



## Notice of a public meeting of

### Children, Education & Communities Policy & Scrutiny Committee

- To:** Councillors Taylor (Chair), Fenton (Vice-Chair),  
S Barnes, Brooks, Dew, Jackson, Crawshaw, Hagon  
(Co-opted Statutory Member) and Dickinson
- Date:** Tuesday 19 September 2017
- Time:** 5.30 pm
- Venue:** The Auden Room - Ground Floor, West Offices (G047)

## AGENDA

### 1. **Declarations of Interest**

At this point, Members are asked to declare:

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

which they may have in respect of business on this agenda

### 2. **Minutes** (Pages 1 - 10)

To approve and sign the minutes of the meeting held on 5 July 2017.

### **3. Public Participation**

At this point in the meeting members of the public who have registered to speak can do so. The deadline for registering is **5.00 pm on Monday 18 September 2017**. Members of the public can speak on agenda items or matters within the remit of the committee.

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

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### **4. 2017/18 Finance & Performance First Quarter Report - Children, Education & Communities (Pages 11 - 24)**

This report analyses the latest performance for 2017/18 and forecasts the financial outturn position by reference to the service plans and budgets for all of the services falling under the responsibility of the Corporate Director of Children, Education & Communities.

**5. 30 Hours Childcare - Early Implementation Update**

(Pages 25 - 66)

This report provides an update on progress with early implementation of a new statutory entitlement for 30 Hours Childcare for Working Families.

**6. Bi-Annual Safeguarding Update**

(Pages 67 - 92)

This report provides a six monthly update on children's safeguarding issues and key local and national safeguarding developments since January 2017.

**7. York Learning - Update and Progress Report 2016/17**

(Pages 93 - 110)

This report presents the end of academic year performance report and data for York Learning.

**8. Presentation on the Vision for the City's Library Service**

Members to receive a presentation on the vision for the City's Library Service.

**9. Update on Implementation of Recommendations from Previously Completed 'Ward Funding' and 'Play Opportunities' Scrutiny Reviews** (Pages 111 – 120)

This report provides Members with their first update on the implementation of the approved recommendations arising from two previously completed scrutiny reviews.

**10. Work Plan 2017-18** (Pages 121 – 122)

Members are asked to consider the Committee's work plan for the 2017-18 municipal year.

**11. Urgent Business**

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

## Democracy Officers

Catherine Clarke and Louise Cook (job share)

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

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

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

Contact details are set out above.

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

我們也用您們的語言提供這個信息 (Cantonese)

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

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

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

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

 **(01904) 551550**

City of York Council

Committee Minutes

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Meeting	Children, Education & Communities Policy & Scrutiny Committee
Date	5 July 2017
Present	Councillors Taylor (Chair), Fenton (Vice- Chair), S Barnes, Brooks, Crawshaw, Reid (as a Substitute for Cllr Jackson) and Steward (as a Substitute for Cllr Dew) Dr J Dickinson (Co-opted Statutory Member)
Apologies	Councillors Dew and Jackson Mr A Hagon (Co-opted Statutory Member)

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## 1. **Declarations of Interest**

Members were asked to declare, at this point in the meeting, any personal interests, not included on the Register of Interests, or any prejudicial or disclosable pecuniary interests they may have in respect of business on the agenda. Councillor Stuart Barnes declared a personal non prejudicial interest as a co-opted member of the Board of Trustees of SNAPPY.

## 2. **Minutes**

With regard to the minute 49 (Update on Implementation of Local Area Teams) of the minutes of the 22 March meeting, concern was raised that the update scheduled for the November meeting on the Early Help Strategy, Local Area Teams and Sycamore House update was too long to wait. Officers advised that the Early Help Strategy was currently out for early consultation and that it would be possible to share this with Committee Members which would provide them with detail on its aims and objectives, how success will be measured etc.

Resolved: That the minutes of the meetings of the Learning and Culture Policy and Scrutiny Committee held on 22 March and 10 May 2017 be approved as correct records and then signed by the chair.

Note: Agreement of the 22 March 2017 minutes had been deferred at the meeting on 10 May 2017 as the former committee Chair had requested that further information be included in relation to the discussion which had taken place with

regard to minute 46 (2016-17 Third Quarter Finance and Performance Monitoring Report).

**3. Public Participation**

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

**4. York Museums Trust: Core Partnership Objectives Update - 2017/18 half year report**

Members considered a report which provided an update on the current activities of the York Museums Trust (YMT) against the agreed core partnership objectives between April 2016 and March 2017. Members noted that new objectives for the partnership had been agreed by the Executive in April 2016 and the Executive had agreed that twice-yearly reports be made to scrutiny highlighting developments and challenges against those new objectives and against YMT's long term financial plan and capital development plan.

YMT's Chief Operating Officer attended the meeting to present the report. He advised Members that YMT had won various awards and accolades during 2016-17 and provided a detailed update on work undertaken during the past year against the core partnership objectives. He responded to questions relating to the YMT card, visits to museums by school groups, use of the Museum Gardens out of hours for financial benefit, plans for the development of the Castle Museum in conjunction with plans for Castle Gateway as well as plans to obtain an Albert Moore painting for the city.

With regard to the YMT card and membership renewal, he confirmed that members appeared to be waiting until their next visit to renew, creating fluctuations in membership numbers. He advised that around 35,000 people had joined the scheme originally and that membership was now around 24,000 but was likely to stabilise around 28,000.

Resolved: That the report be noted and Members comments be taken into consideration.

Reason: To fulfil the Council's role under the agreed partnership arrangements.

## 5. **Attendance of Executive Members - Priorities & Challenges for 2017/18**

Three Executive Members attended the meeting to provide an update on their priorities and challenges for the 2017-18 municipal year.

The **Executive Member for Culture, Leisure and Tourism**, presented a written update which had been circulated to committee members prior to the meeting. He responded to specific questions raised during discussion and confirmed:

- There had been a significant change in the way Sport and Active Leisure operated. The team had been reconfigured and now worked more closely with public health with which it had a natural fit. There was still a focus on promoting competitive sport as well as getting people into sport for health reasons and a focus on work with disadvantaged groups and partnership work.
- Further details on the Community Stadium Project were to be presented to the Executive in late July 2017.
- The council's role in volunteering - encouraging large sections of the workforce to partake in volunteering, utilising a large number of volunteers to help deliver services to residents, and promoting the ethos of volunteering and the value it has to the city.
- In relation to Make It York the main piece of work was around the event strategy.
- The current service level agreement for Explore York Libraries and Archives Mutual was nearly at its close. Currently undertaking a lot of work with library users to refresh the library vision and to get a clear idea of what is wanted from the library service going forward..
- In regard to Parks and Open Spaces, a lot of work has taken place to look at how best to use volunteers and volunteering organisations

Members asked for an update on a recent Conservative motion presented to council which called for a World War 1 commemorative cultural event to be organised, and were advised that a member steering group needed to be established to take this forward. The Chair suggested that it may be suitable for members of this committee to participate.

The **Executive Member for Education, Children and Young People** then provided his update. He drew Members' attention to the different formats of the Executive Member's reports and suggested that scrutiny committees would benefit from consistency in the format used by when reporting to scrutiny.

He provided members with information in relation to the following key achievements within his portfolio area within 2016-17, and congratulated officers on the good Ofsted outcome for Children's Social Care last November:

- The number of children and young people in care was stable, bucking national trend. Low numbers of children and young people were placed out of area and this number was reducing.
- Local area teams incorporating the Healthy Child Service had been launched.
- 92% of children and young people in the city were in good or outstanding schools and work was continuing to further improve that number.
- Continued strong performance at all key stages in schools - best results in North Yorkshire.
- Regional Adoption Agency/unaccompanied asylum seeking children – doing well.
- Work was ongoing to continue to make changes to wellbeing stats and Corporate Parenting Board Arrangements.

He then provided an overview of his key areas of focus for the forthcoming year and identified a number of longer term issues to be addressed i.e.

- Continued management of risk in relation to children's safeguarding
- Changing demographics requiring increase in childcare and school place sufficiency
- Evolving national schools policy requiring changing approach to coordination of schools system
- Transition to new safeguarding partnership arrangements
- Leadership of Regional Adoption Agency and support for UASC.

He responded to Members' questions on the information provided during the update.

The **Executive Member for Economic Development and Community Engagement (Deputy Leader)**, echoed the suggestion made by the previous Executive Member about standardising the format of Executive Member updates to scrutiny, and went on to provide an update on the community engagement area within his portfolio. He presented the following information in a written update and responded to Members questions with regard to the information presented.

- Local Area Teams - launched in 2017– specific work to date that has been taken forward by Local Area Teams related to play support services for young people included:
  - As part of redeveloped children’s centre offer, a range of community providers make use of spaces within the children’s centre buildings.
  - A redeveloped commissioning and grants programme has been launched
  - Plans are in the final stages for the opening of the new city centre offer for services for Young People at 30 Clarence Street.
  - First edition of Shine developed by the Local Area Teams has been published
  - A revised and growing programme of volunteering opportunities has been developed.
  
- Equalities - Initial discussions have taken place around new arrangements needed for the city’s Fairness and Equalities Board and the Council’s Equalities Advisory Group to hear the voice of York’s communities. Next stage is to understand and put in place support needed to enable communities to realise these ambitions.
  
- Ward Committees: Member briefings have been offered designed to update Councillors in relation to the new processes and systems that have been introduced. Data about how the system is operating was provided.
  
- Learning City York – update on York Skills Plan was provided to the committee in May. The draft plan is now in final consultation with city wide partners and should be considered at a decision session in August.

Resolved: That the updates from the Executive Members on their portfolio areas be received and noted.

Reason: To update the Committee on the challenges and priorities within the Executive Members portfolio areas.

**6. 2016/17 Finance & Performance Draft Outturn Report - Children, Education & Communities**

Members considered a report which analysed the financial outturn position and performance data for 2016-2017 by reference to the service plans and budgets for all of the services falling under the responsibility of the Corporate Director of Children, Education and Communities.

The Finance Manager, Adults Children and Education and the Strategy and Policy Group Manager attended the meeting to present the report.

The Finance Manager reported that the overall net variation for the Directorate was a small under spend of £33,000 for the year, which effectively meant a balanced budget for 2016-17, and highlighted a number of variations across the services.

The Strategy and Policy Group Manager drew Members attention to the update on performance contained in the report. He explained that because of the slight changes to the scope of the committee, the set of indicators being presented were different to those previously seen by the committee. He suggested that, outside the meeting, he could look at aligning the indicators being reported on, to better inform the committee's areas of focus over the forthcoming year. He responded to questions asked and provided more information in response to the following issues:

- Question of local authorities having to pick up deficits when schools are forced to convert to academies.
- EFL2 Children with Child Protection Plan indicator
- Indicator 103b (% of final Education, Health and Care Plans issued within statutory time limits, including exceptions)
- Overspend on high needs place and top up funding.

Resolved: That the report be noted.

Reason: To update the committee on the latest financial and performance position for 2016-17.

## 7. Tour de France Scrutiny Review - Draft Final Report

Members considered the draft final report of the Tour de France Scrutiny Review Task Group which presented the findings of the scrutiny review into the planning of major events.

Members acknowledged the review had taken some time to complete and the reasons for that and noted the agreed remit of the review which had focussed on the planning, promotion and delivery of future major events to ensure all associated risks were managed properly.

Members discussed the findings from the review in relation to the provision of camping sites and entertainment/spectator hubs and the Grand Depart Concert. They acknowledged the decision taken by the council to look at ways to offset the costs of the Tour, noted the late organisation of the Grand Depart and the lack of evidence of appropriate risk assessment. Members then considered the review conclusions and the proposed draft recommendations.

Members agreed with the task group's view that cross party consensus was important in the planning of major events. The Task Group confirmed they had been assured that the current system of project management now in place would address many of the issues identified through their review.

It was agreed that the following minor amendments be made to the report:

- Para 74 (ii) Opening paragraph should be amended to “ In regard to the involvement of councillors *by organising bodies* in an future major event or any possibly controversial smaller activity:.....”
- Para 74 (ii) third bullet point should be amended to include word “seek” so that it reads “All Councillors should be kept updated to *seek* a cross party consensus.
- Para 34 needs clarification by adding to last sentence to read “*it was seen as a non TdF event which would potentially divert custom and revenue away from the TdF concert arranged by Welcome to*

*Yorkshire for 3 July in Leeds. There was no record of that risk being assessed.”*

- Paragraph 18 should read “..... with the Millennium Bridge campsite postcode being shown as Millenium Bridge Terrace”
- Para 63 – change word “main” to “regional” to make clearer so that para reads “..... rather than being part of the *regional* TdF event marketing,....”

Thanks were expressed to those Members of the Task Group who had participated in the review as well as the scrutiny officer for compiling what they considered to be a very comprehensive draft final report.

Resolved: (i) That the amendments/additions detailed above and agreed by committee members be incorporated into the final report before presentation to Executive.

(ii) That the draft recommendations detailed at paragraphs 73-75 of the report be endorsed

Reason: To conclude the work of this scrutiny review in line with scrutiny procedures and protocols, and to enable this final report to be presented to the Executive.

## **8. Draft Workplan & Discussion regarding potential scrutiny topics for 2017/18**

Members considered the committee’s work plan and potential scrutiny topics for the 2017-18 municipal year. The Scrutiny Officer explained that this was a basic work plan based on the previous year’s work plan.

The Scrutiny Officer suggested Members may wish to receive an update on the Healthy Child Service which was raised during the Executive Member updates and officers suggested that this be provided as part of the Local Area Teams update to be presented to the committee in November 2017.

Clarification was sought as to whether updates in relation to children’s health and wellbeing should be presented to the

Health, Housing and Adult Social Care Policy and Scrutiny Committee or this committee. It was acknowledged that the portfolio area for the Health Housing and Adult Social Care Policy and Scrutiny Committee was very large and in the past the whole of the children and young people's agenda had come to this committee therefore it would make sense for this update to be presented to this committee. The Scrutiny Officer agreed to liaise with officers and other scrutiny chairs to confirm whether this was the correct way forward.

Members questioned whether there were any topics within the community engagement area of the Executive Member for Economic Development and Community Engagement's portfolio area which should be reported to the committee. The Scrutiny Officer advised that an implementation update on the previous Ward Funding Scrutiny Review would be presented at the November meeting and Members were welcome to identify any possible areas of interest from those on which the Executive Member had spoken. It was suggested that the effectiveness of arrangements around the reshaping of equalities engagement could be a topic of interest.

Members views were sought as to whether the committee felt a Scrutiny Task Group should be established to look into the organisation of the World War 1 commemoration event which was raised during the Executive Member updates. Members agreed it would be a sensible approach, so the Scrutiny Officer agreed to liaise with the Assistant Director (Communities, Culture and Public Realm) to check if this was an acceptable way forward.

The Scrutiny Officer asked Members to consider any possible scrutiny topics or policy development work they wished to look at during the forthcoming municipal year and advise her of anything.

Resolved: That the work plan be approved subject to the above amendments/additions.

Reason: To keep the committee's work plan updated.

Councillor D Taylor, Chair

[The meeting started at 5.30 pm and finished at 8.40 pm].

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## Children, Education & Communities Policy & Scrutiny Committee

19 September 2017

Report of the Corporate Director of Children, Education & Communities

### 2017/18 FINANCE AND PERFORMANCE FIRST QUARTER REPORT – CHILDREN, EDUCATION & COMMUNITIES

#### Summary

- 1 This report analyses the latest performance for 2017/18 and forecasts the financial outturn position by reference to the service plans and budgets for all of the services falling under the responsibility of the Corporate Director of Children, Education & Communities.

#### Financial Analysis

- 2 A summary of the service plan variations is shown at table 1 below.

**Table 1 – CEC Financial Projections Summary 2017/18 – Quarter 1**

2016/17 Draft Outturn Variation £000		2017/18 Latest Approved Budget			2017/18 Projected Outturn Variation	
		Gross Spend £000	Income £000	Gross Spend £000	£000	%
-24	Children's Specialist Services	21,864	1,108	20,756	-126	-0.6%
-45	Communities & Equalities	8,962	4,029	4,933	-12	-0.2%
-588	Education & Skills	19,310	9,367	9,943	-142	-1.4%
+623	School Funding & Assets	122,933	129,820	-6,886	+447	+6.5%
+1	Director of CEC & Central Budgets	1,359	5,882	-4,523	+177	+3.9%
<b>-33</b>	<b>Total CEC Directorate</b>	<b>174,428</b>	<b>150,206</b>	<b>24,223</b>	<b>+344</b>	<b>+1.4%</b>

+ indicates increased expenditure or reduced income / - indicates reduced expenditure or increased income

- 3 The following sections provide more details of the significant outturn variations.

### **Children's Specialist Services (-£126k / 0.6%)**

- 4 Children's Social Care (CSC) staffing budgets are currently projecting a net overspend of £127k, mainly due to expensive agency staff being used to cover important but hard to fill social worker posts. In light of this, and as reported to Staffing & Urgency Committee in July, additional unbudgeted costs of £59k will be incurred this year paying 'golden hello' and 'golden handcuff' payments to new and existing staff in the referral and assessment team, along with a major social work recruitment advertising campaign estimated at £30k.
- 5 Based on the current numbers of Looked After Children (LAC) being maintained throughout the rest of the year there is a net projected overspend on placement costs of £207k, including +£98k on local fostering and +£105k on out of city placements. This is offset by a net projected underspend on inter-agency adoption fees of £124k.
- 6 There is a net projected overspend of £44k within The Glen and disability short breaks budgets, due mainly to delays in implementing the new model of provision for children with the most complex needs that was planned to deliver a budget saving in 2017/18.
- 7 Within the Dedicated Schools Grant (DSG) funded Special Educational Needs budgets there is a net projected underspend of £453k. This is mainly due to savings on out of city education placements in light of the on-going efforts to support as many young people as possible in York.
- 8 Education Psychology budgets are projected to underspend by £54k mainly due to difficulties being experienced in recruiting to some psychologist posts. A number of other more minor variations make up the remaining projected net overspend of £38k.

### **Communities & Equalities (-£12k / 0.2%)**

- 9 At this stage of the year there are no significant variations to report.

### **Education & Skills (-£142k / 1.4%)**

- 10 Local Area Teams budgets are projecting a net £333k underspend, mainly due to the early delivery of the full £1.4m saving in advance of the final £300k budget being removed from 2018/19. There is a net projected underspend of £101k within School Improvement due to a number of staffing vacancies, particularly within the Skills Team, but offset by some additional costs including for the LAC virtual school headteacher.
- 11 Home to School Transport budgets are currently projected to overspend by a net £287k. There are significant pressures within SEN taxi budgets where contract inflation has been higher than expected, and additional costs may be

being incurred as more high needs pupils return to the city as a result of the Make York Home project, resulting in not all of the savings planned for 2017/18 being delivered. This is partly offset by some small additional savings on mainstream school bus contracts. A number of other more minor variations make up the remaining projected net overspend of £5k.

### **Schools Funding & Assets (+£447 / 6.5%)**

- 12 The net projected variation is made up of the following items:
- a carry forward of surplus DSG from 2016/17 that is £266k higher than budgeted for,
  - a projected saving of £350k on prudential borrowing repayments as the provision set aside following the closure of Burnholme Community College has not yet been committed;
  - a projected £250k write off of school deficits for schools converting to sponsored academy status;
  - a revised projected surplus carry forward of DSG into 2018/19 of £813k.

### **Director of CEC and Central Budgets (+£177k / 3.9%)**

- 13 Following the early delivery of some budget savings, there is additional pressure on the directorate's £100k budget for early retirement and redundancy costs. Although the majority of the costs will be offset by the savings achieved, a one off over spend of £200k is forecast for 2017/18. A number of other more minor variations make up the remaining projected net underspend of £23k.

## **Performance Analysis**

### **Number of Children Looked After**

- 14 There were 201 children and young people in care at the end of June 2017. Against a backdrop of a significant number of national and local agencies struggling with meeting rising demand and costs, we are pleased to see that the number is within the safe and expected range.
- 15 The council is committed to placing as many looked after children in its care as possible within York placements and is therefore seeking to increase the number of foster carers by up to 25 households. This will enable more flexibly to match children and young people with the right foster carers and continue to bring young people back to York, when this is the right plan for them. To help achieve this, the council has signed up to the 'You Can Foster' regional initiative, helping with wider advertising campaigns such as television adverts to be screened in June 2017, September 2017 and January 2018. The campaign was launched during "Fostering Fortnight" in May 2017, an event which involved foster carers and children in care, and ran alongside York-led adverts on local radio and in the local press.

- 16 The Local Area Teams (LATs) were launched in January 2017 and are the centrepiece of York's early help arrangements for children, young people and families from pregnancy through to adulthood. The teams are now operating in our areas of highest need, based in Hob Moor, Tang Hall and Clifton but have responsibility for the local offer of the wider reach areas. The city centre young person's offer is delivered through resources drawn from the LATs rather than a distinct central resource. The purpose of a LAT is to; prevent the escalation of needs which may require, if not addressed, complex and costly interventions at a later point; work to reduce inequality of outcomes for our communities; multi-agency and bring together all partners in a local area that exist in the lives of children, young people and families; establish and understand what families or communities need and bring together partners to find a solution.

### **Average Progress 8 score from Key Stage 2 to Key Stage 4**

- 17 Progress 8 is a measure of the progress made by pupils between Key Stage 2 and selected subjects at GCSE. It is calculated for every pupil and progress in English and Maths is double weighted. A positive score represents progress above the average for all pupils and a negative score progress below the average for all pupils.
- 18 In 2016, the city wide average of Year 11 pupils' Progress 8 score showed York was slightly above the national average and inside the top third of LAs nationally. The council commitment for school improvement and the facilitation of driving up standards has included the expansion of two primary schools with new school buildings at Lord Deramore's and Carr Infants school sites.
- 19 At a Primary level, 2017 un-validated data for Early Years shows that York remains above both regional and national averages for the percentage of children achieving a good level of development. Attainment and progress outcomes in KS1 and KS2 have both shown improvement in 2017, with a marked improvement in the percentage of children achieving the expected standard in writing across both key stages. This has previously been a key priority for improvement and led to the initiation of the writing project in 2016/17.

