- the appointment of new Practice Managers across the service to provide greater frontline support, supervision and guidance to staff;
- a review of accommodation arrangements for the entire service;
- Information for all staff about the new roles and locations. A map of the new locations is at **Annex 5**;
- the introduction of a revised case load weighting and analysis tool to manage the equitable and effective distribution of work across the service;
- the introduction of a new staff supervision process informed by the lessons from a recent research project undertaken in partnership with Lincoln and York Universities;
- targeted coaching sessions for key managers in the new service to support their transition their new roles;
- training to support the changes in roles and responsibilities;
- a revised strategy and working practices for new organisation.

26. The priority is, of course, to minimise any safeguarding risks or disruption to service users.

27. To ensure a safe move to the new arrangements by 10 September 2010 a detailed transition plan has been devised.

28. CSC is fully supported by the More for York team who are providing extensive change management, logistical and infrastructure help.

29. The implementation arrangements are led by a project steering group that reports on a monthly basis to the Project Board. The governance arrangements are:



Evaluation

30. A partnership programme ***'Supporting our New Service Structure through Education and Evaluation'*** has been agreed with York University. This programme has been negotiated directly between the new Service Managers and the managers and teaching staff at the Social Work Department at the University.

31. In a nutshell, this programme establishes a new framework to support joint working and training opportunities between the social work teams and the university.

32. Included in this framework are arrangements for:

- Registration of all social care staff as users of the university opening up direct access to the range of support and resources available;
- Greater flexibility in the arrangements for student placements and assessments
- Facilitated workshops on key practice themes both at the university and in social work team settings;
- Social work input on social work courses;
- An overall evaluation of the effectiveness of the new service arrangements against some key practice outcomes.

33. The new service arrangements will also be monitored and evaluated against the financial benefits and associated efficiencies set out in the blueprint.

Corporate Objectives

34. The CSC restructure fits well with the following corporate objectives:

- *Safer City:* making the safety of our children our paramount concern; and
- *Effective Organisation:* doing so in the most effective and efficient manner.

Implications

Financial

35. These have been covered in section 6 above and in the Blueprint at Annex 1.

Human Resources (HR)

36. All the HR consequences for staff arising from this restructure have been handled in accordance with the Council's established management of change procedures. No problems have been encountered.

Equalities

37. Equalities principles have been built into the arrangements for implementing the new structure, and into our revised operating procedures.

Legal, Information Technology (IT) and Property

38. There are no specific legal, IT or property implications, beyond the location changes set out in Annex 5.

Risk Management

39. There are some risks to the continuity of services to children and young people during a period of organisational changes, and consequently to the reputation of the Council. However, risks are more likely to arise from the challenging financial position than from the specific proposals in this paper, and we believe that the overall risk is LOW. It will continue to be monitored via the Project Board.

Recommendations

40. The Executive Member is invited to note and comment upon the progress reported.

    Reason: To further the Council's strategic objectives in relation to safeguarding children and young people and to ensure organisational resilience at a time of financial challenges.

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Report Approved ✓ **Date** 30 June 2010

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Wards Affected: **All** ✓

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Annexes

Annex 1 – More for York Blueprint
Annex 2 – New Service Structure Arrangements
Annex 3 – Summary of Consultation
Annex 4 – Implementation Timeline
Annex 5 – Map of the new Locations

CITY OF YORK COUNCIL

more for York

Blueprint for Children's Services

V0.6

City of York Council

April 2010

Prepared by: Ian Graham

Blueprint for Children's Services

Blueprinting defines the structure and composition of the changed organisation that, once delivered, demonstrates the capabilities expressed in the vision statement for the organisation. It is a description of what the new organisation looks like in terms of people, processes, performance, platforms and outcomes for customers.

Background and Context

The focus of the blueprint is on Children's Services within CYC. This covers a range of services, the most distinctive of which is Children's Social Care (CSC) which provides specialist services to the most vulnerable children with a high level of need or who are at risk of harm.

Alongside this function are a range of services provided by both CYC and partners (under the umbrella of the Children's Trust) which complement the social care & safeguarding provision of CSC. The focus of Children's Trust services is to provide support at the level below social care and they have key focus of preventing children moving up to a higher tier of need. Linked with these services are other areas such as the Youth Offending Team, which supports those in the young offender system, and the Family Information Service which provides information for all children and families on the full range of services available within York, including general information not just social care and related.

Children's Services and CSC in particular is a highly regulated service with much of what is provided being set down in legislation with an increasingly rigorous inspection and monitoring regime. The service has reached and maintained an excellent standard over the last few years and is been highly regarded by external scrutinising bodies, however, in the last 18 months there have been significant changes to the environment in which children's services operate, specifically following Lord Laming's review into the tragic death of Baby Peter.

This means that the services now face a significant amount of legislative change and increased scrutiny in the next 12-18 months but set against the higher level of demand for service already being experienced. Across the UK, councils have experienced a significant increase in referrals to children's social care whilst also being subject to greater scrutiny of their provision of these services. As a consequence of increased pressures on services, the numbers of looked after children (LAC) in local authorities has been steadily increasing in the last two years. Specifically:

- **Nationally** - LAC increased by 2.5% in 2008/09.
- **Statistical Near Neighbours** - LAC increased by 3.5% in 2008/09, above the national trend.
- **A networking group of authorities nationally** – LAC increased by 7.8% in 2008/09 on average and by 10% if London boroughs are excluded from the group.
- **York -** LAC are currently increasing at 14% which is higher than the trends. A significant contributor to this is that more children are staying in care (as opposed to a significant increase in new LAC in the last two years). The current number of LAC in York is 227.

This all presents some significant challenges for the current services and there is a recognition now that CSC is a high performing service which is using an increasingly outdated model, given the environment in which it now finds itself.

In order for the service to succeed in this changed environment, a new approach is needed for the delivery of Children's Services in York. The blueprint for Children's Services describes the programme of work required to bring this new model into being.

Some immediate changes have been put in place to address some of the symptoms of the increase in workload and the process of preparing the blueprint has also given additional focus to this work, but these measures need to be consolidated into a new approach and service culture if significant and sustained improvements are to be achieved.

Vision

The vision for Children's Services in York:

"Children's services in York are provided to the right children by the right people at the right time, within an integrated support and safeguarding system"

This vision is supported by the following values:

- ***clear purpose*** which is shared and owned by all involved
- ***quality service*** that provides the right support to the right people at the right time
- ***customer-centred*** approach that takes account of what customers want and need
- values and ***respects staff*** and is committed to their continuing development
- works effectively and innovatively ***with partners*** to get the best possible outcomes
- ***efficient*** working models and processes that make the most of available resources

This delivery of this vision will be underpinned by:

- The creation of a ***flexible*** and ***sustainable service***
- An appropriate ***balance*** between ***safety and cost***
- Clear lines of ***accountability*** to management, CYC as a whole, partners and legislative bodies

High Level Objectives for the Project

- Create a more unified and efficient customer contact function for children's services.
- Secure current performance levels and create capacity to seek continuing improvement
- Enable the service to respond to the changing social care agenda and be flexible enough to deal with un-predicted changes and demands.
- Support the delivery of a prevention culture which will assist children's needs to be identified earlier to reduce the number of more serious interventions at later stages. Ensure preventative services are suitably supported and influenced by experienced social care professionals.
- Stabilise then contribute to the work to manage the budgetary overspend on children's social care.
- Ensure the design of the services supports and complements the wider strategies of both CYC and its partners.
- Create a service that can balance workloads between managers and teams and so support consistency and quality in service to customers.

The project will deliver a service that will be improved in the short term but which will also have the right foundations for continually improving itself in the medium and long term. The changes set out in the blueprint will enable those within the service to develop it themselves the demands on and priorities of the service change in the future.

Principles

The vision and objectives lead to a number of practical principles around which the service will be designed.

Effective team structure and transitions between teams

- Teams are arranged in such a way that focuses on the core purpose of the service, not arbitrary divisions
- There is a clearly defined purpose for each team and the roles within it
- Transitions between services (internal and external) are well managed and justified so children on the edge of care or at risk of harm receive continuity of service
- When the involvement of CSC in a case comes to an end, facilities should be in place to ensure the case can be pro-actively handed over to another team or partner to continue support if necessary.
- The service is flexible and has a shared ownership of its purpose

Consolidated view of the customer

- Staff will have a single reference point to obtain a complete picture of a customer & their history
- Staff and partners will have the right information made available to them and actively shared and promoted to them where possible

Simple and efficient access for customers

- A single point of contact for customers, which covers all access channels.
- Processes and service levels which are clearly defined and manage the expectations of customers, whilst being consistent across the customer base.
- Processes for customer contact are consistent and in keeping with the corporate customer strategy.

