

Report to:	RESILIENT COMMUNITIES SCRUTINY COMMITTEE
Relevant Officer:	Delyth Curtis, Director of People
Date of Meeting	17 September 2015

CHILDREN'S SERVICES IMPROVEMENT REPORT

1.0 Purpose of the report:

- 1.1 To inform scrutiny of the work undertaken by Children's Services on a day to day basis and to update on the progress and implementation of developments within the area.

2.0 Recommendations:

- 2.1 To note the contents of the report and to ensure that current work continues to meet statutory obligations and that work to prepare for external inspections continue.
- 2.2 To work with schools to support improvement and preparation for external scrutiny and support the work of the Blackpool Challenge Board in order to improve the progress and attainment of Blackpool Children especially at KS3 and KS4.
- 2.3 To establish a Scrutiny Review Panel to consider school attainment in 2015 in detail.

3.0 Reasons for recommendations:

- 3.1 For Members of the Scrutiny Committee to be fully informed as to the day to day work of the Children's Services Directorate.

Blackpool is continuing to meet its statutory obligations and self-evaluation has indicated that some areas for future inspection still need work on them. The Local Authority retains a statutory responsibility to monitor all schools in order to support improvement and raise the attainment and progress for all children in the Local Authority Area.

- 3.2a Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.2b Is the recommendation in accordance with the Council's approved budget? Yes

3.3 Other alternative options to be considered:

None.

4.0 Council Priority:

4.1 The relevant Council Priority is;

- Tackle child poverty, raise aspirations and improve educational achievement
- Safeguard and protect the most vulnerable
- Improve health and well-being especially for the most disadvantaged
- Create safer communities and reduce crime and anti-social behaviour

5.0 Reports

5.1 2014 Children and Families Act (Special Educational Needs (SEN) and Disability)

5.1.1 Written and verbal reports were made to the former Education Scrutiny Panel in June 2014 to update on progress on the implementation of the Act (September 2014). It was agreed that a further report would be provided twelve months following this. The current work continues to meet statutory obligations and preparation for external inspections continues also. Self-evaluation has indicated that some areas of inspection need strengthening.

5.1.2 The 2014 Children and Families Act was implemented in September 2014 (the youth offending aspects from April 2015). There were significant changes for Special Educational Needs and disability, as outlined below with Blackpool progress noted against the headings. Work streams had met since 2012, including parents, care, health, colleges, schools and others. The work outlined below is a summary of the key aspects of the initiatives taken.

- **The approach to identifying Special Educational Needs (SEN) was changed from service led to person centred;** Significant training across health, education and care has occurred. The Department for Education (DFE) area advisor and parent groups have noted how person centred the approach is now within Blackpool.
- **Statements of SEN have been replaced by Education, Health and Care (EHC) Plans;** the service has maintained a 100% record for completing these on time and moderation by the DFE has highlighted how they meet the spirit of the Code. Councils have to convert all existing Statements of SEN to EHC Plans within the next three years. DFE monitoring has highlighted that Blackpool is one of the few authorities, regionally, to be on track to do this within the timescales.

- **Approaches have to be outcome focussed and aspiration driven;** this has been a key ethos change away from the needs driven approaches used previously.
- **Increase to a 0-25 age range;** The Act covers to the age of 25, whilst previously it was to the end of schooling. Post school covers when the young person is in education and/or training. Outcomes in terms of being in employment or an alternative are important. Work has occurred with colleges and post 16 providers to ensure that provision meets need and a specific post 16 SEN Officer appointed.
- **Personal budgets;** if there is an EHC Plan the young person post 16, or parent, can have access to a personal budget for aspects of this. Blackpool had a significant take up of personal budgets in regard to care provision for disabled Children and Young People (CYP) and this has been built upon.
- **Co-production;** All strategic and personal plans have to be coproduced with parents or post 16 young people. Blackpool has been praised by parents and charities for this. There have been some significant events that have input into the co-production process and stakeholder engagement occurs in all work streams and strategic groups.
- **Local Offer;** There is a duty on the local authority to host an offer of all provision available within the area for Children and Young People with SEND and their families. This is available via a web site within the Family Information Service. Other communication routes including deaf text and the use of leaflets/ meetings are also utilised. Initially all legal aspects were put onto the Offer site, and this was monitored by the DFE. A national charity highlighted Blackpool's Local Offer as one of four national examples of good practice.
- **Joint Commissioning;** this has to occur between the Clinical Commissioning Group (CCG) and Local Authority. A Strategic Board has been set up to establish intentions and delivery.
- **Mediation;** if there is a dispute about aspects of an EHC Plan the Local Authority has to commission independent mediation.
- **Early stages of support;** Work is ongoing to ensure that needs are identified at as early a stage as possible and statistics indicate that this is the case. However there are corresponding increases in needs amongst early years (due for instance to more babies surviving traumatic births) and Blackpool is a net importer of need. Work has occurred with early year's providers, schools and colleges to improve their identification processes and provision. A reasonable expectations document, outlining the type of provision to be expected from school provisions, has also been developed.