### **%pt gap between FSM and non-FSM pupils at 15, who attain a Level 3 qualification by the age of 19**

- 20 Attainment at age 19 remains generally positive however there have been concerns about the outcome gap between both disadvantaged young people and young people with Special Educational Needs (SEN) and their peers. Latest figures from April 2017 show the attainment gap is closing in some areas and, to address remaining challenges, Further Education providers will be worked with and strategically supported by the council to sustain focus on these groups.

- 21 In addition, Learning and Work Advisers from the council's Local Area Teams will provide specialist information, advice and guidance to young people who are in the care of the local authority, those in alternative education provision, those in the youth justice system, and those aged 16-18 who are Not in Employment, Education or Training (NEET). Appointments and group work will be available at locations across the city based on local need and will complement the careers guidance and support provided through schools and other education providers under their statutory duties.

### **Voice and Involvement**

- 22 The Voice and Involvement Group has completed work to develop a new Voice and Involvement Strategy. The new strategy will be presented to the YorOK Board and the LSCB to be adopted by the wider partnership. Following the development of the new strategy a 2017 Review of Voice will be undertaken to capture key messages from children and young people and provide clear actions on the development of children and young people's involvement. On the 26th June a Primary Voice event was held at West Offices. John Hattam, Community Liaison Officer from Clifton Green Primary School, led on the development of the event which was jointly hosted by the Communities and Equalities team and the Local Area Teams.
- 23 Over 70 children with staff from 18 primary schools in York attended the event at West Offices. They took part in workshops giving them the opportunity to speak directly to local councillors from each of the main parties, explore how ward funding is spent and how campaigns are run. The event focused on listening to the views of the children whilst giving them an insight into the way in which the local authority works. The children were supported at the event by York's Member of Youth Parliament, Dominic Bielby and Chair of Youth Council, Joseph Johnson-Tod.
- 24 The children recorded their thoughts and views throughout the course of the event. There are some fantastic ideas covering a range of issues, important to all residents in York. These have now been collated into a single document summarising messages from the day so that decision makers can give them their consideration. Our promise to the children was that their views would be listened to and shared with those that can influence change. The intention is that a follow up event is organised to feedback to the children and young people about what difference their views have made.

### **Council Plan**

- 25 This report is directly linked to the three key priorities of the Council Plan for 2015-19: A Prosperous City for All; A Focus on Frontline Services; and A Council that Listens to Residents.

**Implications**

26 The financial implications are covered within the main body of the report. There are no other direct implications arising from this report.

**Recommendations**

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

Reason: To update the committee on the latest financial and performance position for 2017/18.

**Contact Details**

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**Report  
Approved**

**Date** 31 August 2017

**Specialist Implications Officer(s)** None

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

**All**

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

**Background Papers**

2017/18 Finance and Performance Monitor 1 Report, Executive 31 August 2017

**Annexes**

Annex A: 2017/18 Monitor 1 Performance Scorecard



# Children, Education & Communities 2017/2018

No of Indicators = 46 | Direction of Travel (DoT) shows the trend of how an indicator is performing against its Polarity over time.  
Produced by the Strategic Business Intelligence Hub September 2017

			Previous Years			2017/2018							
		Collection Frequency	2014/2015	2015/2016	2016/2017	Q1	Q2	Q3	Q4	Target	Polarity	DOT	
Children's Social Care - Children Looked After	148	% of care leavers in employment, education or training aged 17-21 (19-21 until 2016/2017)	Quarterly	57.50%	68.00%	75.64%	69.62%	-	-	-	-	Up is Good	◀▶ Neutral
		Benchmark - National Data	Annual	48.00%	49.00%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	53.00%	-	-	-	-	-	-	-		
		Benchmark - Comparator Data	Annual	49.20%	-	-	-	-	-	-	-		
	EFL1	Children Looked After per 10k - (Snapshot)	Quarterly	53	53	55	54.32	-	-	-	-	Neutral	◀▶ Neutral
		Benchmark - National Data	Annual	60	60	60	-	-	-	-	-		
		Benchmark - Regional Data	Annual	64	63	63	-	-	-	-	-		
		Benchmark - Comparator Data	Monthly	53	-	-	-	-	-	-	-		
		Number of Children Looked After - (Snapshot)	Quarterly	193	191	204	201	-	-	-	-	Neutral	◀▶ Neutral
	Children's Social Care - Safeguarding	64	% of children ceasing to be the subject of a Child Protection Plan who had been the subject of a CPP continuously for two years or longer - (YTD)	Quarterly	9.50%	2.80%	2.73%	6.12%	-	-	-	-	Up is Bad
Benchmark - National Data			Annual	3.70%	3.80%	-	-	-	-	-	-		
65		% of children becoming the subject of a Child Protection Plan for a second or subsequent time - (YTD)	Quarterly	12.20%	25.70%	28.38%	41.38%	-	-	-	-	Up is Bad	▲ Red
		Benchmark - National Data	Annual	16.60%	17.90%	-	-	-	-	-	-		
EFL2		Children with a Child Protection Plan per 10k - (Snapshot)	Quarterly	34	37	46	40.81	-	-	-	-	Neutral	◀▶ Neutral
		Benchmark - National Data	Annual	42.9	54.2	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	41.8	52.1	-	-	-	-	-	-		
		Number of Children with a Child Protection Plan - (Snapshot)	Quarterly	124	135	171	151	-	-	-	-	Neutral	◀▶ Neutral
Crime	CSP01	All Crime (IQUANTA data)	Monthly	10,807	12,015	11,221	3,004	-	-	-	Up is Bad	◀▶ Neutral	

# Children, Education & Communities 2017/2018

No of Indicators = 46 | Direction of Travel (DoT) shows the trend of how an indicator is performing against its Polarity over time.  
Produced by the Strategic Business Intelligence Hub September 2017

			Previous Years			2017/2018						
		Collection Frequency	2014/2015	2015/2016	2016/2017	Q1	Q2	Q3	Q4	Target	Polarity	DOT
Crime	CSP15	Overall Violence (Violence Against Person Def.)	Monthly	2,130	2,513	2,509	716	-	-	-	-	Up is Bad Neutral
		IQUANTA Family Grouping (Rank out of 15)	Monthly	6	6	4	4	-	-	-	-	
Crime - Anti Social Behaviour	CSP13	NYP Recorded ASB Calls for Service	Monthly	9,306	8,997	8,860	2,178	-	-	-	-	Up is Bad Neutral
	CSP28	Number of Incidents of ASB within the city centre ARZ	Monthly	2,576	2,305	2,175	487	-	-	-	-	Up is Bad Neutral
Crime - Hate Crime	CSP23	Hate Crimes or Incidents as Recorded by NYP	Monthly	108	141	189	69	-	-	-	-	Up is Bad Red
		IQUANTA Family Grouping (Rank out of 15)	Monthly	3	5	6	6	-	-	-	-	
Crime - Key Places	CSP29a	Number of Incidents of ASB within the CIZ	Monthly	1,808	1,518	1,399	276	-	-	-	-	Up is Bad Neutral
	CSP29b	Number of Incidents of Alcohol Related ASB within the CIZ	Monthly	-	-	594	131	-	-	-	-	Up is Bad Neutral
Deprivation and Poverty	PHOF13	% of children in poverty (under 16s)	Annual	11.90%	-	-	-	-	-	-	-	Up is Bad Neutral
		Benchmark - National Data	Annual	20.10%	-	-	-	-	-	-	-	
		Benchmark - Regional Data	Annual	22.50%	-	-	-	-	-	-	-	
		Regional Rank (Rank out of 15)	Annual	2	-	-	-	-	-	-	-	
Education (Adult)	CJGE17	% of working age population qualified - No qualifications	Annual	4.80%	4.60%	6.20%	-	-	-	-	-	Up is Bad Neutral

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			Previous Years			2017/2018							
		Collection Frequency	2014/2015	2015/2016	2016/2017	Q1	Q2	Q3	Q4	Target	Polarity	DOT	
Education (Adult)	CJGE18	% of working age population qualified - to at least L2 and above*	Annual	82.60%	81.10%	80.20%	-	-	-	-	-	Up is Good	◀▶ Neutral
		Benchmark - National Data	Annual	73.30%	73.60%	74.30%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	70.00%	70.10%	71.00%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	1	-	-	-	-	-		
	CJGE19	% of working age population qualified - to at least L3 and above*	Annual	68.40%	68.00%	65.20%	-	-	-	-	-	Up is Good	◀▶ Neutral
		Benchmark - National Data	Annual	56.70%	57.40%	56.90%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	52.10%	53.50%	52.30%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	1	-	-	-	-	-		
	CJGE20	% of working age population qualified - to at least L4 and above*	Annual	40.30%	40.60%	42.70%	-	-	-	-	-	Up is Good	◀▶ Neutral
		Benchmark - National Data	Annual	36.00%	37.10%	38.20%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	29.70%	30.50%	31.30%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	1	-	-	-	-	-		
Education (Young People)	ES8	% of After School Clubs achieving 'good' or 'outstanding' - (Snapshot)	Annual	84.00%	83.00%	-	-	-	-	-	-	Up is Good	◀▶ Neutral
	ES9	% Take up of early education places by eligible two year olds - (Snapshot)	Annual	70.00% (350)	72.00% (392)	73.50% (382)	-	-	-	-	-	Up is Good	▲ Green

# Children, Education & Communities 2017/2018

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			Previous Years			2017/2018							
		Collection Frequency	2014/2015	2015/2016	2016/2017	Q1	Q2	Q3	Q4	Target	Polarity	DOT	
Educational Attainment	81	%pt gap between FSM and non-FSM pupils at 15, who attain a Level 3 qualification by the age of 19 - (Snapshot)	Annual	41.70%	32.00%	(Avail Apr 2018)	-	-	-	-	-	Up is Bad	◀▶ Neutral
		Benchmark - National Data	Annual	24.60%	24.50%	(Avail Apr 2018)	-	-	-	-	-		
		Benchmark - Regional Data	Annual	27.30%	27.60%	(Avail Apr 2018)	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	15	13	(Avail Apr 2018)	-	-	-	-	-		
	82	%pt gap between FSM and non-FSM pupils at 15, who attain a Level 2 qualification by the age of 19 - (Snapshot)	Annual	19.20%	14.20%	(Avail Apr 2018)	-	-	-	-	-	Up is Bad	◀▶ Neutral
		Benchmark - National Data	Annual	16.50%	17.50%	(Avail Apr 2018)	-	-	-	-	-		
		Benchmark - Regional Data	Annual	19.80%	20.60%	(Avail Apr 2018)	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	7	3	(Avail Apr 2018)	-	-	-	-	-		
	KS4a	Average Progress 8 score from KS2 to KS4	Annual	-	0.04	-	-	-	-	-	-	Up is Good	◀▶ Neutral
		Benchmark - National Data	Annual	-	-0.03	-	-	-	-	-	-		
Homelessness	HOU102	Number of homeless households with dependent children in temporary accommodation - (Snapshot)	Quarterly	41	30	33	34	-	-	-	-	Up is Bad	▲ Red
		Number of children in temporary accommodation (snapshot)	Quarterly	69	46	58	64	-	-	-	-	Up is Bad	◀▶ Neutral
Libraries	LIB01	Library Visits - All Libraries	Monthly	799,083	997,606	1,025,480	255,626	-	-	-	-	Up is Good	▲ Green
	LIB02	Books Borrowed - All Libraries	Monthly	778,615	819,179	800,300	192,356	-	-	-	-	Up is Good	◀▶ Neutral

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			Previous Years			2017/2018							
		Collection Frequency	2014/2015	2015/2016	2016/2017	Q1	Q2	Q3	Q4	Target	Polarity	DOT	
NEET	117c	% of Year 12-13 (academic age 16-17) young people who are not in education, employment or training (NEET) - (Snapshot)	Monthly	-	-	3.30%	3.20%	-	-	-	-	Up is Bad	◀▶ Neutral
		Benchmark - National Data	Quarterly	-	-	3.00%	3.10%	-	-	-	-		
		Benchmark - Regional Data	Quarterly	-	-	3.40%	3.60%	-	-	-	-		
		Benchmark - Comparator Data	Quarterly	-	-	2.40%	2.60%	-	-	-	-		
	NEET02c	% of Year 12-13 (academic age 16-17) NEET who possess less than a L2 qualification (New definition Jan 2017) - (Snapshot)	Monthly	-	-	85.00%	84.20%	-	-	-	-	Up is Bad	◀▶ Neutral
Obesity	NCMP01	% of reception year children recorded as being obese (single year)	Annual	7.03%	8.59%	-	-	-	-	-	-	Up is Bad	◀▶ Neutral
		Benchmark - National Data	Annual	9.08%	9.31%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	8.83%	9.42%	-	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	2	-	-	-	-	-	-		
	NCMP02	% of children in Year 6 recorded as being obese (single year)	Annual	14.97%	15.14%	-	-	-	-	-	-	Up is Bad	◀▶ Neutral
		Benchmark - National Data	Annual	19.08%	19.82%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	19.19%	20.29%	-	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	-	-	-	-	-	-		
Physical Activity	PHOF01	% of physically active and inactive adults - active adults	Annual	62.18%	69.83%	-	-	-	-	-	-	Up is Good	◀▶ Neutral
		Benchmark - National Data	Annual	57.04%	57.05%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	56.08%	56.35%	-	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	2	1	-	-	-	-	-	-		

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			Previous Years			2017/2018						
		Collection Frequency	2014/2015	2015/2016	2016/2017	Q1	Q2	Q3	Q4	Target	Polarity	DOT
Public Health and Wellbeing	CHP30	Hospital admissions for asthma (0-18 years), per 100,000 population	Annual	124.94	101.62	-	-	-	-	-	-	Up is Bad Green
		Benchmark - National Data	Annual	216.12	202.39	-	-	-	-	-	-	
		Benchmark - Regional Data	Annual	209.44	161.6	-	-	-	-	-	-	
Public Protection	PP08	% of births registered within 42 days	Monthly	98.00%	98.00%	98.00%	-	-	-	-	-	Up is Good Neutral
		Benchmark - National Data	Monthly	-	97.00%	96.00%	-	-	-	-	-	
		Benchmark - Regional Data	Monthly	-	98.00%	98.00%	-	-	-	-	-	
	PP09	% of still births registered within 42 days	Monthly	100.00%	100.00%	100.00%	-	-	-	-	-	Up is Good Neutr
		Benchmark - National Data	Monthly	-	99.00%	99.00%	-	-	-	-	-	
		Benchmark - Regional Data	Monthly	-	99.00%	99.00%	-	-	-	-	-	
	PP10	% of deaths registered within 5 days	Monthly	93.00%	90.00%	85.00%	-	-	-	-	-	Up is Good Red
		Benchmark - National Data	Monthly	-	76.00%	78.00%	-	-	-	-	-	
		Benchmark - Regional Data	Monthly	-	85.00%	84.00%	-	-	-	-	-	
Resident and Corporate Surveys	TAP11	% of panel who agree that they can influence decisions in their local area	Quarterly	NC	NC	25.65%	28.41%	-	-	-	-	Up is Good Green
		Benchmark - Community Life Survey	Annual	35.00%	36.00%	26.53%	-	-	-	-	-	
	TAP13	% of panel who give unpaid help to any group, club or organisation	Quarterly	NC	NC	64.30%	66.44%	-	-	-	-	Up is Good Green
		Benchmark - Community Life Survey	Annual	69.00%	70.00%	62.68%	-	-	-	-	-	

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		Collection Frequency	2014/2015	2015/2016	2016/2017	Q1	Q2	Q3	Q4	Target	Polarity	DOT
Safeguarding (Young People)	PHOF06	Under 18 conceptions (per 1,000 females aged 15-17) (Calendar Year)	Quarterly	15.71	20.41	-	-	-	-	-	-	Up is Bad Red
		Benchmark - National Data	Quarterly	22.8	20.78	-	-	-	-	-	-	
School Strategy and Planning	PriFSM	% of children who are eligible for a free school meal in the primary sector (excluding Danesgate)	Annual	8.40%	8.60%	7.80%	-	-	-	-	-	Neutral ◀▶ Neutral
		Benchmark - National Data	Annual	15.60%	14.50%	80.76%	-	-	-	-	-	
		Benchmark - Regional Data	Annual	16.60%	15.70%	80.98%	-	-	-	-	-	
		% of eligible children taking a free school meal in the primary sector (excluding Danesgate) - (Snapshot)	Annual	83.70%	78.30%	77.27%	-	-	-	-	-	Neutral ◀▶ Neutral
	SecFSM	% of children who are eligible for a free school meal in the secondary sector (excluding Danesgate)	Annual	6.70%	6.30%	6.20%	-	-	-	-	-	Neutral ◀▶ Neutral
		Benchmark - National Data	Annual	13.90%	13.20%	79.24%	-	-	-	-	-	
		Benchmark - Regional Data	Annual	15.00%	14.50%	77.30%	-	-	-	-	-	
		% of eligible children taking a free school meal in the secondary sector (excluding Danesgate) - (Snapshot)	Annual	78.00%	78.20%	78.04%	-	-	-	-	-	Neutral ◀▶ Neutral
Tourism	TOU01	Room Occupancy	Monthly	74.76%	66.50%	79.24%	-	-	-	-	Up is Good ◀▶ Neutral	
	TOU04	Average Room Rate	Monthly	£69.66	£74.18	£95.09	-	-	-	-	Neutral ◀▶ Neutral	
	TOU08	Visits to Attractions: Big Attractions	Monthly	2,866,401	2,597,009	2,376,573	-	-	-	-	Up is Good ▼ Red	
	TOU09	Visits to Attractions: Small Attractions	Monthly	276,399	247,538	232,501	-	-	-	-	Up is Good ▼ Red	
	TOU14	Parliament Street Footfall	Monthly	9,616,941	8,356,697	8,044,607	2,058,005	-	-	-	Up is Good ◀▶ Neutral	

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Tourist	TOU15	Visitor Information Centre Footfall	Monthly	488,643	431,346	401,206	-	-	-	-	-	Up is Good Red
Youth Offending	45	% of young people ending their YOT supervised order who are NEET (New definition from 2013/14 - cumulative) - (YTD)	Discontinued	19.50%	26.20%	-	-	-	-	-	Up is Bad Neutral	
		% of 10-16 year olds ending their YOT supervised order who are NEET - (YTD)	Discontinued	0.00%	0.00%	-	-	-	-	-	Up is Bad Neutral	
		% of 16+ year olds ending their YOT supervised order who are NEET - (YTD)	Discontinued	26.80%	39.30%	-	-	-	-	-	Up is Bad Neutral	



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**Children, Education & Communities  
Policy & Scrutiny Committee**

**19 September 2017  
19 September 2017**

Report of the Director of Children, Education and Communities

**30 Hours Childcare – Early Implementation Update**

**CYPP Priority:** Early Help

**Performance Indicators**

The percentage of good and outstanding early years and childcare providers in York is 97% (national average 91%). The percentage of good and outstanding out of school providers in York is 87%.

**Summary**

1. To update on progress with early implementation of a new statutory entitlement for 30 Hours Childcare for Working Families.

**Background**

2. The government announced in February 2016 that York had been chosen as an early implementer for 30 Hours Childcare for working families. This trial programme was delivered from September 2016, a year earlier than national roll out. The 30 Hours Childcare is for those parents/carers who meet a national eligibility criteria and is made up of the universal entitlement for all 3 and 4 year olds to receive 15 hours of free early education plus up to an additional 15 hours.
3. York was unique within the trial as it was the only local authority to be asked to test delivery across a whole LA area from the beginning of early implementation. This also meant that York had the highest profile as it provided evidence about the impact of delivering a model across a whole LA for the longest period and this has helped to inform the national roll out starting on 1 September 2017.

4. An introductory paper was considered by members of this committee prior to early implementation setting out more detail on the background of the new statutory entitlement.
5. Since our last update a new Minister has been appointed for Early Years, Robert Goodwill, MP - Minister of State for Children and Families.
6. A new national support contractor, Childcare Works, was awarded the national support contract for 30 Hours Childcare. It was awarded to the same team that supported local authorities with Achieving Two Year Olds. The contract is to work with providers and local authorities on the implementation of the extended entitlement to 30 Hours Childcare.

## Analysis

### Progress on Early Implementation

7. York had a very strong start and continued to build on its early success to deliver a sufficient number of places across the city to meet the needs of eligible parents. York's award winning and well researched model of 'Shared Foundation Partnerships' has been key to the successful delivery of places through providers working together on signposting to vacancies with other providers and on identifying and meeting unmet need.

### Parent Applications and Take Up

8. Delivery in York exceeded the DfE estimates over the whole early implementation period.

<b>Term</b>	<b>DfE estimated number of eligible parents</b>	<b>Eligible Parents taking up the extended entitlement</b>	<b>%</b>
Autumn Term 16	1,480	1,176	79%
Spring Term 17	1,480	1,568	106%
Summer Term 17	1,480	1,894	127.9%

9. This take up generated a total of £3.1 million to the local economy. Income received from the DfE for payments to childcare providers for the additional hours reduced parents' bills significantly where they had previously paid for them.
10. In summary there has been excellent take up by parents over the whole early implementation period with places being taken up mainly within private day nurseries. Places are taken up mostly with one provider although there are relatively high numbers using two providers. Over half of the eligible parents are taking up the full 30 hours.
11. There will be further analysis of take up to understand 30 Hours delivery on the ground and to ensure there continues to be sufficient places to meet parental demand for all early education entitlements including eligible two year olds.