Partnership working

- The structures, processes and protocols of the organisation will take account of all parties involved, both internal and external to CYC, and will be designed to achieve the best possible outcomes for customers with the resources available.
- The needs and expectations of partners are considered and managed

Best use of data

- Data is routinely analysed pro-actively to identify trends or indications of possible areas for early intervention.
- Capture the required customer data as early in the process as possible. The same data should not need to be captured again.
- Ensure that processes for capturing and recording data are efficient but justified by the end purpose for the data
- Service design, improvement and day-to-day management is based on the available data which is accurate and up to date.

Quality assurance mechanisms

- Appropriate quality assurance mechanisms should be in place across all services.
- Mechanisms to measure and assure quality should also take account of the whole experience of a child or family whilst receiving support or care, not just the individual team or service elements.

Business Case 1 – Children's Social Care restructure

Strategic Fit

The restructure of children's social care services will enable the service to meet the changing demands for care whilst maintaining its cost base at an acceptable level. The changing environment in which children's social care operates will result in more scrutiny and a higher expectation of quality than before. The proposed work will ensure that the service can meet and exceed these requirements and expectations without a continuing need to increase its resources.

Objectives

A transformed service that can accept and service current and future demands for support from customers. It will achieve this by:

- Influencing prevention work to improve its targeting of support towards those who would benefit from it.
- Facilitating increased prevention work of partners, to give CSC a sharper focus on those cases where specialist social care services are provided. Doing the work CSC should be doing; supporting partners effectively so they can do their part.
- Working better with partners to provide a more joined up approach to achieving the right outcomes.
- Delivering the win-win situation of achieving earlier and better outcomes for customers, which are more cost effective for the council to deliver.
- Maximise the effectiveness of the unique services provided by those working in tier 3 and 4 (social care and safeguarding) services.
- Ensure the workloads of individuals, teams and managers are balanced and appropriate, to support a better working culture for staff and improve the quality of services offered by CSC.
- Prepare the service to meet the recommendations of the Social Work Task Force, particularly around raising the profile of social care (tier 3) services.

Specific changes required to achieve the above objectives:

- Create operational teams whose cases are not restricted by location or age.
- Create generic roles across the service to increase the mobility & flexibility of staff.
- Move control and responsibility for managing the day to day work closer to front line staff to remove the need for Grade 11 & 12 managers to be constantly involved in case details
- Empower staff through training, coaching and a shift in the working practices or the service. This will be driven and underpinned by a change to the culture of the service and to the behaviours exhibited by managers and staff.
- Develop and promote a culture where staff & managers work more with their peers in other teams to deliver the service overall.
- Create capacity for the service managers and heads of service to spend the required time on longer term planning, actively dealing with service development activities and promoting stronger links with partners and other CYC teams.

More details of the proposed changes to achieve these objectives are detailed in Appendix 8.

Financial Benefits

The headline financial benefit is that the project will mean the council will incur at least £2m less in costs over 3 years than if nothing is done. £435k of this is in savings against budget and the remaining £1.57m is in additional costs avoided by having fewer children need to be taken into care i.e. avoiding the projected overspend if the

service continues with it's current model. This includes a modest budget saving for 2010/11 of £21k, but with project costs avoided in 2010/11 at approx. £500k.

There is also a proposed 'stretch target' which would see the budget savings over the same 3 years at £1.1m with additional avoidance of overspend of £1.7m, totalling £2.8m in costs avoided.

A full benefits analysis is included in Appendix 2.

Risks

The following risks are associated with the project:

- Quality of care or other performance indicators fall during the transition.
- Key elements in the objectives are dependent upon the successful and timely delivery of the outcomes from the front door workstream (business case 2) – if that workstream is delayed it will impact the delivery of these changes.
- Dependencies on the other workstream are such that if not managed it could result in safeguarding concerns being missed.
- Media interest in the work could be high, resulting in increased resource required to manage communications.

The following are risks of not carrying out the project:

- Financial costs of delivering children's social care continue to rise, specifically the disproportionate costs of more severe interventions and high cost placements
- Quality and performance of CSC services fall; service loses its "outstanding" rating with consequential negative impacts on the overall CAA score and council reputation.
- Poor outcomes for children potentially resulting in reduced life chances and a widening of the equality gap
- Pressures on staff cannot be addressed resulting in higher turnover or increased sickness absence rates
- Service becomes unfit to deal with future demand levels or legislative requirements
- Service is unable to deliver its commitments made in the 2009-12 Children & Young People's Plan, corporate strategy and sustainable communities strategy.

Recommendation

A transformational restructure of children's social care is carried out in order to re-align resources and skills with the demands on the service. This will remove the current split of teams based on age & customer location and move to a team structure designed around working with partners to support the customer.

Business Case 2 – Consolidate customer access for children's services and improve coordinated prevention services

Strategic Fit

Children's Services currently have numerous customer access points located around the city, both in the city centre and outlying locations. Whilst this is right for many of the services offered for Children, certain services, in particular those provided for children with higher levels of need would benefit from better cohesion between teams and partners.

Consolidation of these services to a single unit and more importantly, a single mode of operation will increase the efficiency of the services and provide a more consistent

experience for the customer. This is in line with both the council's customer strategy and the separate customer services workstream within More for York.

The creation of a consolidated customer access function will also facilitate the expansion of the front door arrangements to incorporate external partners, provide joined up services that are focussed around the customer not the provider and enable better tracking and management of customers though the process. This will allow development of stronger preventative and early intervention services, making the right help & support available to customers earlier and in a targeted way.

This project will build on the work already started as part of the recently completed More for York (previously Easy@york) Advice & Information project in HASS, which saw the creation of a dedicated customer contact team for children's social care referrals. The benefits of this team are already being seen by the staff and management in that area but it is crucial to build upon these foundations in order to maximise the benefits of that arrangement.

Objectives

Many of the issues within CSC that have recently arisen relating to performance and cost stem from the change in demand that has been experienced over the last 12 months.

The current customer access arrangements do not facilitate a joined up working approach and hence it is time consuming for staff to pro-actively identify and pursue cases where early intervention and prevention activity would enable the customer to avoid more severe (and costly) interventions at a later date. It is necessary to manage customer contact in a way that gets people to the right place and involves the correct staff as quickly as possible.

Therefore, the objectives of the workstream are to:

- Consolidate the key customer contact functions for children's services into a single structure. This will provide a single point of contact for children's services but also form a central hub to manage and track customers through the system.
- Enable a greater level of information and data sharing will be possible, as will increased levels of close working between related teams and partner agencies.
- Manage the transitions of customers between teams and agencies so that it is smooth and seamless to the customer.
- Enable expertise and knowledge to be shared more easily between staff and teams through co-location and closer working practices for related staff.
- Allow emerging cases to be identified earlier and hence preventative measures be taken to support customers in helping themselves before extreme intervention is required. Achieving earlier and better outcomes for customers, which are more cost effective for the council to deliver.
- Embed key corporate principles on the management of customers within the new design for these services.
- Support Children's Services in moving to the single corporate headquarters in 2012 as part of the Admin Accommodation project by creating services which align with this model.

Risks

The following risks are associated with the project

- Quality of care or support fall during the transition. Other performance indicators are affected.
- The design of the consolidated service may be hampered or delayed by non-agreement on the purpose or methods of working for the new service as the key stakeholders do not all share the same operational purpose of principles.

- Dependencies on this service and the social care restructure work mean that safeguarding concerns may be missed during the transition work.

The following are risks of not carrying out the project:

- Financial costs of delivering children's social care continue to rise, specifically the disproportionate costs of more severe interventions and high cost placements
- Quality and performance of services fall; service loses its "outstanding" rating with consequential negative impacts on the overall CAA score and council reputation.
- The proposed improvements in the levels of prevention carried out by CYC and partners are not realised meaning that the proposed changes to CSC will yield lower or no benefits.
- Service becomes unfit to deal with future demand levels or legislative requirements
- Service cannot meet the needs for greater partnership working or deliver the integrated working proposals set out in the 2009-12 Children & Young People's Plan.

Recommendation

a single function is created to deal with all customer contact and tracking for children's services. This will bring together the relevant staff from CSC, Children's Trust Unit, Youth Offending Team and Family Information Service into a single, co-located unit to provide a focus for both customer contact and the management of transitions between teams and partners.

Dependencies between Business Cases 1 and 2

Although the social care and customer access work is being presented as two separate work streams, the dependencies between them cannot be overstated. Whilst they have different pressures, remits and stakeholders, the delivery of one is highly dependent on the other. For example, the delivery of a transformed customer access function is a critical enabler for a new social care structure to operate effectively. The benefits outlined in this document are based on successful delivery of both workstreams.