5.1.3 Blackpool is one of 13 local authorities nationally to be engaged in a pilot to extend the remit of tribunal (a legal process led by a judge) to rule on care and health aspects of an EHC Plan as well as education ones, if there is a disagreement that cannot be resolved. Blackpool has a tradition of low numbers of cases needing to go to tribunal.

OFSTED and the CQC (for health) have been charged with inspecting local areas in relation to SEND. The criteria is yet to be published, but will occur in the near future. Once it does a desk top exercise will occur to self-assess Blackpool. The inspection will cover a local area, including health, the council (adult and children services) and providers (schools, colleges, early year's settings, care providers for example). The first inspections nationally will be likely from May 2016. Members will also be interviewed as part of the process.

5.2 **Progress and Attainment of Blackpool Children following the SATs and Summer GCSE Examinations in 2015**

5.2.1 The Authority continues to meet statutory monitoring, challenge and support obligations and work with schools to support improvement and preparation for external inspections and support the work of the Blackpool Challenge Board in order to improve the progress and attainment of Blackpool Children especially at KS3 and KS4. The Local Authority retains a statutory responsibility to monitor all schools in order to support improvement and raise the attainment and progress for all children in the Local Authority Area.

5.2.2 The new Ofsted Framework for Inspection was released on 15 June. The new Framework will be used to inspect maintained schools and academies (including Early Years), further education and skills providers from September onwards. Four judgements of Outstanding, Good, Requires Improvement and Inadequate remain the same. There will be a new short inspection that will be used for existing Good schools lasting for one day. The following areas will be judged:

- Effectiveness of Leadership and Management;
- Quality of teaching, learning and assessment;
- Personal development, behaviour and welfare;
- Outcomes for children and learners.
- Effectiveness of Safeguarding (new judgment)

The progress of pupils will remain a key driver in determining each judgment.

5.2.3 In response the School Improvement service is currently realigning school categories to better support key developments outlined by Ofsted, particularly around outcomes for children, pupil progress, schools moving to Outstanding, and the effectiveness of whole school safeguarding. This will require a restructure and a refocus of activity within existing teams.

5.2.4 School Inspections (March – July 2015)

- Montgomery: 10.4.15. HMI Monitoring visit stated effective progress
- Boundary Primary: 21.4.15. Moved from Good to Requires Improvement. HMI Monitoring visit on 11.6.15 stated Effective Progress.

- Hawes Side Academy: 7.5.15. Moved from Requires Improvement to Good.
- South Shore Academy: 18.5.15. Remained Special Measures
- Devonshire Academy: 20.5.15. Moved from Good to Requires Improvement.
- Park Special School: 27.5.15. Remained Outstanding
- Unity: 4.6.15. Moved from Satisfactory to Requires Improvement
- Highfield – third monitoring visit by HMI - making reasonable progress out of a category
- Langdale – Section 5 inspection deemed Good

5.2.5 **Primary KS2 Performance 2015;** Performance of pupils at Key Stage 2 in Blackpool primary schools has continued to improve again in 2015 and is above the national average in all headline measures relating to progress. Attainment and the three progress measures each show year-on-year improvement since 2012.

The percentage of pupils attaining at least Level 4 in reading, writing and mathematics shows a 1.2% improvement on the 2014 Blackpool figure and is 0.2% closer to the national average than in 2014 but, at 78.6%, remains 1.4% below the provisional national average for 2015 (published 27 August 2015). National ranking for attainment is 89/150 in 2015 compared with 88/150 in 2014.