#### Provider Commitment

12. Provider commitment from all sectors remained at 100% throughout early implementation despite funding challenges and the introduction of new and temporary systems to deliver the offer. This demonstrates the close and strong working relationships between the Childcare Strategy Service and local childcare providers.
13. Regular rounds of information sessions have been held to update local providers to update them on the detail of delivering the offer in line with the requirements of the statutory guidance.

#### Out of School Clubs

14. York is the first local authority to carry out a feasibility study to bring additional capacity and flexibility to the childcare market to support 30 Hours and six out of school clubs took part;
  - Funfishers Out of School Club
  - Haxby Road Primary Out of School Club
  - KOOSH Acomb
  - KOOSH Park Grove
  - St Paul's Out of School Club
  - Clifton Moor Out of School Club

15. The aim of the study is to consider the benefits of using the extended entitlement flexibly through wraparound care (before, after school and holiday provision). Once finalised, evidence and case studies gathered as part of the study will be shared with the DfE to help inform the national roll out.

#### DfE 30 Hours Statutory Guidance and Model Agreement

16. The DfE recently published key statutory guidance and these set out the respective roles and responsibilities of local authorities and early years and childcare providers. Some of the guidance was unclear, particularly around charging for additional services and in response the DfE have issued Operational Guidance. However, there remains a lack of clarity meaning it can be challenging for providers and local authorities to interpret compliance correctly.
17. The DfE guidance also included expectations about what should be included in a suggested Model agreement between local authorities and providers. The York agreement, to be known as a Memorandum of Understanding, is currently subject to legal consideration before consultation with providers.

#### HMRC On Line Tax Free Childcare – Childcare Choices

18. A new Childcare Choices system went live early in the Summer for parents to apply for an eligibility code to take up their early entitlement. The national system has been beset with technical problems and to date just over half of eligible parents nationally have been able to successfully access the system to receive a code ready for 1 September. The Childcare Strategy Service have prioritised communications to York parents to encourage them to apply to Childcare Choices for codes and regular updates we receive directly from HMRC suggest that the number of codes issued for York is in line with expectations.

#### Other Progress

19. Other progress on 30 Hours early implementation included;
  - Further rounds of information sessions held and regular communications
  - Regular ongoing discussions with the DfE related to all aspects of delivery
  - Progress sharing at national and regional events

- Further sufficiency survey work carried out with all providers
- Grant Funding Agreement agreed and in place with regular termly reporting

## **National Evaluation**

20. In July 2017 the national evaluation led by Frontier Economics was published along with an in- depth case study evaluation about York's delivery of 30 hours.

### National Evaluation

<https://www.gov.uk/government/publications/early-rollout-of-30-hours-free-childcare-evaluation>.

21. The national evaluation reports its findings on early implementation based on a wide range of quantitative and qualitative evidence. As a very large number of York providers and parents contributed to the main national evaluation it is well informed by learning from York.
22. The evaluation aimed to understand sufficient delivery of places, take up by parents, and impacts on childcare use and work. It also considered some of the potential risks around financial sustainability for providers, the potential displacement of other types of free entitlement places and impacts on the experience of the child.
23. In conclusion the evaluation states '*early implementation suggests that there is no specific reason to believe that 30 hours free childcare will not be a success*'. This conclusion is supported by the findings that a high proportion of providers are willing to offer places, parents are keen to take up extended hours and that there were perceived benefits for families in terms of enhanced work opportunities, direct financial support and increased well-being. However, they have highlighted that this is dependent on getting the detail around eligibility checking and payment processes right, ensuring that LAs receive sufficient support from the DfE in implementing the policy, and ensuring that the policy focuses on the ultimate objectives of encouraging parents in to work, and supporting families financially rather than just concentrating on the aim of delivering more free entitlement hours.

### In-Depth Case Study Evaluation of York

24. The in-depth study is focussed on York's delivery and close partnership working with local providers. The case study identifies the reason behind this success was involving childcare providers and York's Shared Foundation Partnerships at an early stage to further improve quality and to meet demand for places. The commitment and expertise given to providers by York's Childcare Strategy Service was also praised as well as the sign-up and support from the senior management team and local politicians.
25. The case gives evidence of providers' support for 30 Hours and showed that even when concerns about funding were raised, the providers worked with the programme to make it viable for parents and commercially. No parents were refused the extended hours.
26. The case study sets out excellent examples of the positive impact on families and on the child's experience.
27. The publication of the national research and in depth study co-incided with the new Early Years Minister, Robert Goodwill MP making a high profile visit to York to hear directly from providers about delivery of 30 Hours. A joint round table discussion was held at West Offices with providers, local authority representatives and local politicians from both York and North Yorkshire. The discussion was chaired by the Director of Children, Education and Communities, City of York. The Minister expressed his appreciation and admiration of the way in which together, the council and local providers have exceeded the city's target to provide a high quality programme with tangible benefits to parents. Providers from York spoke about the welcome support they have had from the council and had the opportunity to share positive experiences and also the challenges about delivery.

### **Key Challenges**

28. Although the early implementation period has now ended there remain a number of key challenges still to be addressed as we move forward;

### Closing the Attainment Gap

29. The 30 Hours policy is aimed at increasing employment rather than a focus on improving outcomes for young children and it could widen the attainment gap for those families who do not meet the eligibility criteria and will only be entitled to the universal 15 hours. It will be a priority for the LA to address this challenge and we will take learning from other innovators such as those whose thematic focus is to explore work incentives and parental engagement. The local authority will continue to support and challenge providers and Shared Foundation Partnerships to make effective use of funding to improve outcomes and accelerate progress in closing gaps in performance between vulnerable and disadvantaged groups and their peers, effectively utilising Early Years Pupil Premium, Deprivation, Disability Access Fund and Early Years Inclusion Funding.

### Quality of Provision

30. York remains above the national average for the percentage of providers judged to be good and outstanding by Ofsted. There will be a continued focus on support and challenge and to ensure that transitions between settings remain smooth and effective particularly as the DfE has confirmed that eligible children will be able to spread their hours across two providers. Shared Foundation Partnerships continue to focus on good transitions not just between providers and schools but also where children attend more than one provider for their entitlement. Data and research from the early implementer programme has highlighted the number of York families using more than one provider and therefore this evidences the importance of the local authority giving greater emphasis to providers and Shared Foundation Partnerships to focus on continuity of care, good and healthy attachments and effective transitional arrangements

### High Quality Workforce

31. It is important for providers to be able to recruit and retain high quality staff to sustain the universal entitlement as well as meeting demand for the additional hours. The LA will therefore explore any issues around recruitment and retention with providers and further and higher education institutions to find suitable solutions. In March 2017 the DfE published its Early Years Workforce Strategy and also enabled staff with an Early Years Education qualification and Level 2 English and Maths to count in Level 3 staff ratios. The Early Years Workforce Strategy outlines actions

to help employers attract, retain and develop staff to deliver high quality provision and to help support the social mobility of staff, parents and children. The Early Years Workforce strategy is the beginning of an ongoing dialogue between government and the sectors on workforce development. Further details will be available when the DfE engage the sectors later in the year.

#### Early Years Single Funding Formula

32. Following consultation with providers via the Early Years Reference Group and based on a new Early Years Single Funding Formula a new hourly rate was agreed by the Schools Forum with effect from 1 April 2017 and this will be in place until March 2019. The hourly rate continues to be a challenge nationally and locally with national early years and childcare organisations continuing to lobby government for additional funding.

#### Early Years Inclusion

33. The high needs block continues to be under pressure to support children with SEND even for the universal 15 hours and so there may be financial pressures related to the delivery of the additional hours. The local authority Early Years Inclusion Fund has been increased to address any increased demand and this is currently being monitored as well as the capacity to address low level emerging needs. The DfE have also introduced a new Disability Access Fund and this is already being accessed by eligible families. More understanding is needed at a local and national level about the take up of the extended hours by SEND children and to identify any barriers such as the recruitment of skilled and knowledgeable staff to support these children for more hours.

#### **Legal Implications**

34. The 30 Hours Childcare Policy is a new statutory duty on LAs from September 2017 under the new Childcare Act 2016.

#### **Information Technology (IT)**

35. Government recognised the high risk to delivery if local systems were not sufficiently developed for full roll out and York was successful in securing £12,100 for the purchase and installation of additional software to support our on-line processes. The new software has been tested, is live

and running successfully and any delays experienced have been due to the national childcare choices system sometimes being down which has impacted on verification of codes.

### **Risk Management**

36. Risk Analysis completed and added to Council Risk Register

### **Next Steps**

37. The DfE are extremely pleased with York's successful delivery which has exceeded expectations. The work has raised the positive profile of York at a national level in relation to early years and childcare and it is a contributor to national advisory work on childminders, SEND and partnership working. The Childcare Strategy Service wish to make this a lasting success by remaining at the forefront of early years and childcare developments nationally by building on relationships with the DfE, national early years and childcare organisations and local providers and parents.

### **38. Recommendations**

Members of the Children, Education and Communities Policy and Scrutiny Committee are asked to note this report.

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**Report  
Approved**

**Date** 07/09/17

*Chief Officer's name  
Title*

**Date** *Insert Date*

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

**All**

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

**Background Papers:**

***All relevant background papers must be listed here.***

**Annexes**

- Annex A – York Final Early Implementers' Evaluation

# **Evaluation of Early Implementation of 30 Hours Free Childcare in York**

**Ivana La Valle, Principal Investigator for  
the Early Implementers Evaluation**

**July 2017**

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This report is part of the Evaluation of Early Implementation of 30 Hours Free Childcare commissioned by the Department for Education and undertaken by a consortium of Frontier Economics, researchers from the University of East London and NatCen Social Research. The lead contact for this evaluation is Gillian Paull (Gillian.Paull@frontier-economics.com).

## 1. Introduction

The report presents the findings of data gathered to evaluate the Early Implementer (EI) programme in York. The research in York was part of a larger study commissioned by the Department for Education (DfE) to evaluate the eight local authorities that tested the implementation of the 30 hours of free childcare for 3 and 4 year olds from September 2016. The evaluation has been carried out by a team led by Frontier Economics and including researchers from the University of East London and NatCen Social Research.

In this chapter, we provide an overview of the 30 Hours Free Childcare policy. We then outline the aims of the case studies and the methodology used to gather the evidence in York. In the final part of the chapter we present a brief overview of the childcare market in York before the extended hours offer was introduced.

### 1.1 The 30 Hours Free Childcare policy

From September 2017, the 30 Hours Free Childcare policy will be rolled out nationally to all local authorities in England. This policy will extend the current entitlement from 15 hours per week of free early education for 3 and 4 year olds to 30 hours for children with working parents. The aim of the policy is to support parents to work or to work longer hours, by driving greater flexibility in the offer and enhancing accessibility for families currently facing barriers to taking up funded provision.

Early implementation of the 30 Hours Free Childcare policy began in September 2016 in eight local authorities. The role of the EI programme is to generate learning to help refine implementation plans for the national rollout and to provide early insights in to the responses of childcare use in relation to parental employment. Initially funding was provided by DfE for 415 places in seven of the local authorities and for all eligible children in the eighth authority. The programme was administered through a Grant Funding Agreement, which included requirements for the delivery of extended funded places, as well as a specific focus for each authority around the themes of:

- Promoting a flexible offer and supporting efficiency
- Supporting access for groups facing barriers to take-up of funded provision
- Introducing approaches to support parents to return to work.

### 1.2 Aims of the case studies

Case studies were carried out in the eight EIs to:

- Provide a detailed understanding of different approaches for delivering the extended offer and the rationale underpinning different delivery models.

- Explore key challenges in relation to capacity building and take-up and different approaches for dealing with them.
- Identify facilitators and barriers to successful implementation in diverse local contexts and for programmes with different foci (e.g. flexibility, rurality).
- Explore perceptions of how the programme is affecting (or failing to affect) the nature of the local childcare market in response to the needs of working parents and families who face barriers to take-up.

### 1.3 Methodology

The case studies gathered in-depth data to explore how the programme worked from different perspectives. Between January and March 2017 qualitative interviews, that allowed participants to discuss their views and experiences in their own words, were carried out with:

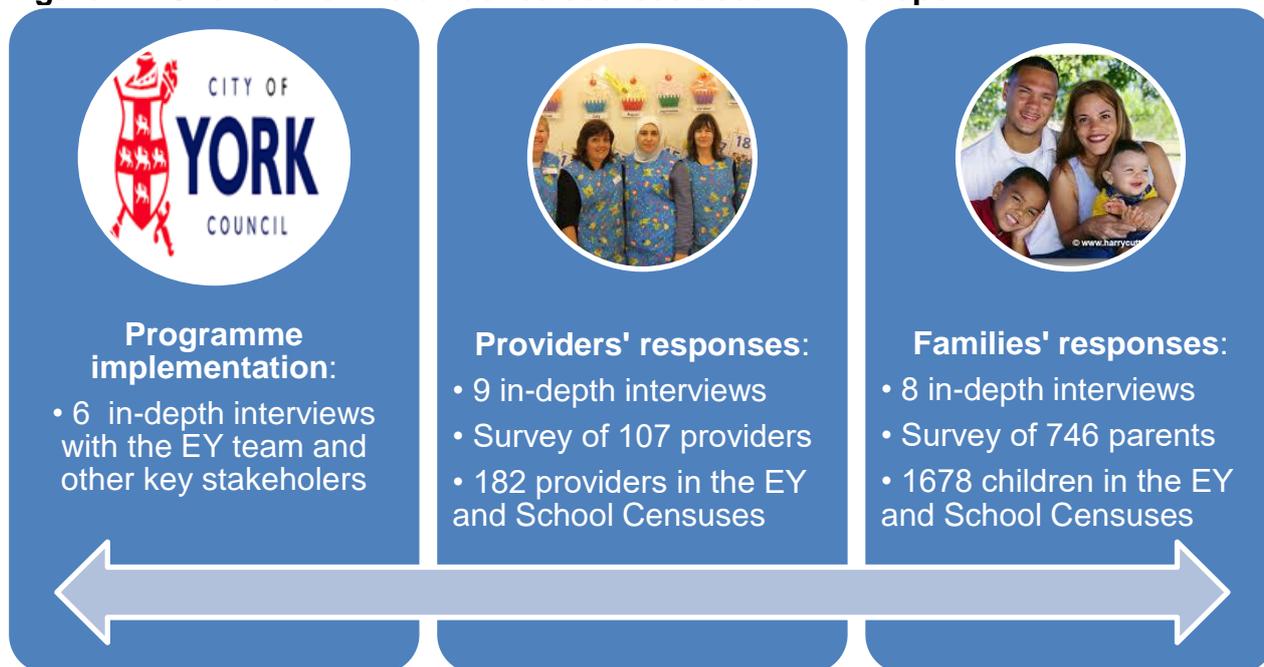
- **Local authority Early Years (EY) staff and other key stakeholders** who supported the programme's implementation within the local authority. A total of six respondents took part in these interviews in York.
- **EY and childcare settings** of different types and sizes located in different parts of the local authority. Nine providers that delivered the extended hours were interviewed in York.
- **Parents** who were purposively selected to cover key areas of interest, diverse responses to the offer and from a wide socio-economic profile. In York eight parents who had taken up the extended hours were interviewed.

This in-depth qualitative data was complemented with statistical evidence from surveys of providers and parents and the EY and School Censuses.

- **Surveys of all providers** who had delivered the extended hours and **parents** who had taken part in the programme were carried out between January and March 2017. The samples for the surveys were provided by local authorities. Respondents were invited to complete a survey online or over the phone:
  - 107 providers from York responded to the survey, 81% of those who were invited to take part
  - 746 parents from York took part in the survey, a response rate of 68%.
- Data was drawn from the **2016 and 2017 EY Census and School Censuses** and from some additional data collected in January 2017 by the eight EIs. The censuses provide data on all children receiving funded hours and settings providing these hours, although the precise nature of that information differs between the two censuses. The additional element undertaken in 2017 involved

collecting information on the number of extended hours received by each child and whether these hours were spread throughout the year.<sup>1</sup>

**Figure 1.1 Overview of the evidence sources used in this report**



### 1.3 The local area and its childcare market

The City of York is one of the least deprived areas in the country with employment levels above the national average. It has become more ethnically diverse in the past decade, with 1 in 10 of the population belonging to an ethnic minority group and an increase in migration in recent years.

The latest Childcare Sufficiency Assessment reports that the market has shown a high level of resilience through a turbulent economic period and has responded well to an increase in demand due to a rising birth rate. The spread of places reflects where the demand is, although some areas are less well served than others. At a time when childminding places have decreased nationally, in York the number of childminders has grown. Provision is reported to be flexible with many providers offering an extended day, although there are still challenges in meeting the needs of parents who work atypical hours. Take-up of the 2 year olds offer is above the national average. The quality of provision, as measured by Ofsted ratings, is higher than that of similar authorities.

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<sup>1</sup> The statistics from the census data presented in this report may have small discrepancies with those published elsewhere for several reasons: the local authorities may count places and children using extended hours in a slightly different way; the EY census data for 2017 used for this report was a preliminary version; for a range of other technical reasons which are covered in the national evaluation report.

## 1.5 The report

In chapter 2 we outline York's approach to testing the delivery of the extended funded hours, as well as the challenges and facilitators in developing and implementing the programme.

In chapter 3 we discuss providers' responses to the programme, if and how sufficiency and flexibility were achieved in response to parental demand and the financial viability of the offer.

In chapter 4 we examine parents' take-up of the extended funded hours. We explore how they became aware of the programme, how they accessed the extended hours and their experiences of the offer. We then look at changes in childcare arrangements and parental work, as well as exploring parents' perceptions of the impacts of the offer on families.

In chapter 5 we discuss how the extended hours may affect children's experiences, particularly as they may be spending more time in a setting and use multiple providers.

In chapter 6 we conclude by summarising key findings from the York experience of implementing the extended funded hours offer.

Finally, a note on terminology:

- We refer to funded hours taken over and above the initial 15 hours in the Free Early Education Entitlement as the "extended funded hours".
- The term "childcare" is applied to all hours taken under the initial Free Early Education Entitlement and the 30 Hours Free Childcare policy (and to additional paid hours), but it is acknowledged that these hours could be better described as "early education" when their primary purpose is to improve child development and school readiness.

## 2. Delivery model

In this chapter, we describe the aims of the York EI programme, its key features and its funding arrangements. We then consider challenges and facilitators in implementing the extended hours offer in York.

### 2.1 Aims of the local programme

York was the only EI given funding for full implementation by DfE for all York children eligible for the extended hours. They estimated that 1480 children would be eligible and gave York a minimum target to engage 70% of these. York was also given development funding from the EI programme to focus on two themes: sufficiency and flexibility.

The programme was envisaged to support York's economic strategy by providing a good business opportunity for settings and by supporting parental employment. Furthermore, York has a tradition of successful engagement in childcare pilots and was regarded to be well placed to test the early implementation of the extended hours.

The objectives for the programme agreed with the DfE were as follows:

- To produce a robust sufficiency assessment of the childcare market's capacity to respond to the extended hours
- To facilitate the expansion of the market where there was unmet demand
- To design a simple electronic parent application process.

### 2.2 Key features of the local programme

York's approach for delivering the extended hours was expected to be underpinned by a well-established partnership model, the Shared Foundation Partnerships (discussed later). In addition, the programme involved:

- Extensive analysis of the market in order to understand the likely response to the extended hours of different market segments and the level of funding required to achieve sufficiency.
- The provision of business advice to settings to support expansion, flexibility and sustainability.
- The development and testing of a model for involving out-of-school clubs in the delivery of the extended hours.

- Further development of the Childcare Widget, a plug-in for providers' websites, developed by the local authority to improve the accessibility and quality of information for parents on childcare services.

## 2.3 Funding arrangements

Funding was provided by the DfE to deliver places to all eligible children and York had discretion to decide how to make this funding available to providers.

York decided on a single rate of £4 an hour for all the 30 hours and for all provider types, plus a 40p an hour deprivation supplement. This was considerably higher than the rate for the universal entitlement (£3.38). Having gathered extensive evidence (presented later), the EY team concluded that this funding arrangement was required in a market where much of the spare capacity had already been absorbed by the 2 year olds offer and where the model of delivery had to work immediately, given that there was no time for a gradual build up.

There was also a plan to increase the inclusion fund to meet the needs of children with 'high need-low incidence' and 'high incidence-low need' and to improve the transparency of the Inclusion Fund process (e.g. how the money is spent and what difference it makes).

At the time of the visit, the EI team were waiting for the publication of DfE guidance to decide if their advice to settings about charges and the extended hours should be adjusted. The team were aware of a range of practices around charges (discussed later), but had no evidence that providers were charging unfairly and no parents had contacted them to raise these concerns.

Providers were paid 85% of the estimated funded places shortly after the term started, with the final payments made in the second half of term after adjustments were calculated. On the whole providers seemed happy with this method, they reported that payments were made on time and queries were answered promptly.

## 2.4 Implementation challenges and facilitators

The EY team reported challenges, mainly at the national level, in implementing the EI programme:

- The timescale for setting up the programme was unrealistic, it took a lot of good will and very long hours to deliver the programme with a very tight timetable. It also resulted in temporary and 'make-do' systems that will need to be revised for national roll out in September. Developing an adequate IT system for monitoring and paying the extended hours in the time available also proved particularly challenging.

- There was a lack of robust data on the number of eligible families, where they lived and where they may take up the provision. The estimates provided by DfE were approximate and not adequate for planning purposes.
- While their model was based on a single rate for all the 30 hours, the funding initially offered by DfE was not sufficient to implement a financially viable 'blended' rate as York had a very low funding rate for the universal entitlement. Extensive work was needed to produce a vast amount of evidence in order to agree a sustainable rate with DfE, at a time when resources were needed to deliver the programme.
- The delay in appointing the Business Support Organisation meant there was no strategic support partner in place at the planning stage and when the programme was launched:  
*'In the lead up time we were left really working in isolation and it was extremely challenging and frustrating...'*
- Some very vocal local providers that hit the news headlines could make it difficult at times to ensure that parts of the local childcare sector, such as play groups and childminders, could be heard and had an opportunity to inform the EI programme.