These dependencies are why the projects are being presented within the same blueprint and it is important that they are considered in the context of one another.

Business Case 3 – Recruit and develop additional local foster carers

Strategic Fit

Increased demand for children's services and a greater number of children being placed into care means that more care placements are required and local placements are more cost effective for the authority.

Objectives

- Provide increased capacity with the Family Placement Team within CSC to increase activity in foster carer recruitment.
- Increase the number of foster placements available locally to reduce the need to use more expensive out of area placements with Independent Fostering Agencies (IFAs).

Risks

The following risks are associated with the project:

- There are no major risks associated with carrying out the project.

The following are risks of not carrying out the project:

- Higher costs of using IFA placements in more cases.

Recommendation

A project be initiated to bring in specialist staff to support the recruitment of local foster carers. The costs for such resource are included in the investment amount identified in Appendix 2.

Business Case 4 – make a placement in Wenlock Terrace children's home available to other authorities

Strategic Fit

Due to the changing demand for the service offered by the Wenlock Terrace children's home, spare capacity often exists if there are not a large number of young people who require the type of care it offers. Other authorities may have a need to provide this type of service and making a place available to these authorities would generate a revenue stream into the authority.

It should be noted however that this would not be a guaranteed income, as it is dependent on other authorities having the need to source this type of placement. Such a need is likely to be variable and a testing of authorities in the region has suggested that there would likely not be interest in some committing to a block booking.

Objectives

- Review possible approaches to making a place available.
- Create an operating model that can be used to accommodate young people in Wenlock Terrace from outside the CYC area.

Risks

The following risks are associated with the project:

- Development of the approach may not yield significant income if demand does not exist or the charges are unaffordable to other authorities.

The following are risks of not carrying out the project:

- Revenue could be lower than if the project was implemented.

Recommendation

Review possible approaches to making a place in Wenlock Terrace available to other local authorities. Carry out further investigations into the likely interest from other authorities and then select an appropriate model and define what is to be offered.

More for York involvement in the work

Children's Services have developed a clear vision of the key changes that are needed to meet the challenges described in the blueprint but notable change management and project management expertise is required to successfully deliver these ambitious (but necessary) changes in the required time. Children's Services recognise that capacity in these areas is limited within the directorate but that the involvement and support of More for York in this work will give it the skills and structure needed to enable the service to transform itself and meet the challenges it faces on cost and capacity.

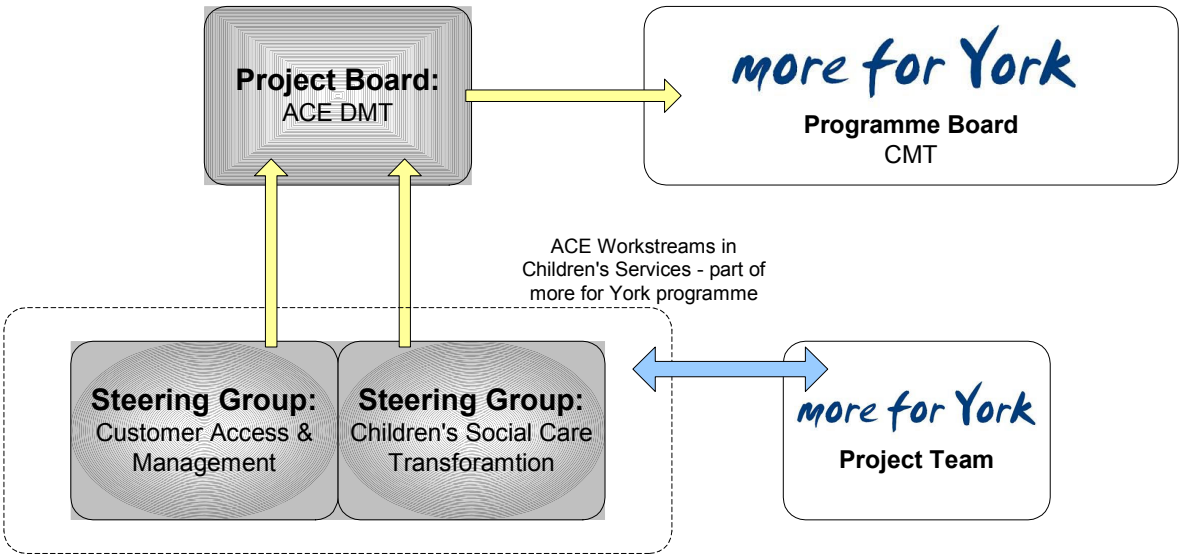
The More for York team will facilitate the work and bring additional staff resource to supplement those already available from within ACE and thus provide the project with

the correct mix of skills to deliver the vision. Importantly, More for York will also give the project the drive to deliver the work in a timeframe that would be unachievable by ACE alone.

The service remains the main sponsor for the work and their requirements, set out in this document, are what provides the business case but More for York will help to set these in the context of the wider organisational change within CYC.

Project governance

ACE DMT will act as the directorate project board for the work, chaired by the Director of ACE who will act as the Project Executive. There will also be two steering groups to direct and inform the design and development of the two main areas of work and to provide a forum at which for the key stakeholders can be represented. Each steering group will report into the project board, which will in turn report to CMT as the More for York Programme Board, as shown below.



ACE DMT have welcomed the support of the More for York programme and the governance structure that it brings.

Achievability

The timescales for the work are ambitious but reflect the need to act quickly to ensure the standards and sustainability of the service can be maintained.

The project will be delivered in three phases as summarised below. An initial milestone plan is also included in Appendix 1.

Phase 1 – to July 2010
The critical changes set out in the blueprint are proposed for completion by July 2010. This will represent the first phase of the work. It will involve the restructure of CSC and the creation of the single function for customer access.

Phase 2 – June to Nov 2010
This phase will include the consolidation of roles within the single customer team for children's services and embedding/developing the work processes within CSC. By the end of this phase all the significant change work will be complete

Work in this phase will build on the foundations from phase 1 and embed the new processes and principles, develop the services more fully and secure the long-term robustness of the service. This phase will provide the changes that will start to yield the benefits.

Work to increase the number of foster carers will start in phase 2 but is ongoing into phase 3. The investigation and set up of the potential revenue stream will also be carried out in phase 2.

Phase 2 overlaps with phase 1 as the work on plans for the single customer team for children's services need to begin before the phase 1 activities are complete.

Phase 3 – Nov 2010 to mid 2011
A third phase of work is proposed to follow on from November 2010 into 2011 to build upon the new services and develop them to include further partners and enable the services using improved ICT systems. This phase will also use the initial performance data gathered during the first two phases to optimise the new services and ensure they are operating as effectively as possible and that benefits are maximised.

Benefits Realisation Plan

The Benefits Realisation Plan is detailed in Appendix 2

Decision Log

See Appendix 3

Commercial Aspects

The blueprinting has identified investment requirements of £126k for staff to deliver the work. This is required for 2010/11 only and is comprised of:

- Business analyst/Project Manager/Change manager resource: £81k
- Specialist staff to support foster carer development: £45k

No investment requirements beyond 2010/11 have been identified.