Local facilitators to the implementation of the programme included:

- Sign-up and support from the senior management team and local politicians, which was identified by the EY team as a key factor to the successful delivery of the extended hours. An example of senior level commitment was the Director of Children's Services establishing a Director's EY Partnership group to meet with representatives of the sector once a term. This helped (alongside other engagement mechanisms) to make the sector feel valued and listened to.
- Commitment and engagement from local providers. This was achieved through providers' representation on fora set up to develop and implement the programme, as well as through the Shared Foundations Partnerships.
- Development funding from the EI budget to increase staff resources by offering additional hours to part-time staff and capitalising on existing knowledge and expertise meant that the team could work effectively from the start.

### 3. Provision of places

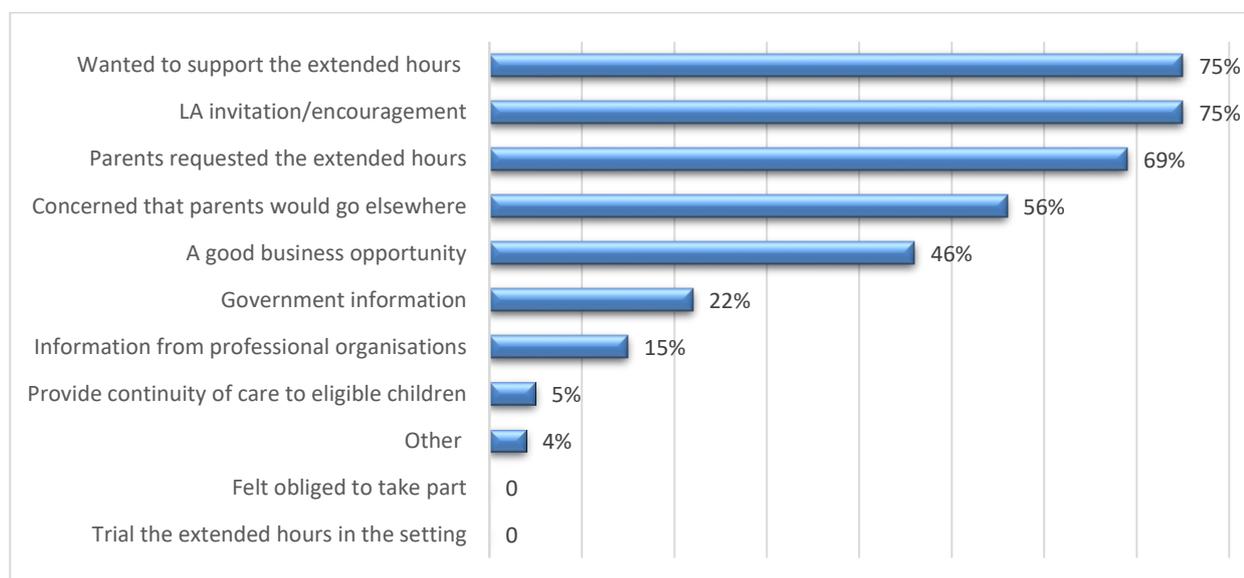
In this chapter we explore:

- Factors that influenced providers' decision to take part in the programme
- The types of providers offering the extended hours and the kind places offered
- How sufficiency and flexibility were supported and achieved
- The financial viability of the offer
- Challenges and facilitators experienced by providers.

#### 3.1 Taking part in the programme

Providers were asked in the survey their reasons for taking part in the programme. The findings in Figure 3.1 show that key motivators were wanting to support the extended hours (75%) and encouragement from the local authority (75%), although parental demand (69%) and concern that parents would go elsewhere (56%) were also mentioned by a majority of providers.

**Figure 3.1 Reasons for participating in the extended hours programme**



Source: EI Evaluation Survey of Providers 2017

The qualitative interviews with providers found that:

- There was a lot of support for the programme because providers wanted their parents to benefit from the offer. Even when they had some reservations about the funding level, they engaged with the programme and explored how it could be adapted to fit their business model.

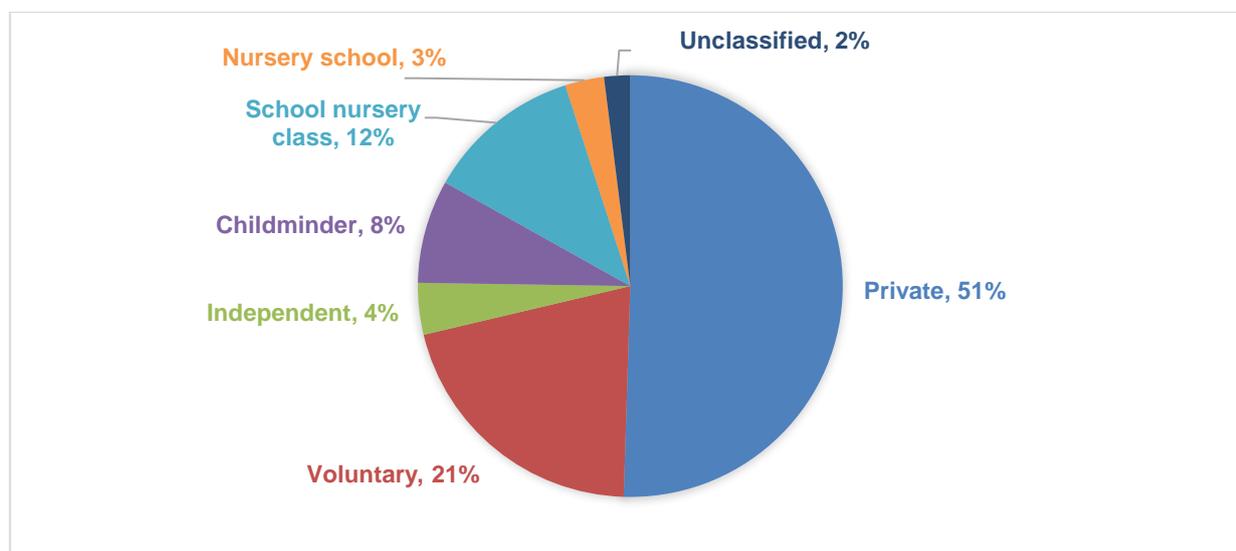
- Where a setting had been planning or considering changes to improve flexibility, the extended hours encouraged and supported them to do so.
- Some providers saw the offer as supporting efforts to increase occupancy levels and was a welcome new source of funding (e.g. for out of school clubs and childminders who had not accessed EY funding in the past).
- Participation in the programme was largely about retention for some providers, as there was a concern that existing parents would go elsewhere if they could not access the extended hours.

### 3.2 Profile of funded providers and places

As previously discussed, DfE agreed to fund all York children eligible for the extended hours. They estimated that 1480 children would be eligible and gave York a target to engage at least 70% of these. This target was exceeded and by the spring term 1678 places were delivered, indicating the success of the programme and also that the number of eligible families was higher than estimated.

Figure 3.2 shows that most extended places were delivered by private providers (51%) and voluntary settings (21%), while others played a considerably smaller role, with nursery schools and nursery school classes delivering 15% of places and childminders 8%.

**Figure 3.2 Distribution of extended hours places across provider types**



Source: EY Census 2017 and School Census 2017

The majority of local authority funded providers (80%) were delivering the extended hours. This varied from 100% among private and voluntary settings to 82% among

childminders and 45% among maintained settings. The average (mean) number of places per provider was nine.

The census data shows that 44% of settings were also providing funded places to 2 year olds. Just under a fifth (19%) were providers that had not been funded by the local authority the previous year.

### **3.3 How sufficiency is supported and achieved**

#### **Supporting sufficiency**

A key aim of the EI programme was to test what adjustments were required to meet demand generated by the 30 Hours Free Childcare policy. Interviews with providers confirmed the EY team's expectation that their Shared Foundation Partnerships model played an important role in supporting the delivery of the offer. The partnerships involve a small group of local settings (approximately eight) from across the sector that meet regularly to share good practice and work collaboratively to meet the needs of local children and their families. The partnerships determine their own vision and aims for the local childcare market and usually have their own local brand. Improving quality and inclusion and sufficiency planning are also a key part of their work and they regularly gather evidence on local demand to identify strategies for addressing unmet needs. Therefore, a lot of the planning around sufficiency and the extended hours was done in these partnership fora, where providers were able to discuss their plans for responding to the offer, how these may affect other local providers and how they would ensure parental demand was met.

The EI team supported the work of the partnerships and individual providers by:

- Collecting extensive data via a business readiness survey of providers commissioned to gather evidence on: awareness and understanding of the 30 Hours Free Childcare policy; commitment to delivering the extended hours; business planning around the delivery of the offer; concerns around sustainability and barriers to the delivery of the offer. This data, combined with data from previous business readiness surveys, provided a robust evidence base to predict the response of different provider types and any support they may require.
- Providing regular updates on programme developments and organising events that focused on providing support identified by the business readiness survey. Providers responded well to efforts to keep them informed and engaged, especially as government announcements about funding levels and places for the early implementation were made very late.
- Piloting the involvement of out-of-school clubs in the delivery of the extended hours. All 52 clubs in York were invited to express an interest and 5 applied to take part. In the autumn term, these 5 clubs delivered extended funded hours to

20 children in collaboration with other settings. The Shared Foundation Partnerships supported the involvement of the clubs in the programme, as did a working group facilitated by the local authority.

### Achieving sufficiency

The findings suggest that there was sufficient provision to meet the demand of eligible parents. As discussed later, demand did not increase significantly as the funded hours were used to cover the cost of additional hours that parents were already using. In addition, the autumn term is a traditionally 'quiet' period and the EI programme started when settings were most likely to have some spare capacity. In the spring term, when the survey was carried out: 23% of providers said they 'definitely' and 32% said they 'possibly' had some spare capacity and just under half (45%) reported no spare capacity. However, providers believed that this would be different in the summer term, traditionally the busiest time of the year.

The survey of providers found that (Table 3.1):

- 28% of providers said the extended hours had resulted in an increase in the number of funded 3 and 4 year olds and 10% of those that provided funded provision to 2 year olds reported an increase in this group because of the extended hours.
- 3% of settings reported a decrease in funded 3 and 4 year olds and 2% of those that provided funded provision to 2 year olds reported a decrease in this group because of the extended hours.

**Table 3.1 Whether the number of funded 3-4 and funded 2 year olds changed due to extended hours**

	3-4 year olds	2 year olds
Increased due to extended hours	28%	10%
Increased not due to extended hours	9%	8%
No change	59%	73%
Decreased due to extended hours	3%	2%
Decreased not due to extended hours	1%	6%

Source: EI Evaluation Survey of Providers 2017

Sufficiency was partly achieved by increasing staff: 30% of providers in the survey reported that they had increased staff hours or number of staff to deliver the offer. 14% had only raised hours, 6% had only taken on more staff and 10% had done both. New

partnership arrangements played a small role, only 8% of providers had formed new partnerships with other settings to offer the extended hours.

The interviews suggest that the level and type of change could vary depending on the type of provider. Settings providing full-time provision, such as day nurseries and childminders, reported limited change to accommodate the extended hours as typically their families used the offer to cover the costs of additional provision they were already using. As a day nursery owner explained:

*'We have not had a queue of people outside who weren't getting any hours or could not get the 30 hours with us...we have had our normal flow and I would have not expected otherwise because the overwhelming majority of children start with us when they are one year old and stay with us until they go to school.'*

On the other hand, some sessional providers that had extended their opening times to deliver the full 30 hours reported an increase in the number of hours being taken up:

*'...it was a bit of a surprise actually, how many children did take the 30 hours and I think because we'd predominantly been a playgroup where parents would bring them for a couple of days and then keep their children at home with them, they've actually decided not having their children at home with them, they're choosing to send them here...'*

### **3.4 How flexibility is supported and achieved**

Another key aim for the EI programme was to test how the extended hours offer could increase flexibility by encouraging providers to be more responsive to the needs of working parents. Two aspects of flexibility were explored, changes in opening times to accommodate the needs of eligible families and restrictions in the way the funded hours could be accessed.

#### **Supporting flexibility**

As previously discussed, the Shared Foundation Partnerships have been key in identifying and responding to parental demand for flexibility in their local areas. Evidence from the business readiness survey mentioned earlier showed that not all providers fully understood the different ways in which the offer could be delivered. Considerable time was devoted to cover these topics in the information sessions run by the EY team to ensure providers developed a sustainable model of delivery. Providers appreciated the information, advice and the frank discussions on conditions they could place on the delivery of the funded hours. This reassured them that they could deliver the offer in line with their business model, while complying with DfE statutory guidance. The only area that was highlighted as requiring clarification was whether funded hours that were not used during term time could be used to cover retainer fees (fees charged when a place is not needed over school holidays).

## Achieving flexibility

The providers' survey found that only 8% of settings extended their opening times to offer the extended hours, probably reflecting the fact that most settings delivering the offer were already open for an extended day.

The survey found that 7% of providers reported increased flexibility for 3 and 4 year olds taking the universal entitlement, but 19% said they had limited the flexibility for this group to offer the extended hours.

When looking at how the extended funded hours could be used by parents, the providers' survey found that:

- 62% allowed parents to choose when to take the extended funded hours
- 33% reported flexibility in offering these hours but also some restrictions
- 6% said these hours could only be used when specified by the setting.

Parents' experiences of restrictions on how the funded hours could be accessed will be discussed later.

Even when providers were allowing complete flexibility on how the extended hours were accessed, each request was considered individually and flexibility allowed if it made 'financial sense'. Providers reported that they could not offer hours (whether funded or paid by parents) without considering how difficult it may prove to fill gaps in occupancy.

## 3.5 Financial viability of the offer

### Supporting financial viability

One of the aims of the Shared Foundation Partnerships is to encourage open discussions among local providers on how the plans of one setting may undermine the viability of another. While interviews with providers suggest these discussions took place, there were also limitations to the kind of business plans and decisions settings were prepared to share in these fora.

Evidence from a range of sources<sup>2</sup> had enabled the business adviser to gain a good understanding of the challenges faced by different providers who were preparing to deliver the extended hours, the risks associated with different business models (or lack of

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<sup>2</sup> Business readiness survey of providers, inspections of published records (e.g. Charity Commission and Companies House records) and feedback on occupancy levels provided by Early Years advisers who regularly visited settings.

them) and provider types. This information was planned to be used to offer tailored support to individual settings. However, take-up of business support was low, even when business mentoring by a third party was offered, as it was recognised that some settings may not feel comfortable to have detailed business planning discussions with the local authority.

Providers were aware of the business support available from the local authority and while some had accessed it and found it useful, others felt that they had sufficient business experience and did not need it. Providers typically appreciated the dialogue with the local authority regarding additional charges to identify solutions in line with their business model and in compliance with the spirit of DfE guidance. However, there were some cases where this advice was viewed less positively, for example, a provider felt they were being pressured to charge for extras against their business model because their inclusive hourly fee, which covered everything from food to sun cream, was a unique selling point.

### **Achieving financial viability**

The evaluation explored the financial implications of the extended hours offer and the survey of providers found that:

- 65% of settings reported no effect on occupancy rates, while 31% said these increased due to the extended hours.
- 74% did not introduce or increase charges because of the extended hours, while 23% reported an introduction or an increase in their charges.
- Most providers had not increased their fees since they started offering the extended hours. However, 18% said their fees for 3 and 4 year olds had gone up and 13% of those with 2 year olds provision had increased fees for this group.
- The majority (59%) said the extended hours made no difference to their delivery costs, while 37% reported an increase and 4% a decrease in delivery costs because of the extended hours.
- 42% of settings said the extended hours had no effect on their profit, while 23% reported an increase and 35% a decrease in profit due to the extended hours.

Providers stressed that every setting operates a different business model and what works for one setting may not work for another. This view was reflected in the findings with some settings reporting that additional charges (in compliance with DfE guidance) were necessary to make the offer financially viable and had implemented these, or were planning to do so. Other providers said the offer was financially viable without extra charges, as the funding rate was in line with what they charged parents and that it helped to increase occupancy and provide a stable income.

Analysis carried out by the childcare business manager indicated that the funding rate appeared to be in line with what the voluntary playgroups and some childminders charged (although charges among the latter varied considerably). These were also the settings most at risk of 'business failure', although not necessarily because of low charges. For example, high trustee turnover was a considerable business risk for voluntary settings and poor business planning was also common among both provider types. Conversely, hourly rates among private day nurseries were (consistently) higher than the extended hours funding rate and therefore discussions about chargeable services seemed inevitable to engage this section of the market.

### 3.6 Challenges and facilitators

Providers reported a number of challenges in delivering the extended hours:

- Insufficient planning time due to late confirmation of places and funding rates (late in the summer term), which did not allow enough time to prepare or assess the financial viability of the offer.
- Emerging tensions as settings that had traditionally provided part-time care were extending their service and entering the 'full-time' market, undermining an implicit 'division of labour' that had served the market well in the past.
- Some providers, notably voluntary playgroups and childminders, felt that they did not have the same opportunity to influence local decisions as other more vocal parts of the sector, despite the local authority's efforts to include them.
- Naming the programme '30 hours free' caused confusion among parents, with some providers reporting having to invest considerable time in managing parental expectations and explaining why they could not have 30 funded hours a week if they were taking the stretched offer.
- When the extended hours were split between two settings, it was not always clear to providers how many funded hours were to be taken at each setting, which could lead to parents over-claiming funded hours.

Factors reported by providers as facilitating the delivery of the extended funded hours included:

- A united front from providers who were positive and committed to the successful implementation of the programme. This was reported as a strong motivator to 'keep going' despite the challenges and the negative national publicity.
- The Shared Foundation Partnerships provided supportive fora where providers could share learning about the programme's developments and discuss potential challenges.

- A highly supportive and hands-on EY team who worked extensively to make the extended hours offer work for local providers. The survey found that 71% of providers felt they had received enough support from the local authority to implement extended hours, 21% would have liked more support, while 8% did not need any support.

## 4. Parents' use of the extended hours and work choices

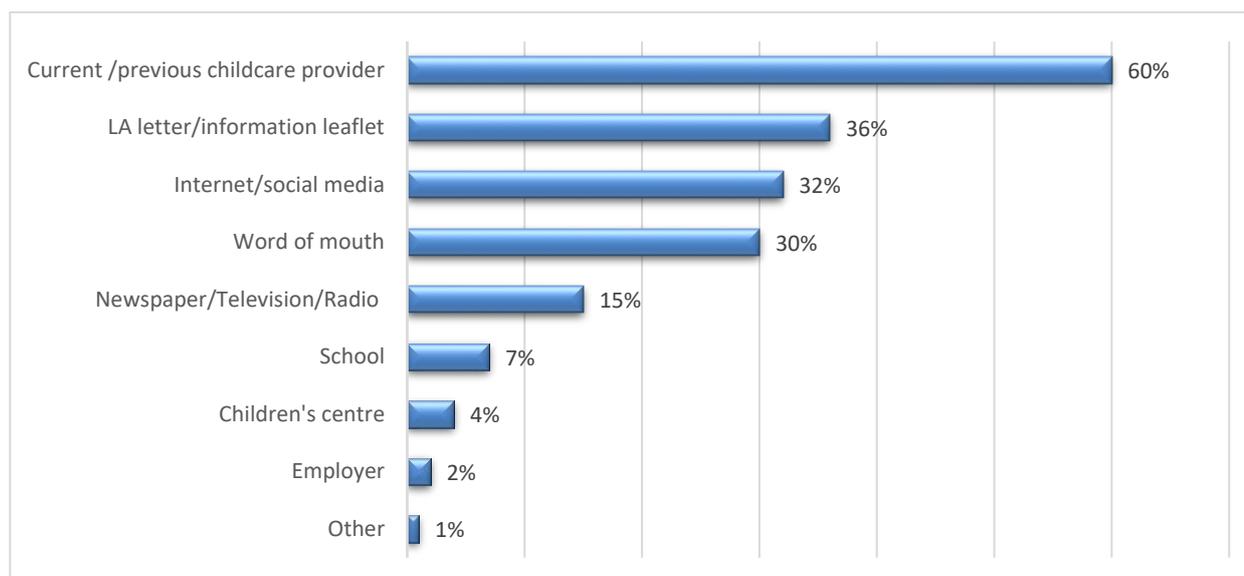
In this chapter we discuss:

- How parents were engaged and supported to access the extended hours
- The profile of the families accessing the extended hours
- Experiences of accessing the offer and the flexibility of the extended hours
- Initial reported impacts of the extended hours.

### 4.1 Engaging parents and enabling access

Parents who took part in the survey were asked how they heard about the extended hours offer. As shown in Figure 4.1, providers were most likely to be mentioned (60%) followed by the local authority (36%) and social media (32%).

**Figure 4.1 How parents heard about the extended hours offer**



Source: EI Evaluation Survey of Parents 2017

Predictably, the extended hours were very popular with parents and did not require any 'engagement' work. Once parents received information about the offer they did not need to be persuaded to apply.

In terms of accessing funded provision, the interviews with parents found that:

- While some providers encouraged and supported parents to apply for the extended hours, others were not as enthusiastic because the funding level was too low, although no parents were refused the extended hours.

- Some parents encountered considerable limitations when accessing the offer at their setting but were reluctant to move their child. As a parent who was not allowed to use the funded hours to pay for holiday provision explained: *'So I've left her where she is, but it leaves a bitter taste in your mouth, to be honest'.*
- When parents became eligible for the extended hours when looking for a setting they enquired whether these were offered and it became a consideration when choosing a setting. However, parents seemed less likely to be aware of conditions settings could impose on the use of the extended hours and their advice to other parents was to: *'...check the setting's policy on using funding before you sign-up as I didn't do that and I regret it.'*

## 4.2 Profile of families using the extended hours

One of the aims of the programme was to test how to make the extended hours offer accessible to groups who have traditionally faced barriers in accessing childcare, that is: ethnic minorities, children with special educational needs or a disability (SEND), families in rural areas and with a low income. As shown in Table 4.1, small proportions of these groups took up places, reflecting the socio-economic profile of York's population.

**Table 4.1 Profile of children using extended hours**

<b>Proportion:</b>	
Aged four	30%
Female	49%
From different ethnic groups:	
- white	96%
- black	<1%
- Asian	1%
- other / mixed	3%
In rural area	5%
With SEND	1%
Eligible for the EY Pupil Premium	2%

Source: EY Census 2017 and School Census 2017

Note: SEND is defined as having an Education Health and Care plan (EHP) or SEND statement or receiving SEND support

The parents' survey found that that families in York who took up the extended hours were broadly more affluent than in other EIs, reflecting the local economic context:

- 89% of those who took up the extended hour places were two-parent families
- 33% were families where both parents worked full-time
- 86% of parents who responded to the survey were qualified at A' level or above
- 41% of families had a household income of over £52,000 (the equivalent figure across all eight EIs was 32%)
- 20% of children had received the 2 year olds offer (the equivalent figure across all eight EIs was 27%).

### 4.3 Parents' use of the extended funded hours

In this section, we explore how many were taking the 'stretched' offer (i.e. used funded hours during term time and school holidays), the number of providers used and the average number of funded and additional paid hours accessed. In the last part of the section we consider payments associated with the extended hours.

The census data in table 4.2 shows that:

- 13% of children were taking a stretched offer. While this could reflect parental choice, in the interviews some parents indicated that they were either not allowed to use the funded hours for holiday provision, or had not realised that they could.
- 13% of children were using multiple providers. The interviews with parents identified some difficulties with the administration of funded hours across two providers. Parents were not always clear on how many funded hours they could access at each provider and found providers' calculations confusing when paying for additional hours and/or 'extras'.
- Children were accessing an average of 11 extended funded hours a week and parents who paid for additional provision paid for an average 9 hours a week.

**Table 4.2 Childcare usage for children using extended hours**

<b>Proportion:</b>	
Spreading over the year	13%
Using multiple providers	13%
With additional paid hours	20%
<b>Mean weekly hours:</b>	
Extended	11
Adjusted extended	11
Total funded	25
Paid (if using paid hours)	9
Total funded + paid	27

Source: EY Census 2017 and School Census 2017

Note: Adjusted means weekly funded hours multiplied by 51/38 in cases where the hours are spread throughout the year to obtain the term-time only equivalent.

Parental interviews suggest mixed experiences of accessing the funded hours:

- Some parents were limited to taking the funded hours at specific times. For example, they could use the funded hours for a three-hour morning or afternoon session, but then had to pay for additional wraparound provision needed to cover a full day. This meant that in some cases parents were paying for additional hours whilst not taking their full allocation of funded hours.
- Some parents were not allowed to use the extended funded hours during holidays. Others were not aware that they could access funded hours to pay for holiday provision, reporting that the local authority and/or their provider had not made it clear.
- When parents were able to take their full entitlement, it was because providers allowed considerable flexibility and supported parents to optimise their use of the funded hours. For example, some providers calculated the 'stretched offer' for parents and allowed them to 'bank' any free unused hours for ad hoc provision that they might need during the year.
- There was confusion among some parents about charges associated with the 'free' hours. Some did not have to make any payments or were clear that that they were being asked to pay for extras (e.g. food) and that they were not obliged to do so.

Others were not sure what they had been charged for, particularly if they were paying for additional hours, either because they needed more than the extended hours, or because they could not use their full entitlement due to provider limitations. Some parents were also not aware that they could opt out of chargeable extras.

#### 4.4 Flexibility of the offer

Parental interviews indicate that they had found arrangements that fitted their working hours. Many had opted for settings that offered full-time provision, a choice that was made before they became eligible for the extended hours.

While there seemed to be sufficient flexibility for parents to secure the arrangements that fitted with their work patterns, lack of provider flexibility in how the funded hours could be accessed meant that parents did not fully benefit from the offer. Choices between flexibility and being able to fully access the extended funded hours were reported by some. As this mother explained:

*'There are settings where the funding covers the costs but they are just less flexible. If you want [the setting] to meet your need for time, if time is a problem, then you have to pay, that's what I've found.'*

Even if parents were aware of settings that could meet their needs and offer more 'favourable' conditions on the use of the extended hours, if a child was already in a setting when they became eligible, they were reluctant to change. However, when parents become aware of the funded offer before choosing a setting, limitations on the use of the funded hours may be more likely to be an influencing factor.

#### 4.5 Initial impacts on families

The evaluation explored changes in childcare arrangements and working hours since parents started accessing the extended hours, as well as parental perception of their impact.

Care should be taken when interpreting changes because we cannot distinguish between what may be a direct impact of the extended hours, from changes in childcare use and parental work which occur as a child ages, regardless of the extended hours. Using parental perceptions of alternative choices in the absence of the extended hours as indicative of what they might do in an alternative situation should also be interpreted with caution.

As indicated in Table 4.3, 44% of parents in the survey said they were now using more childcare than before they became eligible for the extended hours and 41% said they would be using less childcare without the offer. One in ten parents who were using a setting when they became eligible said they had to change providers to access the

extended hours. The survey also found that 13% of parents, who were using a provider when became eligible, changed provider to use the extended hours.

**Table 4.3 Changes in childcare arrangements**

<i>Since becoming eligible for extended hours parents have used:</i>	
Started to use childcare	6%
Use more hours of childcare than before	44%
Use fewer hours of childcare than before	3%
Not changed hours of childcare	47%
<i>If they were not receiving the extended hours parents would:</i>	
Use the same number of hours of formal childcare	54%
Use more hours of formal childcare	1%
Use fewer hours of formal childcare	41%
I would not be using any formal childcare at all	4%

Source: EI Evaluation Survey of Parents 2017

Table 4.4 shows limited changes in parental employment since taking up the extended funded hours, with a small increase in working hours being most likely to be reported, particularly by mothers.

Just over half (56%) of the parents in the survey said the extended hours offer meant they had slightly more money to spend, 29% said they had much more money to spend, while 15% said it made no difference to their family's finances.

**Table 4.4 Changes in parental employment since receiving extended hours**

<b>Mothers:</b>	
No change in working hours	74%
Reduced working hours	6%
Increased working hours	19%
Entered work	1%
<b>Fathers:</b>	
No change in working hours	91%
Reduced working hours	1%
Increased working hours	8%
Entered work	<1%

Source: EI Evaluation Survey of Parents 2017

Parental interviews illustrate how perceptions of the impacts of the extended hours varied. For some families who had made limited savings or were well off, the extended hours were *'nice to have'* but they had not resulted in changes in working arrangements, nor impacted on family finances beyond being able to afford some additional treats for the children. There were also families where financial gains had been limited because they were no longer receiving help with childcare costs through tax credits. However, these families preferred to receive support through the extended funded hours:

*'I feel better that I'm not taking all the money for the tax credits... [it] could go to others more in need than us.'*

For other families the offer made a considerable difference, for example:

- Some parents said the extended hours made it financially worthwhile to work. One mother explained that without the extended hours she would not have returned to work:

*'Not a chance! Otherwise I would be working for free, if I had to pay for childcare. And I like my job but not that much'.*

- Some parents reported being able to work overtime, which would not have been financially viable if they had had to pay for additional childcare.

- Some felt their career prospects had benefited because, for example, they were able to be more flexible in accommodating their employer's needs, or they had been able to do some training/studying.
- The additional disposable income was reported to have made a considerable difference to some families:
  - It enabled some to afford outings, children's after-school activities and holidays.
  - Some parents mentioned reduced stress from being more financially secure as, for example, they were able to save for emergencies rather than having to rely on a credit card or debt. As one parent explained:

*'...we have started putting money back into the bank account rather than just draining it. Before...we were pretty much in our overdraft almost every month, whereas now there is actually a few pounds left over...It makes such a difference to stress levels.'*

## 5. The child's experience

In this chapter, we consider how children's experiences may be affected by the extended hours. We address the implications that accessing more funded provision and use of multiple providers may have had on children and explore what providers do to ensure positive experiences for children.

### 5.1 Long funded hours

The evaluation explored how providers were adapting to the '30 hours environment', as well as the acceptability of children spending longer hours in a setting.

Providers that changed from offering one session to two sessions a day had to re-plan their activities typically through key worker groups. For example, to ensure that children who stayed all day received a good mix of activities and some rest, bean bags and quiet spaces were provided. In settings also attended by school children, staff had to consider how mixing with older children may affect the experiences of 3 and 4 year olds.

Both parents and providers were typically positive about children spending longer hours in a setting. However, it must be considered that these were settings that were offering and parents were using extended hours and were therefore unlikely to believe that this was having a negative impact on their children. This is reflected in the parents' survey that found that only 7% believed their child was spending too much time in childcare.

Settings stressed that good quality provision has proven benefits for children and that giving them the opportunity to spend more than the current 15 universal hours would be beneficial, particularly as children prepare to start school. These views were echoed by parents who felt that if a child was happy and settled in a setting, the opportunity to spend extended hours there would be positive for their development and a good preparation for school.

Parents identified the following benefits of the extended funded hours:

- **Continuity of care:** when the extended hours enabled a child to access a setting everyday compared with 15 hours which were used over two and a half days to fit around working hours.
- **Better quality provision:** when funding for the extended hours enabled parents to move the child to a setting which was more expensive, but considered to be of better quality due to provision of a range of specialist activities.
- **More development opportunities** from spending more time in a learning environment. For example, a mother said her son had struggled with his speech, but since he had been spending more time at the playgroup:

*'...you can tell daily that he's becoming clearer and saying more things. I think with him playing more with other kids of his own age has helped.'*

The views on benefits of longer hours for children with SEND were more varied. Providers felt that it was essential to be able to offer adequate support to these children and that while inclusion funding in York was good and the inclusion team very helpful, they were under considerable pressure from increasing demand, which was likely to be made worse with the extended hours. It was argued that for some SEND children the extended hours may simply be overwhelming. Conversely, some argued that every child should be treated as an individual and it should not be assumed that they s/he would not benefit from longer hours because of having SEND. As one nursery manager explained:

*'...the little deaf girl, her mum did say to me before she started the 30 hours: 'Do you think she'll benefit from it?' I said...'Personally I think maybe a couple of afternoons, but I think full time might be too much for her,' but I've been proved wrong. I mean she's managed really well. She's doing really well, her language has really improved...'*

None of the parents interviewed in York had children with SEND. However, findings from other areas show that parents who took the extended hours said that when children were looked after by adequately skilled staff who could meet their needs, they benefited considerably from receiving more specialist input (e.g. speech and language support, behaviour management support).

## 5.2 Multiple providers

As the extended hours offer is expected to lead to an increase in the use of multiple providers, the acceptability of using more than one setting and how continuity of care can be maintained were explored by the evaluation.

The Shared Foundation Partnerships were reported to have been important in identifying good practice for ensuring continuity of care when children were looked after by two providers. This included:

- Exchange of information on daily activities and issues (e.g. how a child has been, minor accidents) when two providers are used on the same day. These exchanges could be verbal, but written communication tools such as 'learning journey books' could also be used for information sharing (with parental permission).
- Exchange of information on a child's progress (with parental permission) where providers should swap termly reports and assessments, including joint assessments of a child's progress.
- Exchange of information on planned activities for the term to ensure complimentary input from different providers. This could be enhanced with visits and meetings to ensure continuity of care.

While the above describes good practice that providers typically aspired to, it was acknowledged that it did not always reflect the reality largely due to time constraints, but also due to other difficulties:

- Childminders and staff in out-of-school clubs did not always feel they were treated as professionals by staff in other settings. They felt that despite their best efforts little information was passed on to support the continuity of a child's care.
- Online tools to record children's progress were becoming common, but these could hinder communication when providers did not use the same tool, or used the same one but the software did not allow a child's account to be accessed by different providers.

Interestingly, children having difficulties (e.g. behaviour problems, adjusting to a setting, developmental delays) could encourage collaboration, as it was recognised that a co-ordinated approach would be more effective in addressing their needs.

Parents who were using two providers did not think their children suffered in any way and some believed there could be benefits from these arrangements. For example, a combination of a pre-school and childminder provided a balance of stimulation and learning activities with the former and an opportunity for a quiet time (more akin to a home environment) with the latter. For other parents, the use of two providers was largely driven by the belief that their child needed to attend pre-school to prepare for school, but their pre-school did not offer all the provision required. While this was not viewed as ideal, it was not believed to have any adverse effects on the child. Most of the parents in the survey said it was better for a child to have only one provider, although 44% believed it was fine for a child to have more than one provider. Interestingly this was higher than the equivalent figure across all eight EIs (33%), possibly reflecting the well-established partnership model in York.

## 6. Conclusion

We conclude by summarising the findings of York's experience of delivering the EI programme, focusing on learning around sufficiency and flexibility.

### 6.2 Sufficiency

York was the only area that fully implemented the extended hours. Despite delays in funding decisions which limited planning time and negative publicity, York exceeded the target for the number of places set by DfE.

Sufficiency was largely achieved because the funded offer replaced paid provision parents were already accessing, as well as an increase in occupancy levels. There was no evidence of providers refusing parents the extended hours offer. While, according to parents, some providers were less enthusiastic than others, there was a 100% sign up rate from private and voluntary settings and a very high level of participation among childminders. These findings suggest that the local funding arrangements can deliver sufficiency, Where the funding rate was considered insufficient, providers were supported by the local authority to make the offer work for them in compliance with DfE guidance.

Schools have played a small role and may need more time to fully assess the benefits and risks of delivering the extended hours.

In the limited period monitored by the evaluation, the offer had generated very limited new provision and had not negatively affected the availability of other funded places.

### 6.3 Flexibility

The findings suggest that providers were already meeting the needs of working parents, as much of it was delivered by full-time settings. There was limited evidence of adjustments to increase flexibility, mainly from settings that had previously offered short hours who had started offering a longer day.

There was less flexibility in how funding for the extended hours could be used, which meant that some families did not fully benefit from the offer. Parents would benefit from more information on how the funded hours can be accessed (e.g. stretched offer, banking hours) and where they can obtain greater clarity about what they are being charged for. While parents were given general information on charges and how the funded hours could be used, the findings suggest they need advice to understand the restrictions and charges applied by individual providers and support to negotiate arrangements, enabling them to optimise their use of the funded hours.



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**Children, Education & Communities  
Policy & Scrutiny Committee**

**19 September 2017**

Report of the Assistant Director for Children's Specialist Services

**Bi-Annual Safeguarding Update**

**Background**

1. At a meeting of the Committee in June 2012, Members agreed to receive a six monthly update on childrens safeguarding issues. This report updates the Committee on key local and national safeguarding developments since January 2017.

**Introduction**

**2. City of York - Childrens Safeguarding Developments**

Brief Overview

This report focuses specifically to the work of Children, Education and Communities and in particular the outcome of the comprehensive inspection undertaken by Ofsted during the review period. The report should also be read in conjunction with the published Ofsted report of this inspection.

Today's report also includes a brief summary of new service developments and a snapshot of current DBS compliance across frontline social care staff.

The voice of children in care and care leavers is included by way of a summary of the U Matter Survey 2017 findings and work to further improve the outcomes for Looked after Children and Care Leavers is described.

This report concludes by seeking the Committee's comments on the work described with some recommendations for future actions.

### 3. Outcomes and learning points from Ofsted inspection of services for children in need of help and protection; children looked after and care leavers.

The January 2017 scrutiny report described the comprehensive inspection of services for children in need of help and protection; children looked after and care leavers. Conducted under the Ofsted's Single Inspection Framework [SIF] this inspection included eleven HMIs scrutinizing every aspect of childrens services over a four week period [14th November 2016 – 8th December 2017]

Initial findings from this comprehensive inspection were initially given orally by the full team of inspectors, Ofsted's Quality Assurance Manager and Ofsted's Regional Director, North East, Yorkshire and Humber.

This feedback was presented to the Chief Executive, Lead Member, Director and Assistant Directors [CEC] and Head of Social Work Services for City of York. The Independent Chair for City of York LSCB was also present. The purpose of this initial feedback mechanism was to provide an overview of the inspection findings (including an overall judgement) and to amplify some key areas of strength and areas for development. Although very formal in tone this session provided a unique opportunity to briefly explore some of the overarching findings and for inspectors to give a first hand account of their impressions and view of the services and workforce they encountered.

#### a) Overall Outcome

The inspectors found that overall in York, services for children in need of help and protection; children looked after and care leavers are Good. To put this in context see **Fig. 1**

Of the 139 completed at end of April 2017:

2 LAs [Kensington & Chelsea and Westminster] judged to be overall: Outstanding  
39 (28%) of Local Authorities were judged to be overall: Good  
63 (45%) of Local Authorities were judged to be overall: Requires Improvement  
35 (24%) of Local Authorities were judged to be overall: Inadequate

**Fig. 1**

## **b) Preparation and Self Assessment**

It seems pertinent for this report to describe the work undertaken by the Local Authority and its partners in preparation for the inspection. This process undertaken over a two year period included a programme of routine service safety and quality checks which culminated in the publication of a comprehensive 'self evaluation' document (referred to as Annex M<sup>1</sup> in the Ofsted framework). This document is a detailed and locally validated position statement of service quality and effectiveness. Although not required by Ofsted, where provided by Local Authorities the inspection teams accept this document as the basis for a shared discussion about the overall quality of services in an area. Where a local authority and Ofsted reach a high level of consensus about the accuracy of an Annex M they infer both a high level of confidence in the Local Authority's self awareness and its ability to address any areas identified as areas for development.

It is right to report that the inspection team found a high level of coherence between York's Annex M and their scrutiny of service quality and effectiveness. To this extent the Annex M has been validated as a reliable and accurate that can be considered as part of any service assurance process.

Of course documents like these can quickly become out of date and it would be wrong to rely solely or for a prolonged period of time on the Annex M as sole source of assurance about service quality and assurance.

## **c) Initial Inspection Team Feedback**

As described earlier, this oral feedback is another valuable source of insight into the quality and effectiveness of services. The summary below should be read in conjunction with the published report and only seeks to highlight or amplify issues that are not otherwise reported in the published document.

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<sup>1</sup> York's Annex M is available at: <http://www.york-ok.org.uk/Inspections/SIF%20Inspection/sif-single-inspection-framework.htm#OIT>

## Local Authority's Approach to the Inspection

### *The lead inspector described:*

- Managers across the partnership were open, honest and transparent.
- Social workers – it is not easy having an inspector sit alongside you – but they talked to the inspectors, engaged in challenging conversations and embraced the process.
- Staff were honest, transparent and “emotionally safe” – this tells us something about the culture of not only children’s social care but the council too
- Children, young people, parents and carers shared their experiences and provided valuable evidence for the inspection.
- Inspectors looked at 250 case files and spoke to parents, children, young people and professionals. They managed to “get to” the experience of children and young people.
- Thank you to the senior management team – there have been challenging conversations but they have been honest, open and reflective. There has not always been agreement, but learning has been two ways.
- Feedback from Ofsted has been taken on board and senior leaders have received it well.

d) Areas of Strength across the Service Areas (including key areas for development)

### *The Inspector for **Help and Protection** described:*

- No children are unsafe.
- Decisions and signposting are made at the Front Door – there are good partnership arrangements.

- The immediate safety of children and young people is well met.
- Early help assessments are completed in a timely way
- There is management oversight in the vast majority of cases.
- There are appropriate referrals and appropriate outcomes.
- The co-location of teams at the Front Door is effective
- Regular supervision is happening
- Children are seen alone.
- CSE risks are identified.
- Missing children receive effective support.
- There is effective follow up of CME.
- Parents, children and young people influence developments.
- Assessments for 16/17 year olds who are homeless are well structured
- Family support for domestic abuse – there are effective interventions, which are evidenced in children's records.
- Referral pathways are managed appropriately.
- There is a quick and urgent LADO response, with appropriate decision making.

*And areas for further / continuous development.*

- Strengthening the voice of children in Early Help assessments
- Continue to improve assessment quality
- Further develop contingency plans
- Review EDT arrangements commissioned from NYCC

*The Inspector for **Adoption** described:*

- Adoption is considered at the earliest possible stage.
- Permanency is achieved for nearly all children and young people.
- Staff look for the best family as early as possible.
- The recruitment of foster carers for children with additional needs/sibling groups reflects need.
- A high priority is given to placing siblings together.
- Fostering to adopt has secured 11 children.
- Assessments are analytical.
- The level of sensitivity is noteworthy and Later life and life stories are good.
- The adoption panel chair is well qualified and independent.
- There is consistency of workers.
- The Adoption Support Fund is used to support children and young people's needs, particularly those who have experienced early trauma.

*And areas for continuous / further development:*

- Inspectors found York well placed to lead the Regional Adoption Agency

*The Inspector for **Looked After Children** described*

- Thresholds are applied appropriately.
- There are no examples of children becoming looked after unnecessarily.

- When children return home this is informed by a risk assessment.
- Legal proceedings are completed in a timely manner.
- Permanency arrangements are well-embedded in practice.
- S20 arrangements are regularly reviewed.
- There is a clear commitment to those children living with extended family.
- CSE risk assessments are being used and children and young people who are missing are reported in a timely way. When they return, the response is appropriate.
- Young people are visited within statutory minimum timescales and
- are seen alone.
- Staff have recorded a sense of the child's world.
- The educational needs of Looked After Children are well met, and the majority attend good or outstanding schools.
- The large majority of young people live in good quality placements with their brothers and sisters, where appropriate.
- Foster carers talked positively about the support and training provided for them.
- There is an Impressive commitment to independent visitor support, with evidence of relationships being sustained over long periods of time.
- There are good links with senior officers and elected members.
- The voice of children and young people in care is a real strength.
- The Sufficiency Strategy identifies future need and links to Making York Home, the new deal for foster carers, staying put and the ambition to reduce CLA numbers.