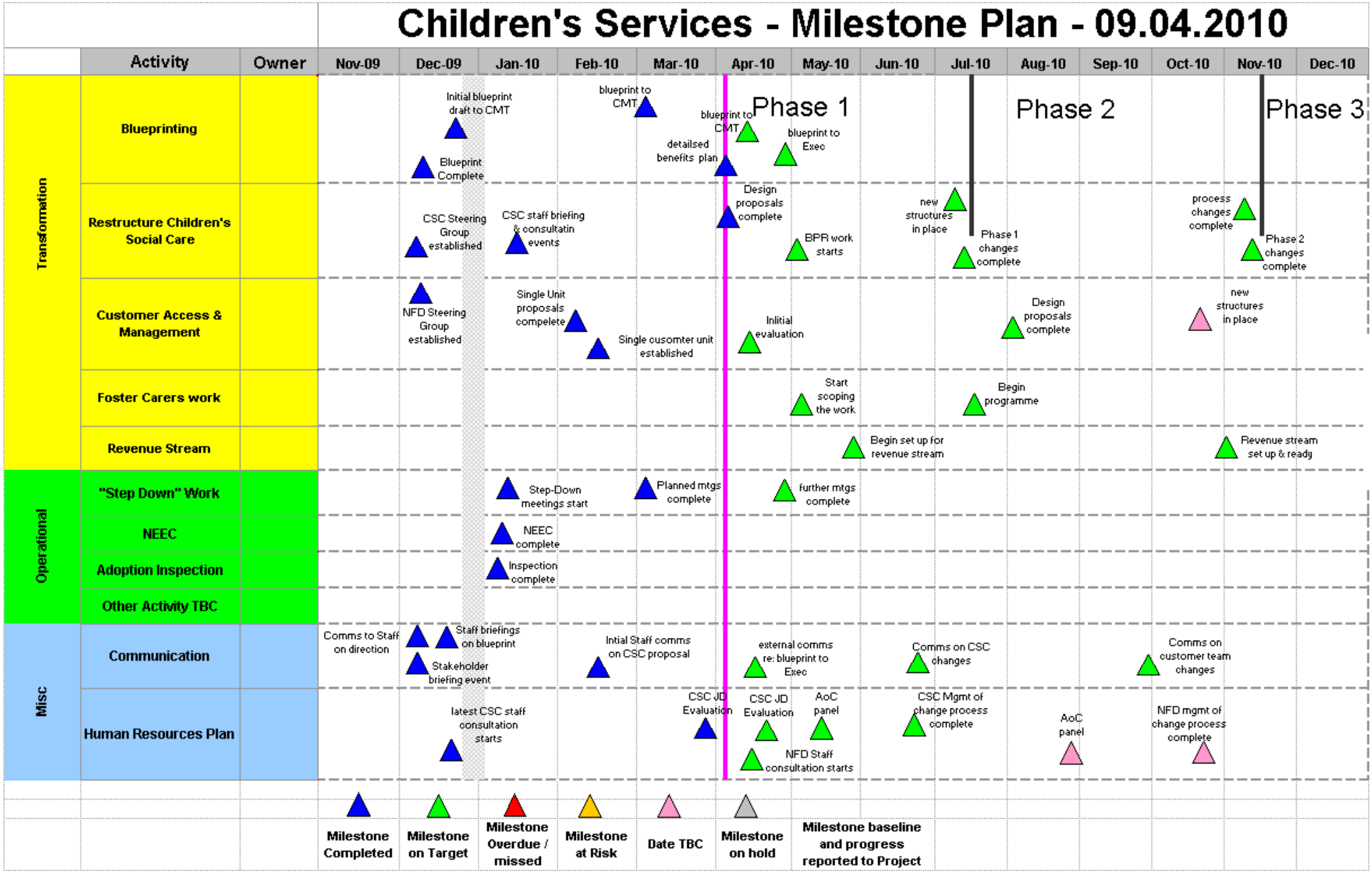
Source Information

Information leading to the completion of this blueprint has been obtained from:

- Consultation with relevant DMT members
- Consultation with Children's Social Care management team
- Consultation with Early Interventions & Partnerships teams
- Consultation with YOT
- Service & Business Plan 2009/10 and 2010/11
- Children & Young People's Plan 2009-12

A full list of those involved is given in Appendix 4.

Appendix 1 – milestone plan



Appendix 2 – financial benefits realisation plan

The work will reduce the cost pressures on the council by reducing both the number of LAC and the unit cost of doing so through a lower use of IFAs which are significantly more expensive than local foster placements. Although there are not significant budget savings in years 1 and 2, there is a significant reduction projected in the in costs incurred by the council in those years when compared with projected costs incurred without the making the proposed changes. There are also moderate staff savings identified.

The financial benefits for the project have been expressed in terms of:

- Principle Targets – budget savings and avoidance of cost for which there is a high confidence of realisation
- Stretch Targets – budget savings, cost avoidance and revenue streams which could be achieved given the right conditions, but which CYC have much lower control over at present (but may have more control after the initial changes) and hence have less confidence in predictions. However, they represent the ambition for Children's Services to achieve and every effort will be made to reach the stretch targets.

It is expected that the achieved benefits will fall somewhere in the range between the Principle Targets and the Stretch Targets.

Financial Benefits – Principle Targets

The Principle Target financial benefits are outlined in Table 1 below:

	2010/11	2011/12	2012/13	3 yr Total
Reduction in LAC budget	£0	£0	£228,644	£228,644
Corresponding reduction in LAC	0	0	12	12
Further reduce IFA no's	£0	£24,000	£105,000	£129,000
Staff budget savings	£21,283	£79,555	£102,480	£203,318
Investment required	-£126,000	£0	£0	-£126,000
Net Budget Saving	**-£104,717**	**£103,555**	**£436,124**	**£434,962**
Additional costs avoided (when compared with the 'no change' scenario)	£557,000	£576,000	£439,000	£1,572,000

Table 1 – Projected savings and cost avoidance (principle targets)

For context, each LAC costs approx £20k p.a. on average to the council and this is used in calculating the figures in the table above.

Fig. 1 below shows the projected LAC costs for the service continuing as it is now (upper, red line) and compared with the projected LAC costs after the proposed changes are implemented (lower, green line).

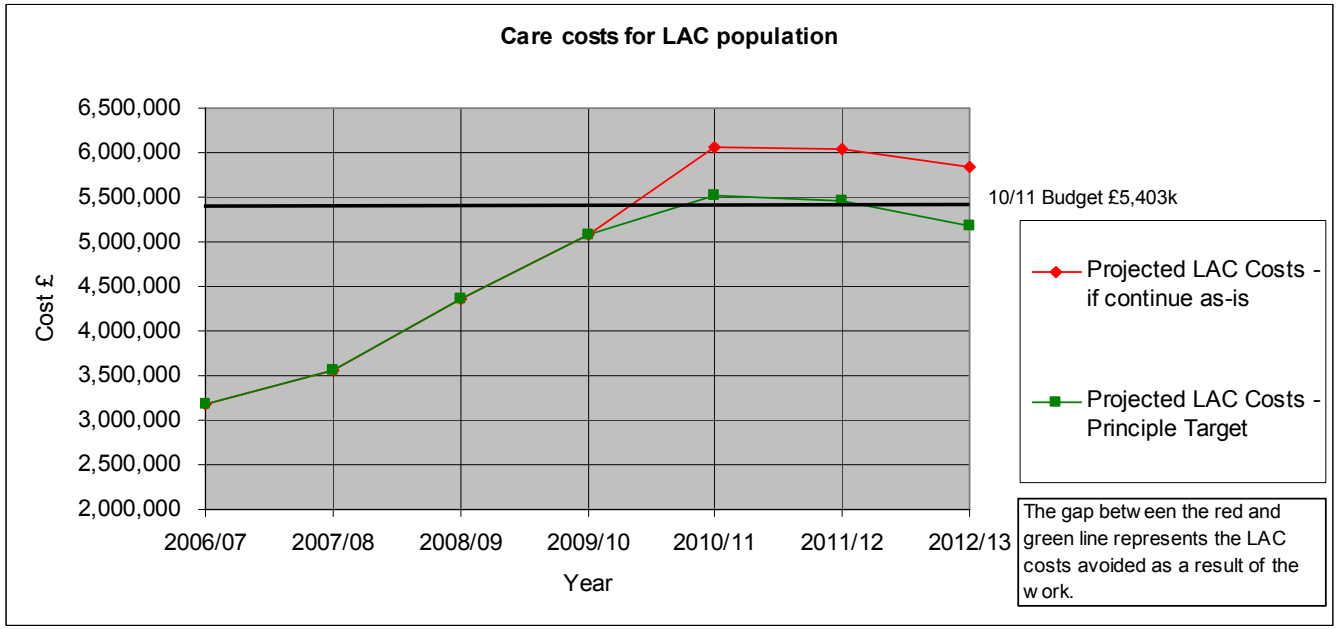


Fig. 1 - Projected LAC costs over time

Financial Benefits - Stretch Targets
In addition to the principle projections above, the blueprint includes a stretch target for savings which includes a more rapid reduction in LAC costs and an additional revenue stream from making a place in the Wenlock Terrace children's home available to other councils.

The stretch target represents the levels of savings which could be achieved given certain conditions but over which CYC has less control and a lower confidence in projecting. These are set out in Table 2.

The LAC reduction figures in Table 2 below represent 21 fewer children in care by end of 2012/13 than the budgeted levels for 2010/11.

	2010/11	**2011/12**	**2012/13**	**3 yr Total**
Reduction in LAC budget	£0	£165,864	£481,375	£647,239
Corresponding reduction in LAC	0	7	14	21
Further reduce IFA no's	£0	£70,000	£175,000	£245,000
Staff budget savings	£36,610	£79,555	£102,480	£218,645
Investment required	-£126,000	£0	£0	-£126,000
Revenue stream	£20,000	£40,000	£40,000	£100,000
Net Budget Saving	**-£69,390**	**£355,419**	**£798,855**	**£1,084,884**
Additional costs avoided (when compared with the 'no change' scenario)	£653,000	£630,136	£438,625	£1,721,761

Table 2 – Projected savings and cost avoidance (stretch targets)

Fig. 2 below shows the projected LAC costs as in Fig. 1 above but with the addition of the (lower blue) line showing the stretch target for comparison.