*And areas for continuous / further development:*

- Improve the arrangements for Health Assessments [IHA and RHA] - timeliness
- Increase the IRO footprint and challenge in some cases
- Clarify the commissioned emotional and mental health pathway

*The Inspector for **Care Leavers** found:*

- Young people feel safe in their tenancies.
- The Pathway Team is in contact with them.
- Transitions are smooth.
- Relationships with workers are good and workers help young people to develop key life skills.
- Young people are encouraged to stay put and EET is high.
- Those in independent living understand their rights and entitlements.

*And areas for continuous / further development:*

- Ensure / strengthen a focus on emotional and mental health needs in Pathway Plans.
- Continue the roll out of the new health passports for young people.

*The Inspector for **Leadership, Management and Governance** found:*

- There is a strong, shared corporate ownership and commitment to improving outcomes for children and young people.
- The senior management team innovates and learns.
- Aspirations have been raised.
- The YorOK Board, Safeguarding Board and Health & Wellbeing Board work well together.

- There is a commitment to put children and young people at the heart of strategy and operational services.
- York's ethos is to make a difference to children's lives.
- Voice is at the heart of what we do.
- Restructure of CSC and early help (Local Area Teams) is positive.
- York invites routine internal and external scrutiny of services – including peer reviews.
- Partnerships are strong.

*And for continuous / further development:*

- Continue to develop and strengthen role of front line managers
- Embed the revised QA processes and audit to further strengthen the quality of supervision

**d) Concluding Comments from Senior Ofsted Quality Assurance Manager**

*York is a good place to work and staff told us it is a nice place to work. Children and young people are engaged, heard and valued. Care leavers want to be care leavers in York*

*We can see the journey you are taking and we can see where you are going.*

*There are things to develop and you have been helpful, honest and upfront.*

*Where we have sat with social workers, we have been impressed.*

**e) Action Plan**

Following final moderation the written report was published on the Ofsted website on 7<sup>th</sup> February 2017.

Every local authority inspected is then required to submit a formal action plan responding to the issues identified for further development.

No specific template is provided for this report with Ofsted preferring to allow Local Authorities to use their own action planning processes.

On 17<sup>th</sup> May 2017, City of York submitted a response to the four key areas identified and expressed across 10 recommendations.

See **Fig. 2** below - A summary of the work set out in this response includes:

Theme	Rec	Detail	Actions
Help and Protection	1	Assessment	Implementation of Integrated Theoretical Framework Embed assessment of Parental Capacity to Change – including follow up training.
	2		All CSC staff to attend safeguarding disabled children course
	4		QA Audit tool to be developed to review EDT activity (in conjunction with NYCC)
Looked After Children	3	Care Plans	IRO Service practice review focused on oversight and challenge around planning for children.
	5	Health Assessments	Rolling consent document for health assessments to be uploaded on MOSAIC which will significantly impact on delay for RHAs Health colleagues to utilise access to MOSAIC
	6	Letter before proceedings	Review template and pilot new version.
		IRO	Development and launch of MOSAIC workflow process for IRO resolution process to enable robust tracking, resolution, reporting and analysis of disputes
Care leavers	8	Health	Continue roll out of health passports Review mental health pathway for Care Leavers
Leadership, Manage. and Governance	9	Supervision	Training agreed for five recently appointed frontline managers on reflective supervision
	10	Performance data for frontline managers	New case management system was implemented – now with the development of 18 reports to support the Children Looked After and Children in Need statutory returns (this includes an enhanced 'Children and Young People In Care' snapshot report that provides additional information on health, dental and SDQ status)

**Fig 2.**

## **f) Conclusions**

The 2016 Ofsted inspection of services for children in need of help and protection; children looked after and care leavers provides important reassurance about the quality and effectiveness of services to children and young people in York. It is also reassuring that Ofsted's views and findings reconciled very well with the Local Authority's own self assessment as set out in the Annex M document.

Inspectors confirmed a high level of organisational self awareness and confirmed that they found work already underway for most of the issues they highlighted for further development. This picture gives confidence that the outcome of the inspection not only gives confidence about a snapshot in time but also about the organisations ability to sustain and safely further develop services in the future.

A recurring finding echoed throughout the oral and subsequent published feedback is the strength of the voice of children, young people, their parents and carers in every aspect of service delivery and development.

Leadership and governance arrangements within the local authority and across the childrens partnership were seen as robust and partnership working identified as a key strength.

Of course there is no complacency and work is ongoing to address those issues identified for improvement. However, in all of the above circumstances the Local Authority points to this very positive inspection outcome as a key assurance about the quality and effectiveness of services for children and young people in York.

## **4. Disclosure and Barring Service [DBS] Checks – Children's Social Care**

The DBS status of all CEC staff is audited on an annual basis to ensure the systems for maintaining checks and renewals is working effectively. The most recent audit considered all those members of staff (currently 491) for whom a DBS check is required.

This audit confirmed that every member of staff had a completed DBS check at their point of entry to the organisation.

Currently of the 491, 31 members of staff are due for a re-check (based on the Council's policy of 3 yearly re-checks for all staff).

The rechecking process is overseen by the Council's Human Resources department with a process of alerts where any DBS renewal is not made or is made out of timescales.

Any breaches are reported to the Directorate Management Team where remedial action is taken promptly.

## 5. Voice of Children and Young People

The voice of the child / young person has been confirmed as strength through the Ofsted inspection process. Sustaining this positive picture and especially for the most vulnerable children and young people remains a key priority for the Local Authority. In particular, understanding the experience of our looked after children who are cared for away from their home is essential if the Local Authority is to ensure they are safe, happy and thriving in their placements.

During the assurance review period the U Matter Survey 2017 was completed.

A copy of the findings from this survey compiled by the Childrens Rights Service has been included at **Appendix 1**.

This survey, repeated on a bi annual basis shows a picture of continuous growing satisfaction across the care population in relation to their;

- care placements
- the accessibility of their social worker
- the review process
- their education
- their overall experience of care

Perhaps most reassuringly 97% of those who responded confirmed positively that they had someone to talk to if they were unhappy in their placement.

It is recommended that the Committee receive a further presentation in relation to this work in due course, however, the Committee can be

reassured that as with previous survey findings the Strategic Partnership for children and Young People in Care will prepare a detailed response to the findings to ensure that the progress is sustained and those more stubborn issues are addressed.

## **6. Operational challenges and pressures in the review period**

This January 2017 review report described the implementation of a major restructure of Children's Social Care in Sept 2016.

This restructure is now fully implemented and supports the delivery of the Vision for Children's Social Care set out four years ago.

Three major developments within that restructure included:

- An immediate Response and Edge of Care Team to ensure that children (and their families) received services whilst assessments are undertaken – i.e. no delay in receiving a service where needed.
- A dedicated team to support Children in Permanent Placements which will ensure that children and young people in the care of the local authority receive a high quality, and consistent, level of support.
- A Quality Assurance Team to provide scrutiny across CSC. This includes an innovative reviewing service which will ensure that any child in receipt of a plan (CIN, CP, and Care) will have independent scrutiny of this plan. The IRO for the child will also provide continuity of scrutiny throughout the child's journey. The creation of a Group Manager post (QA) to lead this team has given much needed capacity and focus to Quality Assurance.

Children's social care continues to develop models of delivery to ensure that children and families receive the best possible service. Where ever possible this is achieved in partnership with other agencies.

A good example of this is the adoption of the Graded Care Profile, an assessment tool for neglect (a priority area for the CYSCB) which is a result of collaboration between CSC, 0-19 service and the NSPCC.

## **7. Conclusions**

This report has focussed in on the comprehensive external scrutiny by Ofsted of the effectiveness and quality of services to children and young people. This process, which included extensive self assessment, external inspection with moderated findings, helps to reassure that the overall arrangements in York are 'Good'.

This process also helped to confirm that the areas the Local Authority has identified for review or development are the right issues and resonate very closely with Ofsted's findings.

The U Matter Survey findings reassure that the voice of children looked after and care leavers is routinely canvassed and the findings of this survey reassures that the experience of these children and young people is both understood and predominantly positive and improving.

Arrangements to monitor and review the DBS status of the workforce against the Council's policy are robust and any gaps or breaches quickly identified and remedied.

A summary of developments in Childrens Social Care demonstrates real coherence between CEC's continuous improvement aspirations and service development in this area.

## **8. Recommendation**

Members are invited to:

- note the contents of this report
- continue to receive bi annual safeguarding and childrens social care service updates.

Reason

To allow Members to be fully informed on key childrens safeguarding issues in York and to support Member challenge in this area.

## Contact Details

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### Chief Officer Responsible for the report:

Jon Stonehouse, Director, Children,  
Education and Communities

**Report Approved**



06/09/17

**Report Approved**



06/09/17

**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:** U Matter Survey – 2017 report

## Abbreviations

ADCS – Assistant Directors, Children's Services  
CAMHS – Children and Adolescent Mental Health Services  
CCG – Clinical Commissioning Group  
CEC – Children, Education and Communities  
CSC – Children's Social Care  
DBS – Disclosure and Barring Service  
HMI – Her Majesty's Inspectors  
RAA – Regional Adoption Agency  
SEND – Special Educational Needs and Disability  
TEWV – Tees, Esk, Weir Valley  
UASC – Unaccompanied Asylum Seeking Children

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# U MATTER SURVEY 2017

CONSULTATION FINDINGS FROM CHILDREN AND  
YOUNG PEOPLE IN CARE AND CARE LEAVERS



# INTRODUCTION

The U Matter Survey is a chance for children and young people in care to feedback to the City of York Council about their experiences of being in care. The importance of understanding the views of children and young people in care is addressed in Article 12 of the UN Convention of the Rights of the Child. This states that *“when adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.”* This survey helps to ensure this is the case as it gives children and young people an opportunity to voice their opinion on what the local authority should change and improve for children and young people in care, as well as highlighting areas of strength.

This report will outline the findings from the 2017 U Matter Survey and, where possible, will discuss them in relation to the findings from the previous report in 2015. This will hopefully provide a comprehensive overview of the views of children and young people in care, as well as care leavers, and will aid in helping to improve and shape service provision.

## Method

The Survey was made available both online and as a paper copy. The online version could be accessed on Survey Monkey ([surveymonkey.com](https://www.surveymonkey.com)). When approaching children and young people about completing the survey, multiple strategies were adopted. A variety of professionals were asked to encourage young people they were working with to complete the survey (social workers, pathway workers, independent visitors and advocates), existing groups such as Show Me That I Matter, I Still Matter, I Matter Too and Altogether Active were approached, and foster carers / families were contacted to advise on the best way to engage individuals and, where necessary, visits were offered to support young people to complete the survey.

Young people participating were not required to include any personal information, however they were able to leave their name and contact details if they wanted further information about their rights and entitlements or to be entered into a prize draw with a chance to win £25 in vouchers.

# RESULTS

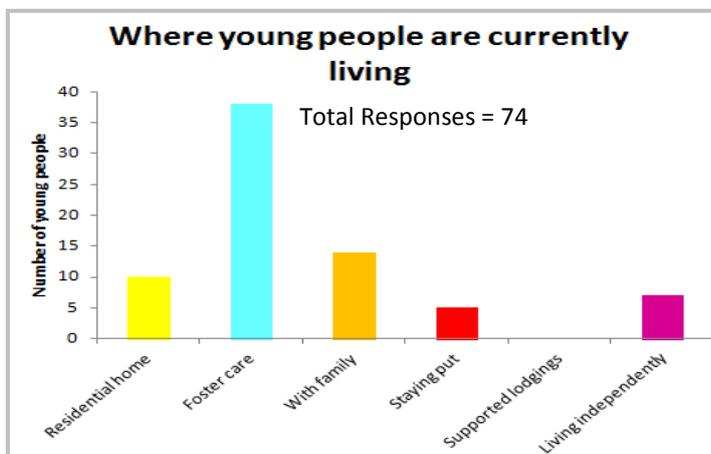
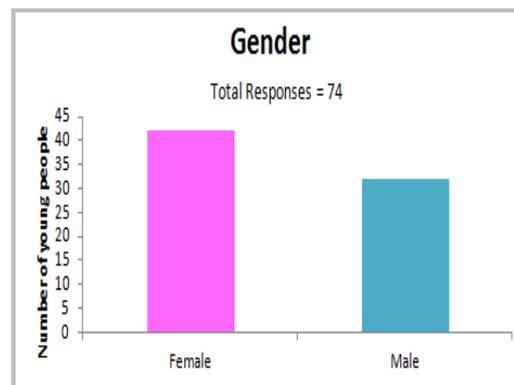
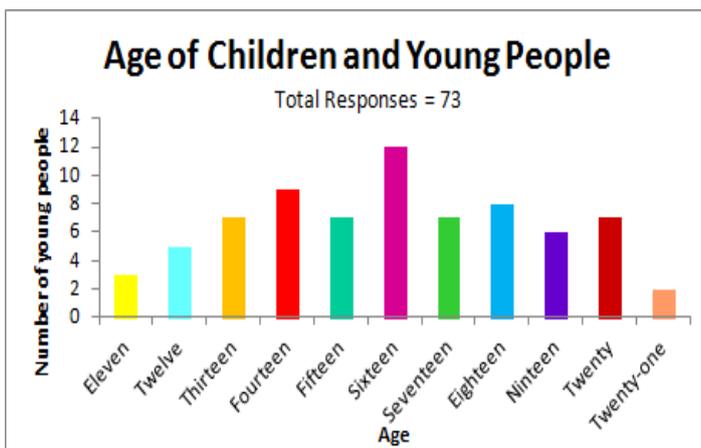
The results will be discussed in the order in which the sections were completed on the survey. Not all the questions were answered by all of the young people who took part in the survey and therefore there are varying levels of response rates to different questions.

## ***Participation***

A total of 77 children and young people aged 11-21 took part in this survey, 84% of whom were still in care and 16% were care leavers. While this is a substantial number and enables us to gain some valuable insight into the views of young people in care, it is important to note that this report cannot claim to provide a review of the opinions of all children young people in the care of the City of York Council.

## ***Age, Gender and Living Situation***

The following charts show the age and gender of young people who took part in the survey as well as where they were+ currently living.



These graphs show that the gender and ages of the young people who participated are fairly evenly distributed, meaning the results that are reported below are reflective of the views of both males and females, throughout a range of ages. The largest proportion of young people were currently in foster care (51%) and therefore these results will largely show the views of those who are in this current living situation.

### ***Section 1: Where You Live***

This survey asked whether young people were given any written information or photos of their foster home or residential setting before moving. 39% answered that they had and 61% answered that they had not. This is an improvement from 2015 when only 21% said they had received written information or photos before moving. It should however be noted that in some cases the reason given for no information being received was due to the placement being with a family member, however the fact that fewer than 50% reported receiving this information is of significance.

On being included in activities where they live, 72% said that they were, 12% said they were not and 15% said that they sometimes were.

Responses were extremely positive when children and young people were asked about their current placement with 94% said they were happy with their placement, while only 6% said they were not. When asked if they were able to speak to social worker if they were unhappy with their placement, 91% said that they were and 9% said they were not. This is an improvement from 2015 where only 72% said they would be able to talk to a social worker in this situation.

While only a relatively small number of young people were residing in residential placements (10 in total), one young person highlighted his varied experiences living in different residential settings:

“Due to my behaviour I got moved..., I realise now it was harder for placements for me to be found. I realise that care homes [can be] totally different, [some] were more caring than others, they wanted to help you change whilst [some] just wanted to criminalise you... I used to get sanctions with my money and that affected me more than being arrested. If you can get a young person to have focus then they'll stay out of trouble. My focus was music, my key worker in the care home got in touch with Princes Trust and got me a grant for some music equipment and helped me build a passion. Little things like the research my key worker did helped me a lot.” Young person, aged 19

### **Section2: Your Social Worker**

The number of young people who reported they knew how to contact their social worker if they needed them remained high this year at 85%, which is in line with last years findings, and a huge improvement can be seen in regards to young people knowing who to contact if their social worker is not available. This year 70% reported they would know who to contact whereas in 2015 only 45% reported this.

There were mixed responses regarding young people's views on the reliability of their social worker with 56% reporting them to be reliable, 20% saying they did not think they were reliable and 23% stating they were sometimes. It should be noted that this is a decrease in

positive responses from the 2015 survey, when 65% said they thought their social worker was reliable, however this could be attributed to the added option of 'sometimes' to the 2017 version of the survey.

In terms of how often they saw their social worker, 75% said that they were happy with how often they did while 14% said they were not and 11% said they weren't sure. When asked if they wanted to elaborate, most said that they would like to see them at least once a month. One young person aged 16 commented, "I would like to see my social worker every 4-5 weeks so I can bring any concerns up from your point of view".

Finally, the survey explored whether, if they had experienced a change of social worker, were they happy with the way in which this change over had taken place, to which a mixed response was reported with 58% saying they were and 42% saying they were not. One young person said "Too many social workers...I want just one social worker who I can bond with." It is worth noting that this survey was rolled out following a period of significant change and restructure in Children's Social Care and the findings are reflective of this.

### **Section 3: Reviews**

The survey revealed that 63% of young people knew who their Independent Reviewing Officer was, 16% said they didn't and 21% weren't sure. This is a decrease from 2015 when 78% said they knew who it was. However, again, this may be a result of the added third option of 'not sure' in this year's survey, giving children and young people the opportunity to select this where they might have opted for 'yes' in the 2015 survey. Additionally, there have also been recent changes within the IRO team which could also account for these results.

Young people were asked if they attended their review meetings and 85% said they did with 15% saying they didn't. This is an improvement from 2015 where only 65% said they usually attended the meetings. A very positive result is that 85% said they had the opportunity to speak to their IRO before their meetings and 15% said they didn't. Also, 51% said they were involved in planning their reviews, 26% said they weren't and 23% said they sometimes were. One young person aged 14 suggested that review meeting would be improved by "including me more, talking to me not each other". Another young person aged 19 reflected back on his reviews by saying "review meeting where extremely stressful for me when I was younger. I found that everyone was very supportive during these meetings and that's something I appreciate."

### **Section 4: Seeing Your Family and Friends**

The survey asked if young people felt they had received the help and support they needed to keep in touch with their family and friends; 87% responded that they had and 13%

hadn't. This is an increase from last year when only 82% felt that they had received this help and support.

This survey further asked if young people knew who to speak to if they were unhappy with these arrangements and 93% that they did, with only 7% responding that they didn't. They were also asked whether the reason had been explained to them if they had been unable to see someone and 77% said it had while 23% said it hadn't. Despite the majority responding that they had, the number who responded that they hadn't (15) is not insignificant and should be taken into account. One young person said that they didn't think they had enough "support with contact with family and friends living out of area".

## **Section 5: Education and Training**

The number of young people who felt they were receiving the right amount of support in their education and training remains high at 89% (with only 11% feeling they hadn't) This is consistent with the 2015 results where, again, 89% felt they had received the right amount of support.

Results from this section also revealed that 90% knew who to go to at school if they needed support (10% did not) and that 80% stated that they were involved in their Personal Education Plan (PEP) (20% were not). It is worth noting that two young people commented that they did not know what their PEP was.

## **Section 6: Health and Happiness**

Regarding after school clubs and activities, 93% of children and young people felt that they were able to choose if they wanted to take part in the ones that they wanted, whereas only 7% (4 people) felt that they were not.

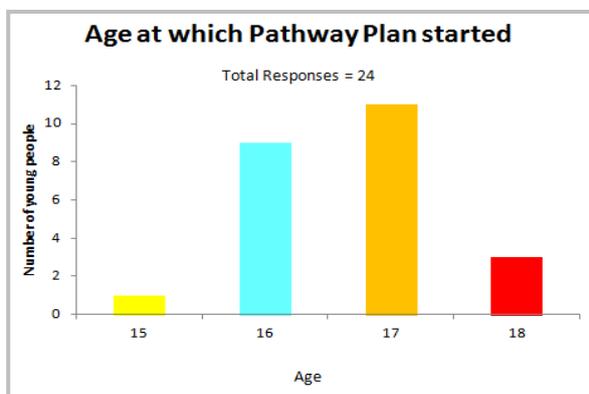
When asked about their Health Assessment, 85% said they knew what it was while 15% said that they did not.

The most positive response from this survey was in answer to the question "If you didn't feel happy is there someone you would be able to talk to?" where 97% of children and young people who answered said yes and only 3% said no. They were also asked if they knew where to get information, advice and support and 93% said that they did. One 14 year old young person commented, "I don't really tell anyone how I feel, but I know who to talk to if needed."

When invited to provide any additional information two young people commented on either lack of knowledge about how to access CAMHS provision or unhappiness with the CAMHS provision they had received.

## Section 7: Leaving Care

In 2015, 89% felt they had received enough support to prepare for leaving care and 86% felt they had since leaving care. This year positive responses remained high, but saw a slight drop with 81% reporting that they had received enough support when getting ready to leave care and 86% reporting they had received enough support since leaving care.



Care leavers were asked at what age they started their Pathway Plan and the graph shows these results. Care leavers were asked if they thought their Pathway Plan had helped prepare them for independent living to which 62% felt it had and 38% felt it hadn't. One care leaver stated that "Pathway have been really supportive" whereas another said that they had

"learned to live independently [on their own] and through [support from their] foster carers."

Young people responded extremely positively to questions about their happiness with contact with their Pathway Worker and support on managing finances. 91% said they were happy with the level of contact they had with their worker and 92% felt they had received enough support with managing their money. However when invited to provide further information the following two comments were made:

"I feel there could be more support for when I need someone to talk to." Young person age 20.