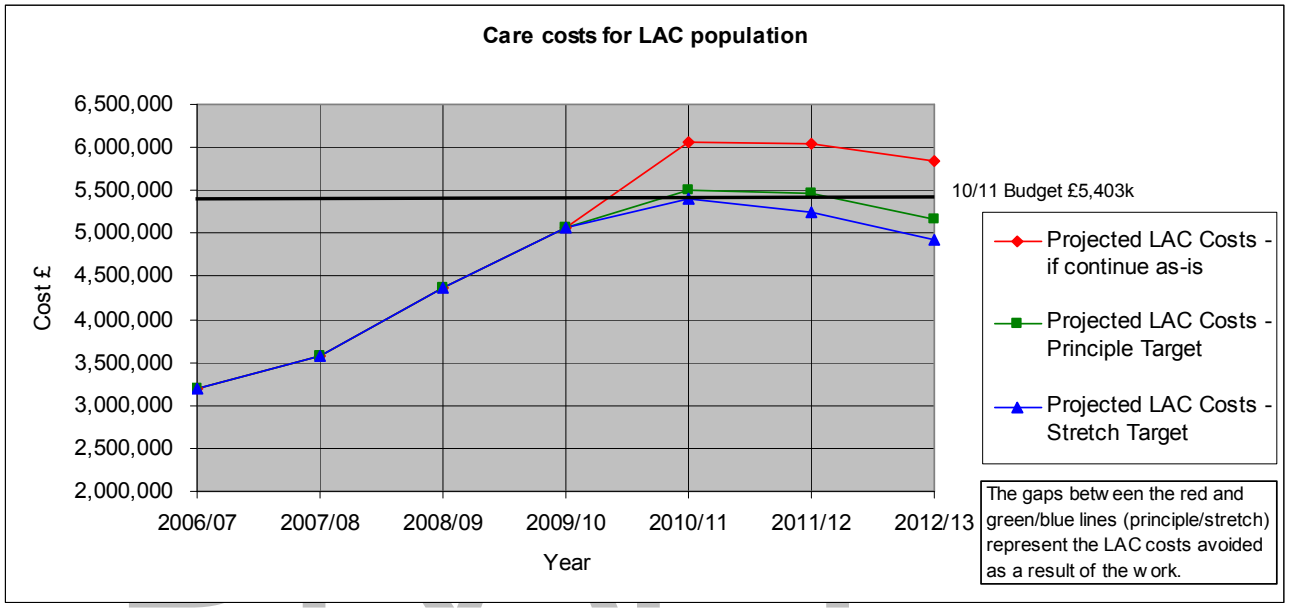


Fig 2 - Projected LAC costs over time including stretch target

The work will allow the cost of providing social care for children to remain in budget for future years, assuming current national and regional trends continue as projected.

Non-Financial Benefits of the Work

In addition to the financial benefits outlined above, the work will generate significant benefits in the ability of the service to operate more effectively and to provide a better quality service to customers. Overall, the work will deliver the following headline benefits:

- More **flexible and adaptable service structure** which is better able to respond to fluctuation in demand and emerging legislation.
- **Improved** ability to manage risk and to deliver **outcomes for vulnerable children** through earlier and less severe interventions.
- Improved capacity and focus on developing **better links with key partners** to provide an more integrated multi-agency approach to supporting children in York.
- **Consolidated view of the customer**, bringing together appropriate information from all relevant teams and partners
- **Better experience for customers** when contacting children's services; service designed more around the needs of customers.

Although the full realisation of the above benefits will take longer, progress in all of the above areas will be seen by the end of 2010. Specific details of the proposed changes and how they will contribute to the above benefits are given in Appendix 8.

Appendix 3 – Decision Log

Ref No.	Decision – Details	By Who
1	**Approve the restructure of Children's Social Care service**	CMT/Exec
2	**Approve the creation of new customer access arrangements for children's services**	CMT/Exec
3	**Agree to bring staff from CSC, CTU, YOT, Education Welfare and FIS into single organisational structure**	CMT/Exec
4	**Approve a programme of work to recruit and develop additional local foster carers**	CMT/Exec
5	**Approve the set-up of a mechanism for making a place in Wenlock Terrace children's home available to other authorities**	CMT/Exec

Appendix 4 – Source of Information

The following were specifically involved in the compilation of this blueprint

Pete Dwyer – Director Adults, Children & Education
Eoin Rush – Assistant Director Children's & Families
Paul Murphy – Assistant Director Partnership & Early Intervention
John Roughton – Group Manager, Children's Social Care
Howard Lovelady – Group Manager, Children's Social Care
Sarah Olorenshaw – Service Manager QA, Children's Social Care
Ann Gladwin – Interim Service Development Manager, Children's Social Care
Judy Kent – Group Manager, Children's Trust Unit
Jen Haines – Integrated Working Strategy Manager, Children's Trust Unit
Simon Page – Head of Youth Offending Service
Niall McVicar – Family Information Service Manager
Adele Peacock – Children & Families Planning Manager
Derren Castle – ICS Project Manager
Mark Smith – Education Welfare Officer
Children's Social Care Staff – over 100 social workers, support workers and managers from children's social care.

Appendix 5 – Initial Communications Plan

Strategy for Communications:
Communications to staff throughout the process should provide clarity and transparency to the transformation process for children's services. The primary aim is to ensure that staff have ready access to information, including:

- the direction of travel for the services involved
- key principles and detail of relevant proposals
- timescales for any changes or project activity
- details of specific processes, such as design activity or HR processes
- the expected impact on staff

The above list is not exhaustive but serves to illustrate the general scope for the project communications.

Communication will not be limited to specific media or channels. Instead a broad range of communication approaches will be used to ensure that staff have a variety of options for receiving information. The above principles will also apply to key partners involved in and affected by the project as well as to customers.

High Level Communications Plan

TIMESCALE	ACTIVITY	TO WHOM	HOW	WHAT MESSAGE	Complete
April 2010 **Key Milestone – CMT & Exec Approval**					
Regular updates	Fortnightly updates on design work and project progress	All CSC staff TU Reps	Email, team meetings	Updated FAQ pack, design decisions, next steps, what to expect and opportunities to get involved.	
Mid April	Communication & consultation with partners	All relevant partners	Standard method for each partner agency	Principles of the work, timescales, specifics that affect them, requests for input & discussion.	
End April	CMT & Exec approval	All Staff All affected ACE staff	Part of MfY programme communications Email and managerial cascade via team meetings & 1:1s	Broad principles of the work. As above plus specific next steps re: what the approval means	
May 2010 **Key Milestone – Assessment of Change Panel**					

TIMESCALE	ACTIVITY	TO WHOM	HOW	WHAT MESSAGE	Complete
Early May	Final consultation on the design, prior to AoC panel	All CSC staff and relevant partners. TU Reps	Agreed comms channels	Present final design proposal in detail. End date for comment & changes. Detailed timescales for next steps	
Early May	Starting the detailed design for customer contact & management	All CSC staff Other CYC staff directly affected Relevant partners	Standard comms channels for those groups	Plan for design, timetable, key principles, how to get involved.	
Late May	Outcomes from the AoC panel and HR processes	All CSC staff and relevant partners. TU Reps	Agreed comms channels	Final populated organisation. Next steps and timeline to implementation of new structure.	
June 2010 **Key Milestone – Service Prepared for transition to new structure**					
Early June	Communicate timetable for changes	All CSC staff and relevant partners. TU Reps Customers where relevant	Agreed comms channels	What will happen and when, who will be involved & affected	
Late June	Update on the design for customer contact & management	All CSC staff Other CYC staff directly affected Relevant partners	Standard comms channels for those groups	Plan for design, timetable, key principles, how to get involved.	
July 2010 **Key Milestone – Service structure change**					
Early June	Communicate changes	All CSC staff and relevant partners. TU Reps Customers	Agreed comms channels	What will happen and when, who will be involved & affected	

Appendix 8 – Design Overview

Specific outcomes of the redesign

The proposed design for the children's social care is being developed to achieve the following outcomes, which will in turn support the delivery of the objectives within the blueprint. The design:

- Removes arbitrary barriers within the services, for example, teams being restricted on the cases they take on based on age of children or location, where there is no other overriding reason to do so apart from process.
- Creates a more flexible and responsive organisation and staff base to allow people to move to the work more easily as needed.
- Creates better management systems for new work coming into the service and for existing work being handled by teams. This complements point 2 by allowing the work to be prioritised and moved to the right people more easily.
- Creates more capacity for proactive operational management of the day-to-day work and empower employees at the front line to make more decisions without the need for intervention from management.
- Creates more strategic capacity within the service to allow more proactive tackling of service-wide issues and for greater scope for service development and partnership working.

Main Practical Changes and Activities

This section covers the practical changes that are currently proposed in the re-design, which will achieve the objectives set out within the blueprint and embody the principles listed above. This is not an exclusive list but serves to highlight the headline areas.

Create city-wide teams who cover 0-16yrs

The way teams for under 16's are structured will be changed to create teams which focus on children and young people from ages 0-16 across the city. This removes the current under 10 / 11+ split and the current East / West split within the organisation. This means that whole caseload can be more easily balanced across the available staff and will also enable the team as a whole to respond better to unexpected fluctuations in workload. It will also reduce the workload associated with the transition of cases between teams and initial allocation of cases.

Move resources to provide more support to front-line staff

Reducing the establishment number of Group Managers (grade 12) from three to two and the establishment number of Service Managers (grade 11) across the service from eight to seven. This represents a reduction of 33% of the grade 11 & 12 roles in the social work operations side of the organisation and this will allow the consolidation of the required number of operational roles across the service.

Create new Team-focussed Management role

Consolidate the variety of differing roles that currently sit between Service Managers and Social Workers by replacing these with a new Practice Manager role. This will focus on the operational management of the social work teams, providing the critical direct support to front line staff and managing the day-to-day operation, but without being directly case-holding. This role will sit between the Service Manager and Social Workers and will enable the grade 11 and 12 managers to take a more strategic approach to managing and developing the service and leading continuous improvement activities, whilst maintaining the level of support and direction available to front line staff by the Practice Managers dealing with the majority of the operational issues.

Enable the strategic focus of the Group and Service Managers

Through the creation of the Practice Manager roles, the Service and Group Managers will have less of a requirement to be directly involved in cases except where particularly complex circumstances exist. This will allow them more time to focus on the strategic aspects of the role that are currently

marginalised by nearly all of their time being focussed on operational issues. This will include activities like (but by no means limited to) being more proactive in areas such as liaison with partners e.g. NHS & Police; managing quality; enhancing partnership arrangements; interpreting and planning for national initiatives.

Implement generic job descriptions

Children's Social Care will move to having generic job descriptions wherever possible across the service areas for Support Workers, Social Workers, Practice Managers, Service Managers and Group Managers. This will support the flexibility and mobility of the teams and also aid the cultural changes of the organisation taking a "whole-service" view of the needs of customers rather than a "team-only" view. Some specific/specialist roles will still exist which will need to retain a bespoke description of the role.

Training and Development

Staff development activities will include support for the social and support workers to operate in the broader teams but the main area will be to support the managerial roles in adopting a new set of behaviours and in leading a cultural change within the service.

Customer Contact & Management - Quick-wins and Pilot

The customer contact & management stream of the project (often referred to as the "New Front Door" work) is at an earlier stage of development, with the main focus of this work being in Phase 2. Some early quick-wins for this are being explored in Phase 1 and some have already been successfully implemented, including a pilot of placing staff who run the Child Index service in the Children's Trust Unit with the Referral and Assessment Team and its Customer Contact workers.

The detailed design work will begin in late March and will be informed heavily by the outcomes of the above pilot work and any other quick wins. The pilot will also start to make contribution to the project benefits from the outset, particularly in terms of incorrect tier 3 cases.

Key Risks and Dependencies in the Design

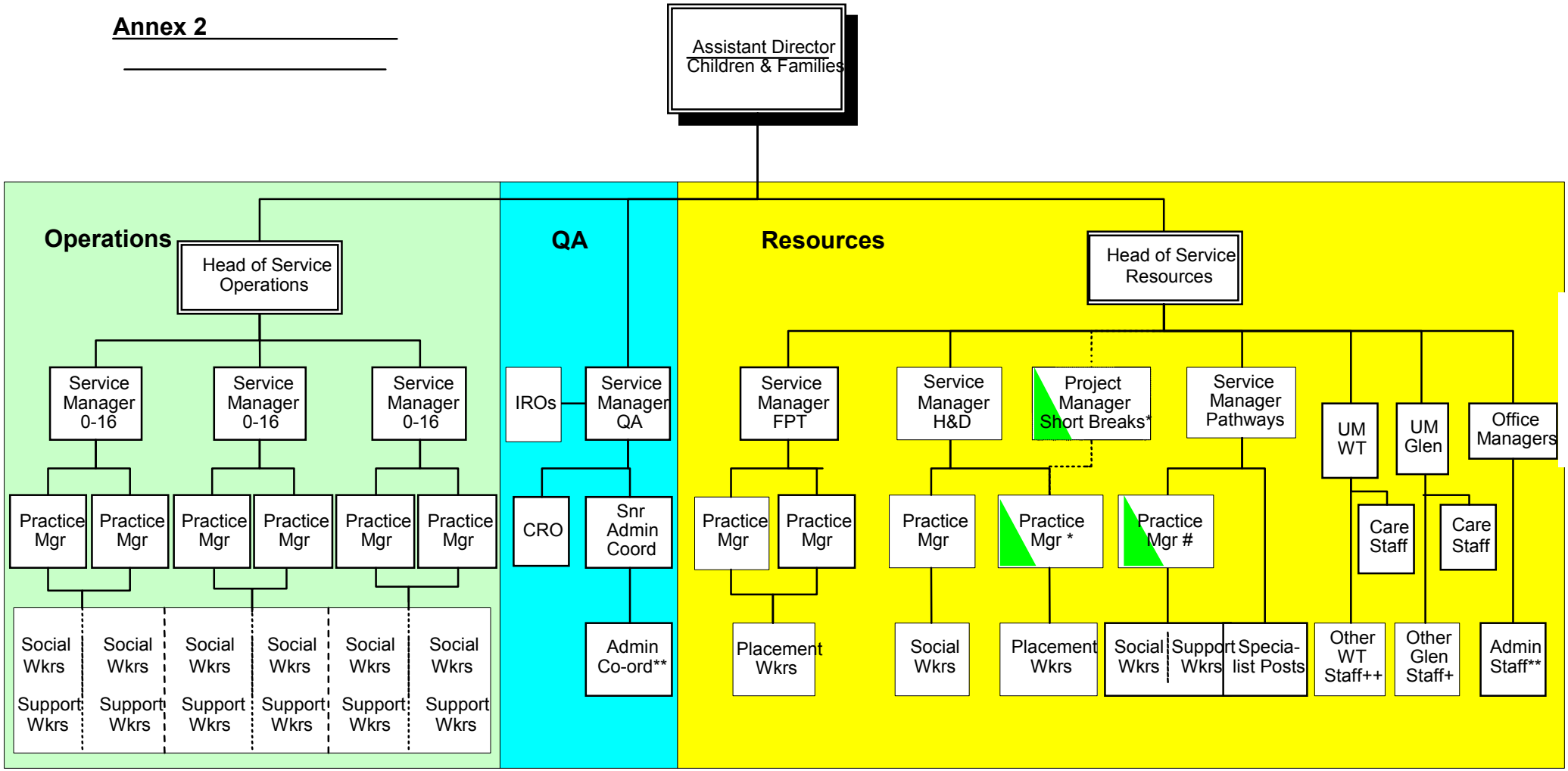
Dependencies

- The teams all have different cultures and practices currently. Moving towards more consistent processes and culture across the service is required in order to realise the desired benefits.
- The success of the model relies on the management tiers, particularly Service and Group Managers, adopting a modified (or even new) set of behaviours in order to be effective at creating and maintaining the desired strategic capacity. Training and support will be needed to achieve this in the first instance but must then be followed by a sustained culture shift within the whole service to truly embed the new ways of working.
- The social care restructure and redesign in Phase 1 will lay the foundations for the new service. However, the changes to the customer contact ("front door") arrangements and ongoing service development in both areas are required to realise the benefits as set out in the blueprint. Neither children's social care nor children's customer contact stream can succeed without the other.

Risks

- As with any restructure of this kind, there is always an inherent risk of a dip in performance during the period of change. Careful planning and high levels of staff involvement are being used to mitigate against this as far as possible but it may be difficult to eliminate all short-term issues.
- The prospect of change can (and inevitably will) have a negative impact upon some staff and their engagement with the service and the change process. Again, every effort is being made to involve staff heavily in the process to minimise the negative impact on the people involved. So far these efforts seem to have been positively received in general but the approach needs to be maintained and developed.

Annex 2



NOTES

* PM Short Breaks is currently grant funded to Mar 2011. Proposed that thereafter the service is run by a Practice Manager reporting to the H&D Service Manager, subect to funding.