"I think young people should be taught more about ... understanding loans and reasons for avoiding them, credit score and banking when turning 18. These are really important things to teach people about money management." Young person age 19.

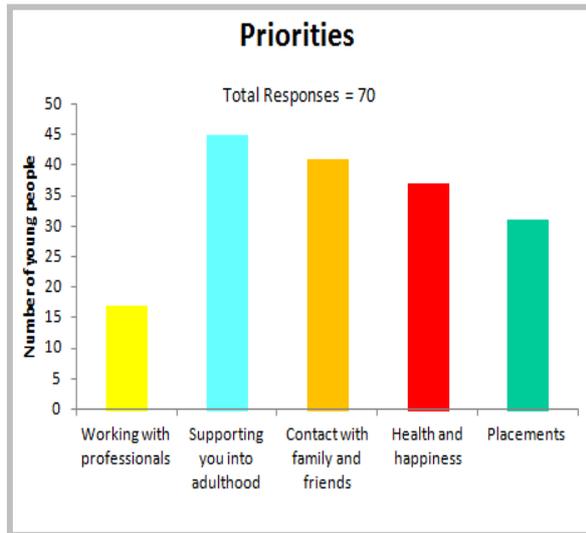
## Section 8: Rights and Entitlements

The majority of young people felt their workers and carers treated them with respect (97%), which has increased from 85% in 2015. Two young people responded "sometimes" to this question and one felt that "only carers treat [them] with respect." Young people were also asked if they felt they had a say in the decisions that had been made about them and 85% felt they had while 15% felt they hadn't, which is in line with results from 2015.

The survey revealed that 77% felt they knew enough about their rights and entitlements and 23% didn't. Furthermore, 83% knew about Speak Up and 17% did not (this is similar to the 2015 results which found 81% knew about the service). This year, 96% reported knowing

they could make a complaint if they were ever unhappy, which shows an improvement from last year when only 88% said they knew they had the right to make a complaint.

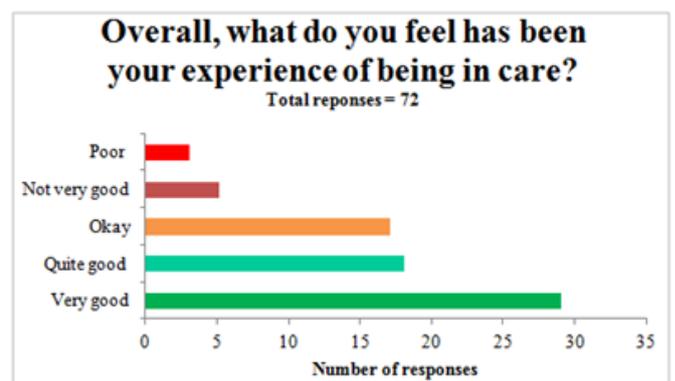
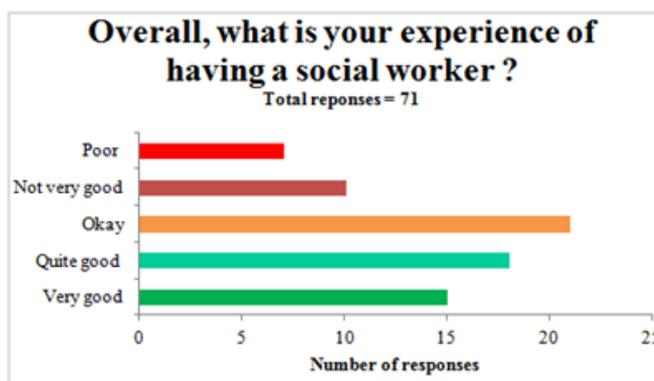
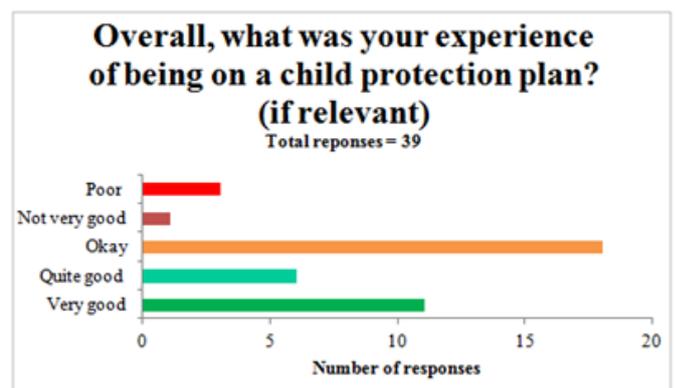
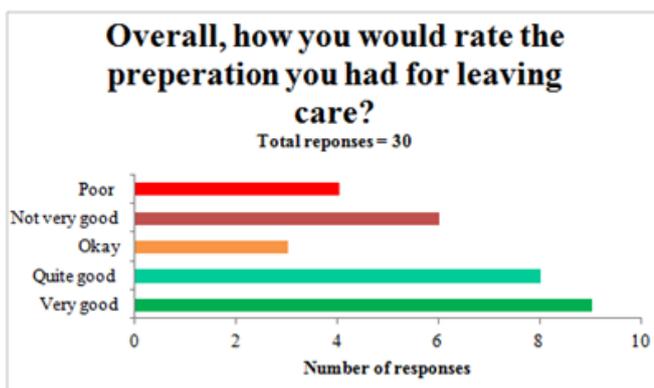
When asked, 75% said they knew about SMTIM and 25% said they did not. Following from this, 50% said they wanted to know more about getting involved in participation activities. However, some of the individuals who responded that they did not want to know more explained that this was because they were/had already been involved. The survey asked



about young people's view on what the priorities should be of the Children in Care Council, Show Me That I Matter. They were asked which of the following were the most important for SMTIM to work on: working with professionals, supporting into adulthood, contact with family and friends, health and happiness and placements. They were invited to select as many of the options as they wished and the chart displays the results, with supporting into adulthood and contact with family and friends receiving the most responses.

## Section 9: Overall Experience

The first part of the final section contained four questions asking about the overall experience the young people have had of being in care. There were five response options: Very Good, Quite Good, Okay, Not Very Good and Poor.



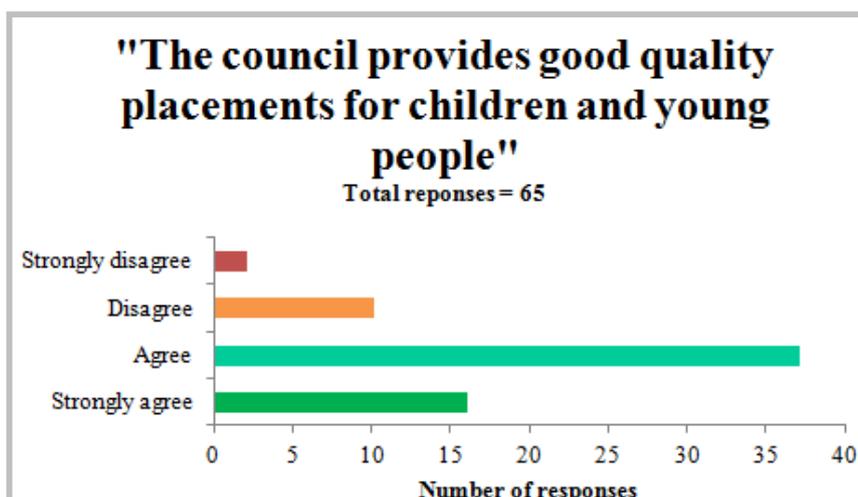
The data shows that a large proportion (65%) of young people stated that their experience of care was quite good or very good. Some young people (24%) simply said their experience was okay. 11% did not feel their experience had been good.

Almost half (46%) of the young people felt their experience of being on a child protection plan was only okay while 44% felt it was either good or very good, 8% felt it had been poor and 2% (one individual) felt it had not been very good. Less than half (46%) felt that their experience of having a social worker was either good or very good, 30% felt it was okay and 25% felt it was either not very good or poor.

Over half (57%) of young people felt the overall preparation they had for leaving care had been good or very good, 10% felt it was okay and 33% felt it was not very good or poor. When you compare this with the results from the previous leaving care section it is not clear why such a significant number felt their preparation had been poor / not very good when they had rated the support they had received so positively. It could be that this is more of a reflection on whether young people can ever feel fully prepared for the reality of independent living, rather than a reflection on specific support provided for those leaving care.

Finally, the survey asked how much children and young people agreed with the following statement in the last 12 months: "The council provides good quality placements for children and young people in care?"

They were given four response options: Strongly Agree, Agree, Disagree and Strongly Disagree. The graph below displays the number of responses for each option and shows that the majority of children and young people either agree or strongly agree with the statement (82% either agreed or strongly agreed) while 18% either disagreed or strongly disagreed.



## SUMMARY

The final section of this report will summarise the findings from the survey and highlight key strengths as well as areas to focus on in order to improve the experiences of children and young people in the care of City of York Council. Areas of strength include the quality of placements for children and young people (with 82% of young people describing these as good quality placements), young people's views on how they are treated by professionals and whether they are included in decision making (with 97% reporting that they are treated with respect and 85% stating that they have a say in decisions that are made about them) and young people's awareness of their right to make a complaint if they are unhappy (96%).

The majority of young people who were asked stated that they were currently happy in their placement (94%) and would be able to speak to their social worker if they weren't (91%). However, less than half reported that they had received written information or photographs prior to moving to their placement. High numbers of young people reported knowing how to contact their social worker (85%) and an increasing number knew who to contact if their social worker was unavailable (an increase from 45% in 2015 to 70%). However a significant number of young people reported that they had been unhappy with how a change of social worker had been managed (42%). In terms of seeing their family and friends, the majority of young people felt that they had received a sufficient amount of support, knew who to contact about these arrangements and had felt that were they not able to see someone, the reasons had been explained to them.

A significant number of young people stated they didn't know who their current IRO was (37%) and only half reported that they were involved in the planning of their review meetings. However a high percentage of young people reported that they regularly attended their reviews and had the opportunity to speak to their IRO before the meetings.

The majority of young people felt they were receiving the right amount of support in their education and training (89%), knew who they could go to in school if they need any support (90%) and felt they were able to choose if they wanted to take part in after school clubs and activities (93%).

In relation to leaving care provision, responses were positive with the majority of care leavers reporting that they had received enough support both in preparation for leaving care (81%) and since they had left care (86%). However, in contrast, when asked about their overall experiences, 33% stated that they hadn't felt adequately prepared for leaving care. 38% didn't see the value in their Pathway Plan but the majority were happy with the contact they had with their Pathway Worker (91%) and felt they had received enough support in managing their money (92%).



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**Children, Education & Communities  
Policy & Scrutiny Committee**

**19 September 2017**

Report of the Assistant Director (Communities and Equalities)

**York Learning – Update and Progress Report 2016/17**

**Summary**

1. This report presents the end of academic year performance report and data for York Learning. This is the second report to Scrutiny Committee for the academic year 2016/17, the first one was back in November 2016. It also presents the service initial findings from its annual Self Assessment Report, prior to this being presented to the Executive Member in October 2017.
2. These two reports form part of the service's governance reporting arrangements which are crucially important for the service in demonstrating to Ofsted that it has secure and robust governance arrangements in place.
3. Annex 2 contains some initial findings from the service's self assessments judgements. These are high level judgements taken from a number of curriculum reports. These are presented for comment in advance of the main report which will be presented to the Executive Member for sign off. The final report is not yet completed as final achievement data is incomplete.
4. At the previous meeting of this committee in November 2016 an income report was presented showing the sources of funding for the service. This has been updated and is included as Annex 2. Please note this income report is for the academic year August 2017 to July 2018.

## **Recommendations**

5. Members are asked to:
  - Comment upon the performance of York Learning and seek clarification on any areas of concern
  - Consider the initial findings of the services self assessment report and make comments and recommendations for consideration by the Executive Member
  - Comment on the issues identified for the new academic year in paragraph 8 in advance of the strategic plan being signed off by the Executive Member

Reason: To help monitor the service and guide and challenge managers to ensure robust and accountable governance arrangements.

## **Background**

6. York Learning is a council service which delivers a range of learning programmes to support people into employment, to improve their skills and to support their personal development. The service is funded almost exclusively from external contract funding and fee income. For the academic year 2017/18 this will be in the region £2.8m, an increase of about £260k on the previous year. The majority of the funding increases is for 19-25 year olds high needs personalised learning programmes. The majority of this funded is “passported” to partner organisations, primarily Blueberry Academy, Choose2Youth and United Response. It is also anticipated that funding via Advanced Learner Loans will increase as a result of increased demand across a number of areas.
7. Annex 1 is the final summary report for the academic year 2016/17. Where achievement data is highlighted this is still subject to some change as exam results continue to trickle in. Commentary on actions is given in detail toward the end of the report.

8. Annex 2 is a summary of the initial findings of the services self assessment process. This report is a high level summary of findings and judgements. More detailed curriculum level reports underpin this and are used to develop a detailed improvement plan for each area of the service. The report is in the process of being completed and following any recommendations from this committee will be presented to the executive member for sign off in October 2017.
9. Annex 3 is a detailed breakdown of income streams for the service. This was requested by members at the last Scrutiny Committee and will now form part of the update report. This funding is for the academic year and includes updated contract amounts confirmed on the 15<sup>th</sup> August.

### **Commentary on Performance Report**

10. There are a number of positive areas to highlight from the report which might be of interest to members. They are briefly as follows:
  - a) The further increase in take up of loans funding courses and the increase in funding from £140k to £220k. This is as a result of increases in learners in counselling, hair and beauty and workplace learning standalone vocational qualifications.
  - b) The continued growth in fee income from a variety of different courses. This is part of the services growth strategy to enable courses to be cross-subsidised.
  - c) The continued and significant growth in High Needs Support Learners, as part of the local offer. Whilst most of this provision is sub-contracted. It would not have grown without the significant expertise in managing the growth and supporting sub-contracted partners to develop their capacity and expertise.
  - d) Securing two “Big Lottery” contracts to support some of the most vulnerable adults into work and provide stepping stones and support to do so.

11. There are also a number of areas of concern or where plans have not developed how we would have hoped. These are as follows:
  - a) The service had to withdraw from the Digital Inclusion project at Tang Hall and from the Financial Inclusion work with Foodbanks across the city. The former was by mutual agreement with the funders, whilst the decision to withdraw from the work with foodbanks was mainly to do with the nature of the work and the time taking in supporting individuals.
  - b) The service's success rates for Apprenticeship are going to fall below "minimum standards". In essence this means that the percentage of apprenticeships successfully completing their programme is below the national minimum standard. This will result in some intervention by the Education and Skills Funding Agency. The fall in success rates is complex, but is mostly as a result of retention on programmes, which is partly a function of the sectors in which the service delivers apprenticeships, primarily Health and Social Care and Childcare.

### **Strategic/Service Plan 2017/18**

12. The services latest Strategic plan for 2017/18 is due to be signed off by the executive member on 25<sup>th</sup> September 2017. The plan identifies a number of new opportunities and threats for the service as follows:
  - a) Increasing pressures as a result of the substantial bureaucratic requirements for audit contract compliance.
  - b) Funding for High Needs Support learners is increasing substantially for 17/18 as the service responds to the development of a local offer. This puts some pressures on the service due to the "lagged" nature of funding.
  - c) The increase in learners with complex emotional, mental health and socio-economic needs. This places a significant strain on staff both in terms of the time and emotional strain to support learners.

- d) Significant time and effort is required in order to secure funding to support much of the core work of the service. Increasingly contracts are becoming more specific and the operating margins are tougher. Balancing the demands of contract compliance with the funding that specific contracts secure is becoming ever more challenging. In 2016/17 this resulted in the service pulling out of 2 contracts with a combined value of £48k, as the operational requirements were simply too demanding for the funding that was being generated.
  - e) Working with Explore York to develop a new learning offer on the Burnholme Hub site. This is an exciting opportunity to develop a significant offer in high quality learning spaces. We are planning to relocate our counselling city wide offer to Burnholme in late 2018.
  - f) Apprenticeship funding and reforms are causing considerable instability in the sector. For York Learning this has meant a decline in the number of apprentices the service is working with. Conversely the service is seeing an increase in “loans funded provision” as employers increasingly see some of the requirements of apprenticeship presenting a considerable burden without the corresponding benefits.
  - g) Over the past 6 months York Learning has been working with NYCC and East Riding CC to develop collaborative working arrangements. It is anticipated that this work will increase over the next 12 months.
13. The threats and opportunities outlined above will be incorporated into an action plan which will be presented to Scrutiny Committee for monitoring in November. They will also be included in regular management updates and monitored through internal service quality improvement processes.

### **Options**

14. This report is for discussion and comment. There are no options to consider.

### Corporate Objectives

15. Any plans and strategies developed are set within the context of the council plan but also respond to a number of sub-regional, regional and national policy objectives.

### Implications

16. **Finance:** The service is fully funded via external contracts and grants. Whilst the service has robust procedures in place to ensure the services maximises income this is not without some risks.
17. The report has no Human Resources, Equalities, Legal, Crime and Disorder, Information Technology, Property or other implications.

### Risk Management

18. There are no risks to consider that arise from this report.

### Annexes

1. York Learning Strategic Service Plan : Actions 2016/17 Academic Year – Final 2017 Update
2. Summary of Draft Self Assessment Judgement 2016/17
3. Funding sources for York Learning – Academic Year 2017-18

### Contact Details

**Author:**  
Alistair Gourlay  
Head of York Learning

**Chief Officer Responsible for the report:**  
Charlie Croft  
Assistant Director (Communities & Equalities)

**Report  
Approved**

**Date** 7/9/17

**Wards Affected:**

**All**

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

## Annex 1

### York Learning Strategic Service Plan : Actions 2016/17 Academic Year – Final 2017 Update

Ref	Activity	Target date	Performance in 15/16	Target for 16/17	End of year progress	Commentary
1	<i>Rolled forward action from 2015/16 plan</i> Secure an ESIF (European Structural and Investment Fund) contract for working with some of the most vulnerable adults in the city to help them secure skills for employment and to support their mental well-being	August 2016	N/A	N/A	Completed with amendments	<i>We have been successful in securing 2 ESIF contracts Action Towards Inclusion which runs from March 2017- September 2019 and Positive Progressions which runs from June 2017- Sept 2019.</i>  <i>For the first of these programmes we are already exceeding our annual profile targets for numbers recruited to the programme</i>
2	Continue to secure provision for High needs support students as part of a “Personalised Learning” for 16-19 year olds and for 19-24 with learning difficulties	July 2017	N/A	N/A	4 providers are now used	<i>Student numbers for the programme for the last few years appeared to be stable at about 67students. However there has been a spike in student numbers for 2017/18 which will mean growth of up to 86 students. Whilst this is welcome it does cause some funding issues.</i>
3	Deliver NEET ESF contract as part of a strategy to support young people into employment	August 2016	N/A	15 supported	Ongoing	<i>NEET contract has now been secured and to date 31 young people have been supported mostly from Danesgate. No further action needed</i>
4	Review the current Jobs Fair offer and agree a plan for future events and activities	Dec 2016	N/A	Secure funding	Completed	<i>Further funding has been secured for 3 years to continue with this highly successful model of connecting employers and jobseekers. The first of the jobs fairs in September 2017 and at the time of writing (17/08) there are no further employer places and a waiting list has been opened up.</i>

5	Continue to develop provision for digital inclusion targeting skills development on the final 25% by developing new programmes with a range of partners	July 2017	512	600	Not completed	<i>Contract with Tang Hall Community Centre has now been cancelled by mutual agreement. The Government has just announced new entitlement to digital learning for free for those that are currently excluded. This is not new money but can be delivered from within current contracts with the Skills Funding Agency.</i>
6	Maximise funding for 24+ loans by expanding and developing new programmes for those seeking to improve their skills.	April 2017	£105k	£150	£201k	<i>Loans funded programmes have been expanded to the extent that demand is now out stripping supply. We applied for further funding in 16/17 which will carry through into 17/18. However as demand continues to outstrip supply it is likely that a further funding application will be required for the academic yea 2017/18.</i>
7	Increase full cost programme to ensure a diverse and varied offer and develop a robust fee income stream	Jan 2017	£390k	£410k	£412	<i>Completed. There is a target to increase funding by a further 5% for 17/18.</i>
8	Submit a bid for Financial inclusion, "Making the most of your money" working specifically with local food banks to support people with budgeting and other skills	Aug 2016	N/A		Completed ( see notes)	<i>Unfortunately we have had to pull out of the financial inclusion project as a result of the complexity of problems and issues that referred clients were presenting. The staffing levels we were able to commit to the project for the funding being drawn down were not adequate.</i>
9	Through a range of courses with Family Learning programmes young families are supported to eat healthily	Aug 2017	N/A	N/A	See comment	<i>It was not possible to take forward this action.</i>
10	Work with local businesses to support them to access apprenticeship and other work related programmes through new national arrangements	Aug 2017	N/A	N/A	Completed	<i>We continue with an approach of offering a number of workshops and network events for businesses to keep them up to date with the changes that are proposed as a result of the new apprenticeship levy. Our experience is that businesses have little</i>

						<i>knowledge in this area. There is some concern that some businesses are looking at alternative routes to ensure their staff are qualified for example through loans funded programmes.</i>
11	Building on recent research to develop explicit actions and approaches to employability skills	Nov 2016	N/A	41	This work is not being taken forward.	<i>Whilst this specific action is not being taken forward there is other work happening at a national level about the success of Family Learning and the impact on families that is ongoing.</i>

## Performance targets

The following are some general performance information that the service uses as part of its performance management measures. These are further split into smaller “subject targets” for individual managers and monitored on a quarterly basis. Figures presented are performance up to and including the 19<sup>th</sup> August