\# Social Work Practice Manager in Pathways does not have an equivalent role currently and investigation is ongoing into how this could be funded in the new structure.

** Details of how admin staff are aligned to the services is to be reviewed, pending further definition of the details in other areas .

% Specialist roles - Accommodation Officer, Educ/Train/Emp Officer

Temporary, partial or unconfirmed funding + Other Glen Staff (see annex 1) ++Other Wenlock Terrace staff (see annex1)

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Annex 3 – Summary of Consultation

The following consultation and communication with staff took place with staff prior to More for York involvement:

Date	Audience / Attendees	Activity	Detail
18 Jun 2009	All CSC Staff	All staff away day event.	Included discussions to define the key outcomes they would want from the service and a review of strengths and values of the service.
17 Sep 2009	CSC group managers, service managers	Service Development Team (SDT) meeting	Initial management team thoughts on service structure shared with the group. Group members cascaded details to staff
16 Oct 2009	All CSC Staff	Email update	Details of progress with development of structure proposals and expected timescales for next steps.

The following consultation and communication with staff has taken place with staff since More for York involvement (Nov 09 onwards):

Date	Audience / Attendees	Activity	Detail
17 Dec 2009	CSC group managers, service managers	Service Development Team (SDT) meeting	More for York involvement was outlined. Project Summary and Design Briefing shared, including key design principles, areas for staff input being sought.
18 Dec 2009	All CSC Staff	Email update	to share all documents tabled at SDT meeting.
11 Jan 2010	Unison Convenor	Union Briefing	More for York Business Change Manager met with Heather McKenzie to update on the project and the proposed consultation sessions.
12 Jan 2010	Unison Rep	Union Briefing	More for York Business Change Manager and AD C&F met with Helen Healey and Andrea Dudding (local Unison reps) to discuss the project and the proposed consultation sessions.
13-18 Jan 2010	All CSC Staff	14 x 1.5hr Consultation Sessions	- Staff received agenda and supporting material in advance - Overview from AD on where we are with the project - Current design proposals & outstanding questions - Opportunity to capture and discuss staff queries, concerns, issues etc. - Start of the consultation & design process. - Provision of separate room for Unison to meet with staff after

Date	Audience / Attendees	Activity	Detail
			each session. 100 CSC employees attended over 14 x 1.5hr sessions. All feedback captured. Unison reps attended 4 sessions and also met with staff separately after some sessions.
18 Jan 2010	All CSC Staff	Mailbox available	Email mailbox available for comments & suggestions: childrens.staff.comments@york.gov.uk
21 Jan 2010	Union Rep	Meeting	More for York Business Change Manager met local Unison rep to receive staff feedback to Unison following consultation sessions. Agreed to issue timeline to staff to clarify the process.
Jan 2010	Union	LCCS DJCC meeting	Discussion on the project.
26 Jan 2010	All CSC Staff	Email update	Email to all staff included timeline of project activity for clarity (following request from union rep on 21 Jan).
29 Jan 2010	Union Rep	Meeting	Reviewed new and existing queries and issues. Feedback that timeline had been well received by staff.
2 Feb 2010	Key stakeholders	Steering Group Meeting	Review and development of current proposals. Discussion of key issues and areas for further work. Heather McKenzie attended in lieu of local Unison rep.
8 Feb 2010	All CSC Staff	Email update	Provided update on progress and expected date for structure chart, FAQ release and workshop info.
10 Feb 2010	All CSC Staff	Email update and documents	Draft structure chart proposal, summary of key role changes, proposed topics for workshop discussion and FAQ pack issued.
12 Feb 2010	Union Rep	Meeting	Reviewed existing queries and issues and new areas arising from documents issued.
16 Feb 2010	Key stakeholders	Steering Group Meeting	Review and development of current proposals.
25 Feb 2010	CSC Managers, Union Rep	2 x Workshops	Initial workshops to start agreeing further detail of the design, prior to involving frontline staff.
1 Mar 2010	Union Rep	Meeting	Reviewed existing queries and issues.

Date	Audience / Attendees	Activity	Detail
2 Mar 2010	Key stakeholders	Steering Group Meeting	Review and development of current proposals.
4 Mar 2010	Social workers / support workers	Workshop	Developing the design proposals
5 Mar 2010	Family Support Managers	Meeting	Exploring concerns and informing the design proposals
11 Mar 2010	Children's Centres Manager	Meeting	Communicate current proposals & project progress. Begin engagement on detail.
12 Mar	Union Rep	Meeting	Reviewed existing queries and issues.
8 & 16 Mar 2010	Service Managers (Pathway, Short Breaks and H&D)	Meetings	Exploring options for the proposals
16 Mar 2010	Key stakeholders	Steering Group Meeting	Review and development of current proposals.
24 Mar 2010	Service Managers, Support Managers, Senior Prac's, Union	Workshop	Discussing & developing specific aspects of the proposals
30 Mar 2010	Key stakeholders	Steering Group Meeting	Review and development of current proposals.
5 & 9 Apr 2010	Service Managers, Support Managers, Senior Prac's, Union	Workshops	Discussing & developing specific aspects of the proposals

The approach throughout the process is one that is open with staff and actively seeks their engagement and input. As the projects move through detailed design work and closer to implementation, this involvement becomes even more important and the project team are committed to continually involve staff in the development and delivery of the proposed changes.

A productive working relationship has been established with the local Unison rep, who sits on the CSC steering group and has been present at the majority of consultations and management workshops. Regular meetings have been conducted throughout the process between More for York staff and CSC management with the local rep to discuss staff concerns and agree actions to address these.

Customer Consultation & Insight

There has been a variety of information sources used regarding customer views on the blueprint proposals. Ongoing contact of staff and managers with customers yields a wealth of information and feedback. Though, largely anecdotal in nature, there are consistent themes which emerge from this and these have be factored into the blueprint. Models used by other local authorities have also informed the blueprint, for example, these have highlighted that York is now one of the only authorities still to employ a hard geographical and age team split in it's under 16 social work teams and this is considered to be an outdated model for the current social care environment.

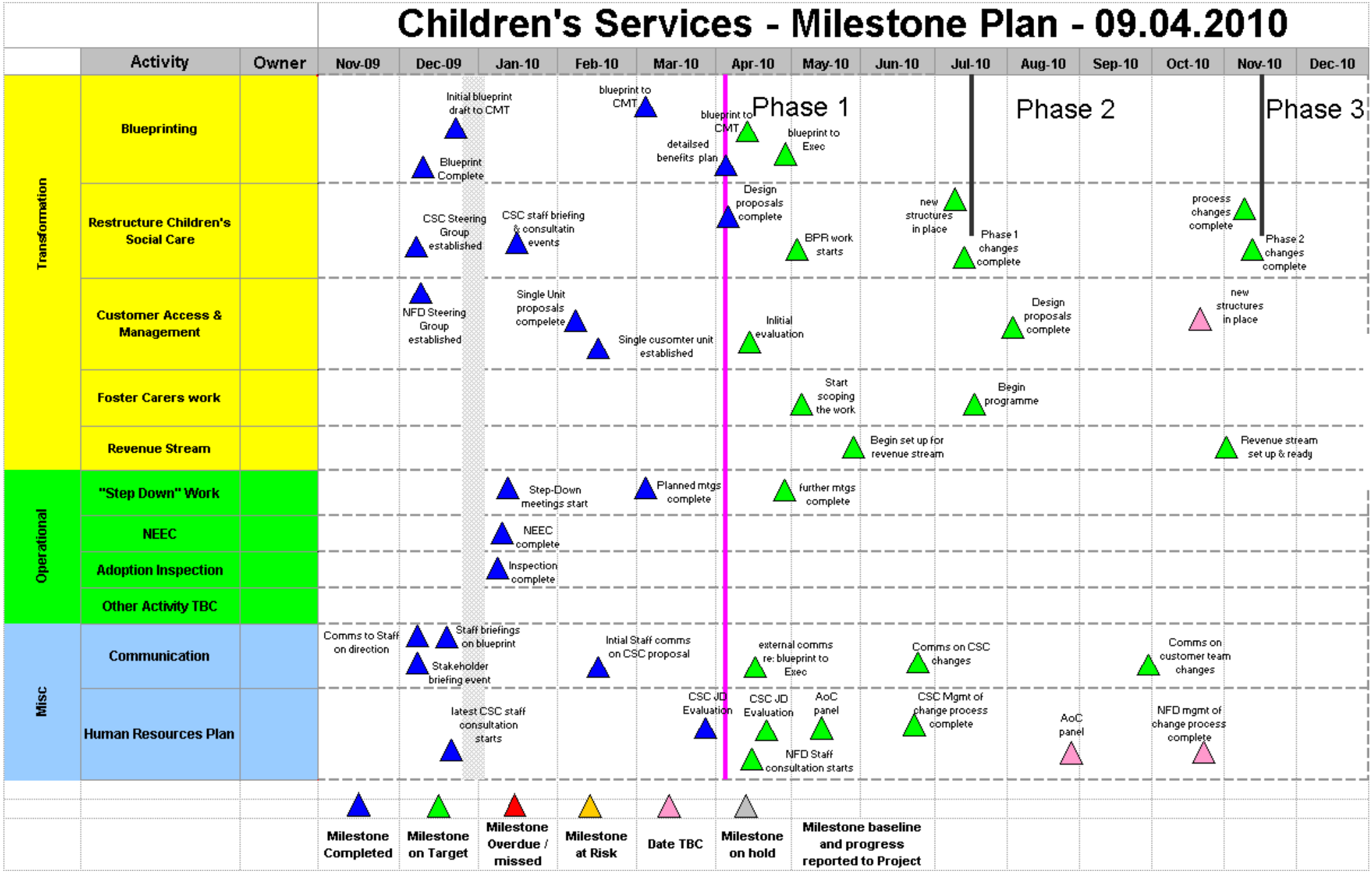
More specific insight comes from activities such as the consultation on the current Children & Young People's Plan (CYPP) and with other groups and this has helped to shape the proposals in the blueprint. Themes from the CYPP consultation, such as: clearer information being available; better inter-agency working; and having better arrangements for transitions are but a few of the areas that have become core to the both the children's services vision and the detailed proposals.

Young people's forums such as the 'Show Me That I Matter' and 'I Matter 2' groups helped shape the initial proposals prior to the blueprinting work by providing a starting point to work from. These groups have also provided more recent feedback on the emerging proposals, which has been taken into account when developing the detailed proposals. Particular themes here are support for removing the transition between social workers at age 11 and maintaining a dedicated Pathway/16+ team.

In terms of specific data, early investigation work into the customer contact arrangements is drawing on the current customer contact data to inform the shape of the new arrangements. The ongoing collection and analysis of this data will be crucial in the first 12 months on the new service to enable it to develop in a way which best supports customers, partners and CYC teams.

Part of the design of the new teams has also involved mapping the current caseload profile in different ways, for example geographically across the city, to establish what skills and team design are needed to best support this case distribution. Phase 2 of the work will draw on this type of insight information further (particularly making use of the opportunities provided by GIS) to develop more effective caseload allocation and management systems, based around observed patterns in cases and their progression.

Annex 4 – Implementation Timeline



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more for York Children's Services

CSC Accommodation

This document summaries the current thinking on the key principles around the accommodation aspects of the CSC operating model. It is intended as the basis for a set of principles to support staff and managers in the transition to the new operating model.

Where "staff" is used below this includes staff at all levels (i.e. includes managers).

General Principles

- A flexible approach will be taken to working and the use of available office space.
- Staff have a "base location" where they will "normally" go to do desk based work in the absence of any other factors.
- All workers & managers are able to work from any of the available children's social care locations. Currently these include:
  - Ashbank
  - Hollycroft
  - Hob Moor CC
  - The Avenues CC
  - Clifton CC.

Specifics

- Head of Service are located with their direct report Service Managers.
- Practice managers will have the same base location as their social/support work team.
- Staff will not have set desks.
- Staff will be able to log into both the computer and phone at any given desk, thus giving them access to their network areas and phone calls to that desk whilst based their.
- Staff are expected to log out of their phone and computer when leaving their desk for any significant period, typically over 1 hour.
- Staff should leave desks tidy and clear when away to allow others to use the desk, pc and phone effectively.
- There should be visibility of staff locations and movements sites.
- Effective diary management and work planning is expected to minimise unnecessary movements between locations, specifically returning to another office base when all the facilities required to work are at the current location (or could be with basic planning ahead).

Questions / further definition required

- Exactly what the "base location" signifies
- Details of any clear desk policy or similar
- Expectations of levels of time & diary management
- Expectations of reasonable travel requirements.

- Expectations or policy on time spent by Practice Manager and Service Managers in the various location.
- Role of Mobile Working and EDRMS technology
- Admin support requirements / expectations
- Accommodation capacity / occupancy

Cultural aspects to address:

- PC use / logging-off
- Clear desk policy
- Diary management
- Visibility of location
- Travel
- Behaviours required to work in the new model / behaviours not compatible with the new model.

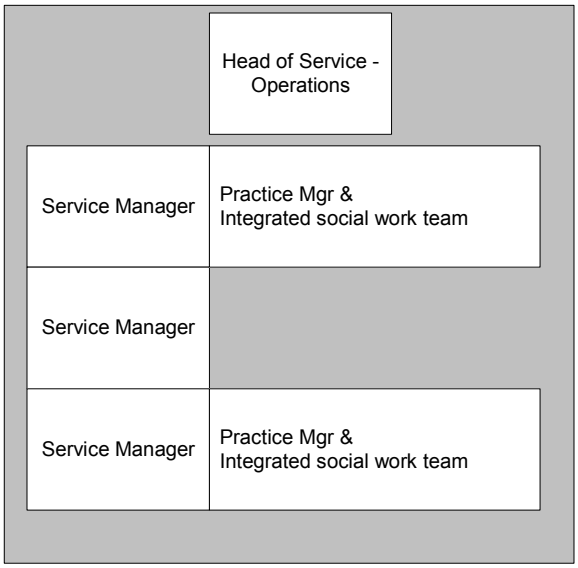
Resources used which have a bearing on the model:

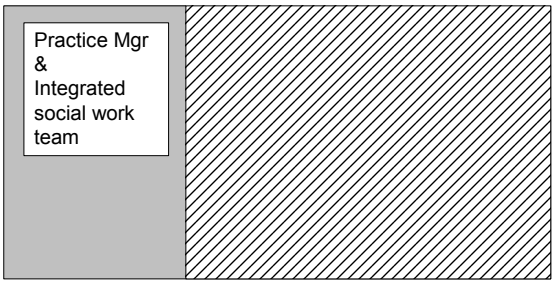
- Tools to support contact and other work with clients (e.g. toys in the case of early years)
- Case files (paper)
- Transport
- Admin support

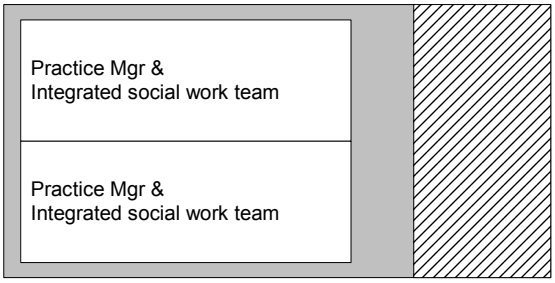
Location of teams

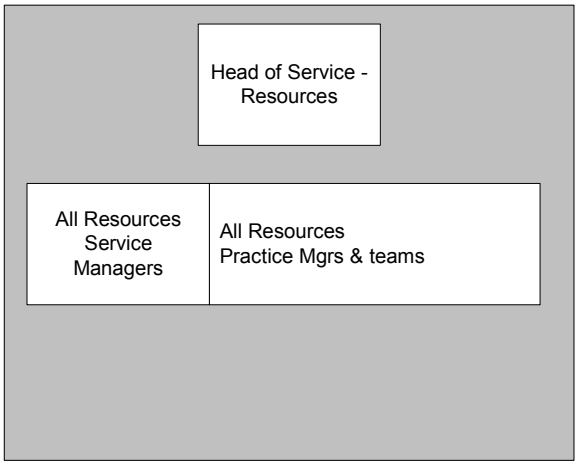
- Operations HoS and service mgrs are based in one location (Ashbank)
- Resources HoS and service mgrs are based in one location (Hollycroft)
- All Resources teams are based in one location (Hollycroft)
- Operations integrated social work teams are based in a combination of locations, office based and children's centres:
  - Two of the service units will have one team based in the office location and one team based in the children's centre location (different children's centre for each service unit).
  - One of the service unit will have both teams based in the same children's centre.
- This is illustrated in the diagram below.

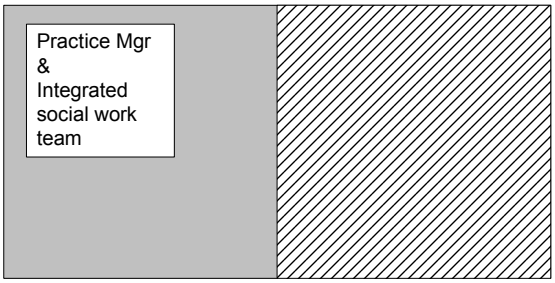
Overview of CSC Accommodation











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