	Target area	Date	15/16 Actual	16/17 Target	Progress 10/11/16	End of Year	Commentary
18	Fee income	31/03/16	380k	410k	£234k 12/10/16	£412k	Final figure for fee income was achieved.
19	Student enrolments to non-qualification bearing courses	31/07/16	4800	5000	2211 (12/15)	5260	Final figures are still being gathered before final figures can be confirmed, but once again there is a demonstrable increase in student enrolments.
20	Total number of 16-18 Apprenticeships (Starts) (Carried over)	31/07/16	30	30	3 (11/15) 9 (02-16) (7)	10 starts 32 carried over	This continues to be a difficult area to operate in as the demands for functional skills, English, maths and ICT are difficult to achieve
23	Total number of 19+ Apprenticeships (Starts) Carried over	31/07/16	75	75	25 (11/15) 32 (02/16) (75)	86 starts 148 total carry over	Starts have rose significantly due to the recruitment drive taking place before apprenticeship reforms began in May 2017. These reforms will have a big impact on funding longer term as standards replace frameworks. ESFA changes in funding also mean that there is currently a drastically limited opportunity to fund apprenticeships to small employers which have been our main customer base.
26	GCSE English	31/07/16	30	30	28	24 out of 28 achieved	This gives the overall service success rate at 85.7% with a success rate for those above a level 4 (grade C) of 71%. This is a remarkable achievement given that all of the learners

							were redoing the qualification as they had previously failed to gain a grade C.
27	<b>GCSE Maths</b>	31/07/16	34	34	58	58 completed 48 achieved	This gave the service a success rate of 82.7% of which 32 achieved a grade C (level 4 or above) 55.1% . This is a fantastic achievement considering all of those taking the qualification had previously not achieved a grade C.
28	<b>Functional English</b>	31/07/16	130	130	185+ 151(FL)	185 + 151	These numbers are a combination of both entry level, preparation and level 1 and 2 courses which have formal examinations.
29	<b>Functional Maths</b>	31/07/16	130	90	181 + 132	181 + 132	See above. These are going to be split in the new plan so that it is possible to report on entry and preparation courses alongside those with a qualification.
30	<b>Full time 16-18 Foundation Learning Programme</b>	31/07/16	36		22	26 starts	This programme has undergone a change in curriculum with revised eligibility criteria and induction process. This has significantly increased the retention rate and achievement rates
31	<b>Full time 18-25 High Needs Support students on personalised learning programmes</b>	31/07/16	24	32	31	43	This is a vital programme for the city and is delivered in partnership with a number of organisations. This provision is part of the development of a local offer and continues to grow.
32	<b>Functional Skills English 16-18</b>	31/07/16	25	27	27	23	These students are a sub set of the ones on the full time 16-18 foundation programme. Achievement figures on these programmes has increased dramatically as a result of significant intervention and programme redesign. Whilst final figures have yet to be confirmed success rates have increased from 49.1% in 15/16 to 72.9% in 16/17.
33	<b>Functional Skills Maths 16-18</b>	31/07/16	20	20	15	20	See above

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## **Annex 2**

### **Summary of Draft Self Assessment Judgement 2016/17**

#### **Effectiveness of Leadership & Management**

##### **Strengths:**

- Good development of new programmes which respond to learner needs including substantial increase in loans funded programmes
- Good diversity of income generation streams to support core work in the service
- Good Continued development of new approaches and provision to support and engage new learners
- Outstanding development of community based city wide Arts programmes and events offer
- Outstanding development of full-time HNS programmes in a variety of settings to support some of the most vulnerable young people in the city
- Good progression routes across a number of programme areas including particularly counselling and modern foreign languages
- Good links with other services for 16-18 Routes to Success provision, ensuring good referrals, information about learners and support is provided in a timely manner and supports learners

##### **Areas for Improvement:**

- Whilst there continues to be improvements in the accuracy and timelessness of data, systems remain inefficient and ineffective in providing timely data to managers
- Whilst there are a variety of mechanisms for tracking learners these are unwieldy and inefficient and need consolidating
- Managers continue to spend far too much time on routine administration tasks
- There is too much duplicate data entry which is inefficient and time consuming

## **Quality of Teaching, Learning and Assessment**

### **Strengths:**

- Good adjustments made to ensure that learners achieve and thrive
- Good differentiation of learning activities across a range of programmes ensures learners make good progress
- In HNS learning, support, one to one teaching and good programme planning enables learners to thrive and succeed
- Good range of enrichment activities are provided across a range of courses allowing learners to extend and consolidate their knowledge and skills

### **Areas for Improvement:**

- The use of technology and the availability of equipment is still patchy, meaning good practice cannot be shared across the service
- Inconsistent use of technology even where facilities and equipment are available
- In too many classes attendance, retention information is not available in a timely manner meaning managers cannot identify and intervene appropriately

## **Personal Development, Behaviour and Welfare of Learners**

### **Strengths:**

- Good integration and management of learners from varying backgrounds, cultures and ages ensures positive appreciation of different cultures and backgrounds
- Learners regularly report that attending classes helps them to maintain and improve their confidence, health and well being

### **Areas for Improvement:**

- The service is struggling to support individuals who are referred who have complex mental health issues
- There is insufficient focus on the “Prevent duty” and the promotion of British values in some classes

## **Outcomes for Learners**

### **Strengths:**

- Good achievement in GCSE English at 87% achievement ( Awaiting final figures)
- Good achievement in maths with over 70% ( Awaiting final figures)
- Good achievement in counselling programmes
- Good achievement in 16-18 achievement with improvements from 15/16 of to 16/17 ( Awaiting final figures)

### **Areas for Improvement:**

- Functional skills achievement at level 1 and 2 in English requires improvement
- Functional skills achievement in level 1 and 2 Maths requires improvement
- Intermediate Apprenticeship requires improvement in all vocational areas both achievement and timeliness
- Advanced apprenticeships requires improvement in all vocational areas both achievement and timeliness

## **Overall Effectiveness**

### **Strengths:**

- Good growth of 19 full time HNS provision responding to the development of a local offer
- Good support for vulnerable learners in a range of programmes ensuring good outcomes for learners
- Outstanding growth of income ensures vibrancy and development of many areas across the service

### **Areas for Improvement:**

- Whilst numbers of students in provision that triggers minimum standards has fallen this is still too high in functional skills
- Whilst apprenticeship provision continues to be affected by legacy issues and learners on hold, achievement is inadequate and timeliness needs to be improved.

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## Annex 3

## Funding sources for York Learning – Academic Year 2017-18

Funding source	£000
Education and Skills Funding Agency – Adult Education	862
Skills Funding Agency – Apprenticeships Continuing learners	101
Skills Funding Agency – Adult Apprenticeships Non levy	10
Skills Funding Agency - 16-18 Apprenticeships Non levy	12
Apprenticeship funding – Levy Payers	10
Skills Funding Agency - Loan Funding	220
Education and Skills Funding Agency – core 16-18 full time	251
Education and Skills Funding Agency - Student Support	6
Education Funding Agency - High Needs Support	228
Local Authority High Needs Support Top up ( Element 2 and 3)	473
Fee Income	410
HNS Management Fee	70
Private Exam Fees	15
ICT training CYC	14
Internal training for Social Services	10
Childcare	15
Learner Support	6
Miscellaneous income Electrician testing etc	5
ESF contracts (NEET)	10
Central government funding to support refugees learning English	25
Various recharges for services provided.	18
Headstart programme for 19-24 year olds	5
Action towards inclusion contract ( Big Lottery)	40
Positive Progressions contract ( Big Lottery)	25
<b>Total</b>	<b>2841</b>

The total figures represent the maximum income that the service could achieve in this period.

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**Children, Education & Communities Policy & Scrutiny Committee**  
Report of the Assistant Director, Legal & Governance

**19 September 2017**

**Update on Implementation of Recommendations from Previously Completed 'Ward Funding' and 'Play Opportunities' Scrutiny Reviews**

**Summary**

1. This report provides Members with their first update on the implementation of the approved recommendations arising from two previously completed scrutiny reviews. The final reports for those reviews can be viewed at: [Scrutiny Review Final Reports](#)
2. Members are asked to sign off all recommendations now considered to be fully implemented, and, are asked to agree to receiving a further update in 6 months time on any outstanding recommendations.

**Background to Ward Funding Scrutiny Review**

3. In June 2016 the Communities & Environment Policy & Scrutiny Committee received a detailed report on the Council's new approach to community engagement through the establishment of revised ward committees, and a progress update on the embedding of the new working practices. This highlighted some areas of operation where there were issues i.e.:
  - Process for spending ward funding;
  - Project generation by community groups;
  - Matching spend to residents' priorities;
  - Assessing 'value for money' in terms of outcomes;
  - Commissioning of local schemes.
4. The Scrutiny Committee agreed to undertake a review to assess achievements to date and ambitions for the future, with the aim of increasing the allocation of ward budgets and identifying improvements to the process. The Scrutiny Committee formed a Task Group to carry out the review on its behalf, with support from the Head of Communities & Equalities.

5. In January 2017 the Communities & Environment Policy & Scrutiny Committee endorsed the recommendations arising from the Task Group's review, and the review final report was presented to the Executive in March 2017.

### **Background to Play Opportunities Scrutiny Review**

6. In July 2016 the Learning & Culture Policy & Scrutiny Committee considered undertaking a scrutiny review on developing play opportunities in community settings, having previously considered the barriers to play and the different perspectives on play that exist within communities.
7. The Committee agreed to proceed with the review, with the aim of developing improved play opportunities across the city and identifying ways of enabling communities to bring forward potential schemes. A Task Group was formed to carry out the review on the Committee's behalf based on the following review objectives:
  - i. Examine national best practice and methodology and consider examples of recent good practice locally from engagement through to delivery of a project.
  - ii. Identify future positive ways to engage with children, young people and families in order to evidence local need and inform the development of play opportunities at a neighbourhood level.
  - iii. Examine how best to allay resident's concerns and improve buy in from the whole community, thereby improving community/ward cohesion.
  - iv. Identify best ways (methodology) to bring forward/ develop potential new schemes.
  - v. Identify where lack of community capacity makes identifying need more challenging.
8. In January 2017 the Learning & Culture Policy & Scrutiny Committee endorsed the Task Group's review recommendations and the review final report was presented to the Executive in March 2017.
9. The recommendations from both reviews as approved by the Executive are listed in Annexes A & B respectively, along with update information provided by the Head of Communities & Equalities.

## **Options**

10. Members may choose to sign off any individual recommendation where implementation has now been completed, and can:
  - a. Request further updates and the attendance of the relevant officer at a future meeting to clarify any outstanding recommendations.
  - b. Agree no further updates are required.

## **Council Plan 2015-19**

11. The Ward Funding Review supported the Council's priorities to:
  - Listen to residents
  - Protect community facilities
  - Focus on cost and efficiency to make the right decisions at a ward level in a challenging financial environment.
12. The Play Opportunities Review supported the following council priorities:
  - All York's residents live and thrive in a city which allows them to contribute fully to their communities and neighbourhoods.
  - All children and adults are listened to, and their opinions considered.
  - Every child has the opportunity to get the best possible start in life.
  - Residents are encouraged and supported to live healthily.
  - Focus on the delivery of frontline services for residents and the protection of community facilities.
  - Focus on cost and efficiency to make the right decisions in a challenging financial environment.

## **Implications**

13. There are no known Financial, Human Resources, Equalities, Legal, ICT or other implications associated with the recommendations made in this report.

## **Risk Management**

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

## **Recommendations**

15. Members are asked to note the contents of this report and:

- i. Sign off any recommendations that have now been fully implemented.
- ii. Agree whether a further update is required in 6 months time.

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

**Contact Details**

<b>Author:</b> Melanie Carr Scrutiny Officer Scrutiny Services 01904 552063	<b>Chief Officer Responsible for the report:</b> Andrew Docherty Assistant Director, Governance & ICT 01904 55
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**Report Approved**  **Date** 1September 2017

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

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

**Background Papers:** None

**Annexes:**

**Annex A –** Implementation Update on Ward Funding Review Recommendations

**Annex B –** Implementation Update on Play Opportunities Review Recommendations

**Report Abbreviations:** N/A

### Ward Funding Scrutiny Review Implementation Update

<b>Recommendations Approved by Executive in March 2017</b>	<b>Update on implementation as of September 2017</b>
i) Members be actively encouraged to engage in any training opportunities available and that Political Groups facilitate this.	We continue to provide Members with written material and to arrange member training sessions when appropriate in varying styles and formats.
ii) A set of standards be agreed to formalise the working arrangements between the Communities and Equalities Team (CET) and other CYC teams e.g. Highways, in order to better manage the flow of information and manage councillor expectations, and speed up the progression of ward funded schemes.	New system introduced for Highways and HEIP schemes which requires the Highways Team to respond to schemes against a defined time frame – Members receive a briefing and pack outlining the process. Highways are currently working towards putting the necessary infrastructure in place to manage this process. As this was only recently introduced, it is too early to report on its success.
iii) Appropriate changes be made to the internal processes to address the Veritau findings and scrutiny review findings, including:-	
<ul style="list-style-type: none"> <li>• Improving communication and publicity of ward committee meetings;</li> </ul>	The Your Ward publication was last produced in January 2017 and included stories in relation to ward spending, dates of Ward Committee meetings and details of how to apply for ward funding. The publication has undergone a review through the Communications Team. There is to be a new schedule of dates to align with key council projects e.g. local plan and budget. Next issue will be produced in September 2017.
<ul style="list-style-type: none"> <li>• Replacing the downloadable application form with an online application form, and providing guidance on the frequency that individual wards make their funding decisions, and how long it will take to receive the funding once an application has been approved etc;</li> </ul>	To be progressed. A new role within the Communities & Equalities Team will implement this.

<ul style="list-style-type: none"> <li>• Introducing a form to monitor the implementation and effectiveness of ward funded projects;</li> </ul>	<p>A monitoring form has been designed and distributed to groups that received grants between April and December 2016. These are held on the teams system and have been used to inform Your Ward articles and case studies.</p>
<ul style="list-style-type: none"> <li>• A 'live' system be introduced with the capability to detail successful applications, pending applications, and the balance of available funding</li> </ul>	<p>The 2015/16 and 2016/17 ward approved schemes are now uploaded to York Open Data in 2 formats pdf and csv which are fully searchable. They can be accessed by logging on to the York open data platform directly, or via a link on each ward webpage.</p> <p>We are also using York Open Data for the 2017-18 approved schemes which bypass the 'register of ward funding decisions' page. A single csv list is uploaded monthly which is searchable by ward/group/cost etc rather than 21 separate ward lists. Again this can be accessed via the each ward webpage directly. This was made live during the first week of May 2017.</p> <p>This improved system goes some way to meeting this recommendation however a live system to track applications is still to be progressed, following the appointment of the Scheme Coordinator.</p>
<p>iv) All case studies, fact sheets and other training materials to be stored in a central depository made accessible to all councillors.</p>	<p>We currently email all Cllrs this information, but in the future it will also be stored in the M:Drive for access by all members.</p>
<p>v) The principle of additional staff resource being provided in CET was endorsed. The nature and level of the resource to be identified and agreed on a Ward by Ward basis. Ward Councillors to liaise with community officers to identify the resources required.</p>	<p>Wards have been using additional resources for specific ward projects e.g. to produce newsletter or ward ballots papers, deliver leaflets etc, using Work for York. To date there has been no requests from Members for additional Community Involvement Officer support.</p>

vi) CET to continue to provide a range of support in a range of ways to suit individual councillors' preferences and identify future improvements where feasible.	2 member briefings were held in April 2017 with a follow up 1-2-1 session held with Head of Service for those members who couldn't make the main briefings. 25 of the 47 opted to attend. All members received a copy of the briefing papers. All requests for support from Members are responded to as requested.
vii) Political Groups to provide peer support to their ward members to enable them to progress schemes in their wards.	Political group leads have continued to meet with the Communities & Equalities Head of service to promote and share good practice.
viii) The Scrutiny Committee to receive a future update on implementation progress of the model in order to assess any outstanding issues.	This is the first implementation update on the scrutiny review recommendations received by the Scrutiny Committee, six months after they were approved. Outside of this, the Committee is asked to consider when would be an appropriate time to receive an update on implementation of the Neighbourhood Model.

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### Play Scrutiny Review Implementation Update

<b>Recommendations Approved by Executive in March 2017</b>	<b>Update on implementation as of September 2017</b>
i) That a Best Practice Guide be introduced for Members containing a range of information (including those detailed in paragraph 40ii of the review final report), to be used when committing ward funds to the future development of community spaces schemes which incorporate play provision.	All to be progressed as the capital programme begins to be delivered. Members are asked to consider whether an update on the capital programme should be added to the workplan.
ii) The Best Practice Guide to be used to support Members when new open spaces improvement schemes come forward. For example the proposed playground capital investment schemes in 2017 (see paragraph 40vi of the review final report)	As above
iii) An appropriate Member training package be introduced to provide members with the necessary skills to effectively engage with children and young people in their local wards	Following the Primary Voice conference in June, a member briefing will take place in September to share the feedback and explore future engagement work with children and young people at a ward level. At the end of the session Members will be asked to assess their needs to inform the future provision of training to support Members in the effective engagement of young people

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Meeting Dates	Children, Education & Communities Policy & Scrutiny Committee Draft Work Plan 2017-18
Tues 27 June 2017 @ 5:30pm	<ol style="list-style-type: none"> <li>1. York Museums Trust – Partnership Delivery Plan Bi-annual Update (Reyahn King)</li> <li>2. TdF Scrutiny Review Draft Final Report</li> <li>3. Draft Workplan &amp; Discussion re potential scrutiny topics for 2017/18</li> </ol> <p><b>Meeting cancelled - All business deferred to July 2017 meeting</b></p>
Wed 5 July 2017 @ 5:30pm	<ol style="list-style-type: none"> <li>1. York Museums Trust – Partnership Delivery Plan Bi-annual Update (Reyahn King &amp; Michael Woodward)</li> <li>2. Attendance of Executive Members – Priorities &amp; Challenges for 2017/18 <ul style="list-style-type: none"> <li>• Executive Member for Culture, Leisure &amp; Tourism - Cllr Ayre (confirmed)</li> <li>• Executive Member for Education, Children &amp; Young People – Cllr Rawlings (confirmed)</li> <li>• Deputy Leader, Community Engagement – Cllr Aspden</li> </ul> </li> <li>3. Year End Finance &amp; Performance Monitoring Report (Richard Hartle)</li> <li>4. TdF Scrutiny Review Draft Final Report</li> <li>6. Draft Workplan &amp; Discussion re potential scrutiny topics for 2017/18</li> </ol>
Wed 19 Sept 2017 @ 5:30pm	<ol style="list-style-type: none"> <li>1. First Quarter Finance &amp; Performance Monitoring Report (Richard Hartle)</li> <li>2. Update on York Trial of 30 Hours Free Childcare for Working Families (Barbara Mands/Nicola Sawyer)</li> <li>3. CYC Bi-annual progress report on Safeguarding &amp; Looked After Children (Eoin Rush)</li> <li>4. Learning Services Year End Update (Alistair Gourlay)</li> <li>5. Presentation on the Vision for the City’s Library Service (Charlie Croft)</li> <li>6. Implementation Update on Previously Completed Ward Funding &amp; Play Scrutiny Reviews (Mary Bailey)</li> <li>7. Workplan 2017/18</li> </ol>
Wed 14 Nov 2017 @ 5:30pm	<ol style="list-style-type: none"> <li>1. York Theatre Royal Bi-annual Performance Update (Liz Wilson)</li> <li>2. Explore York Libraries &amp; Archives Mutual Ltd SLA Bi-Annual Update (Fiona Williams)</li> <li>3. Update On Early Help Strategy, Local Area Teams &amp; Sycamore House (Niall McVicar)</li> <li>4. School Improvement and Ofsted Update on Schools Performance (Maxine Squire)</li> <li>5. Update on Academisation, Place Planning &amp; Additional School Places Required (Maxine Squire)</li> <li>6. Update on York Museum Trust Custodianship Arrangements (Charlie Croft)</li> <li>7. Workplan 2017/18</li> </ol>

<p>Wed 10 January 2018 @ 5:30pm</p>	<ol style="list-style-type: none"> <li>1. York Museums Trust – Partnership Delivery Plan Bi-annual Update (Reyahn King)</li> <li>2. Second Quarter Finance &amp; Performance Monitoring Report (Richard Hartle)</li> <li>3. Update on School Meals Take-up (Mark Ellis)</li> <li>4. CYC Bi-annual progress report on Safeguarding &amp; Looked After Children (Eoin Rush)</li> <li>5. Community Asset Strategy 2018 Consultation (Charlie Croft)</li> <li>6. Workplan 2017/18</li> </ol>
<p>Wed 21 March 2018 @ 5.30pm</p>	<ol style="list-style-type: none"> <li>1. Attendance of Chair of York@Large (Chris Bailey)</li> <li>2. Third Quarter Finance &amp; Performance Monitoring Report (Richard Hartle)</li> <li>3. York Safeguarding Board Bi-annual Update (Will Boardman)</li> <li>4. SACRE (Standing Advisory Committee on RE) Annual Report &amp; Review of York Schools' Agreed Syllabus (Mike Jory &amp; Shabana Jabbar-Chair of SACRE)</li> <li>5. Learning Services Biannual Update &amp; Draft Self-Assessment Report (Alistair Gourlay)</li> <li>6. Workplan 2017/18</li> </ol>
<p>Wed 16 May 2018 @ 5:30pm</p>	<ol style="list-style-type: none"> <li>1. Attendance of Chair of Learning City (Alison Birkenshaw)</li> <li>2. York Theatre Royal Bi-annual Performance Update (Liz Wilson)</li> <li>3. Explore York Libraries &amp; Archives Mutual Ltd SLA Bi-Annual Update (Fiona Williams)</li> <li>4. Learning Services Bi-annual Performance Update (Alistair Gourlay)</li> </ol>

Possible areas for review:

School Attendance – Behavioural Attendance Partnership / Penalty Notices etc