The other national headline measures record the proportion of pupils making expected progress (two levels) between Key Stage 1 and Key Stage 2 in each of reading, writing and mathematics. Blackpool schools performed at a level above the provisional national averages in all three elements of reading, writing and mathematics, exceeding them by 0.9% (91.9% cf 91.0%) in reading, by 2.1% (96.1% cf 94.0%) in writing and by 1.4% (91.4% cf 90%) in maths. Blackpool's ranking nationally has fluctuated but since 2012 has improved from 108/150 to 72/150 in reading progress, from 56/150 to 5/150 in writing and from 116/150 to 49. Such improvement in the progress measures reflects the efforts by all concerned. Eleven schools showed year-on-year improvement in the important progress measures.

In 2014 there were two Blackpool primary schools (Revoe and St Cuthbert's) which fell below the Department for Education (DfE) Floor Standard (ie less than 65% of pupils attaining Level 4+ in reading, writing and mathematics and less than the national median for progress in each area). In 2015 both these schools have improved and are no longer 'below floor' but unfortunately Boundary Primary School is currently below floor.

5.2.6 **GCSE Results 2015;** Secondary schools, during 2014-15, significantly improved recording and reporting of pupil assessment with four data collection points established during the year. This data has been provided to the Challenge Board. St Mary's actual performance was significantly better than its assessment of KS4 attainment and progress. All other secondary schools continue to be over confident

with their assessment methodologies especially during the May report. March data reporting proved to be the most reliable indicator across schools. Accuracy of assessment data will continue to be reviewed by the Challenge Board as a priority.

Blackpool performance has dipped this year. The % 5+A*-C inc. English and Maths GCSE measure is down from 44% to 41.8%. However, both St Mary's and Montgomery have improved on 2014 performance and are above the national average for England. (2014 national average used for comparison pending publication of 2015 figures). Most high schools however continue to be below last year's national average of 53.4% and, overall from 2012, there has been a four year declining trend. First results in 2015 show four high schools at or below the government floor threshold measure of 40% 5+A*-C inc. English and Maths. Similarly, the attainment of five good GCSEs (%5 +A*-C) in any subject is down from 53.2% to 50.3% and is also part of a four year declining trend. However, St Mary's, St George's and Montgomery have all seen improvement. The proportion of students in each Blackpool school making at least three levels of progress in English and Maths continues to be lower than the 2014 national average in the majority of cases. (Montgomery and St Mary's are above 2014 national average for progress in English but no schools exceeded the national average for progress in Maths).

Investigations are underway to clarify the impact of changes in grade boundaries for the IGCSE English exam which has affected three schools in Blackpool. The effect on Highfield, which had a large cohort of IGCSE students, has been a major drop in the percentage attaining a grade A* to C in English.

The impact of Blackpool's Secondary Maths Strategy is starting to show some progress and the three levels of progress in maths has improved slightly this year in some schools across Blackpool. However, Blackpool schools remain below the published national average for 2014 of 65.5% and Maths attainment overall has gone down to 54.5% A*-C in comparison to the 2014 national figure of 67.7% A*-C. The proportion of children achieving two good GCSEs in Science has improved by 4.6% to 39%. However this also remains below national average for 2014 at 49.3%. This remains a target area for further improvement as Science is a limiting factor for 5A*-C GCSEs and the English Baccalaureate.

Educational Diversity has noted significant improvement in the number of children attaining a qualification. Of significant concern is the 4% of children across the town who did not achieve the equivalent of 1 A*-G however the Connexions services is working closely with this high risk group of young people to ensure they have appropriate education, training and employment.

Following this summer's GCSE results The Blackpool Challenge Board will be focusing on strategies to secure the future progress and attainment of Blackpool children at Key Stage 3 and Key Stage 4. Detailed information on prior attainment on entry has

been provided to each high school in order to encourage early planning and identification of the needs of individuals and groups of students in Year 7.

5.3 **Childrens' Services Improvement**

Nurseries

- 5.3.1 The decision has now been made to close the nurseries on Grange Park and Talbot and Brunswick. The primary reason for the closure is that both nurseries are running at a loss and are running under capacity. The Local Authority is subsidising costs and the statutory responsibility is to ensure that there are sufficient places provided across the town. There is sufficient provision within the market to meet need, the Council needs to find 83 places in the vicinity of Grange Park.
- Within a one mile radius of Grange Park there are 61 available places.
 - Within a two mile radius of Grange Park there are 141 available places.
- 5.3.2 The Council needs to find 98 places in the vicinity of Talbot and Brunswick.
- Within a one mile radius of Talbot and Brunswick there are 24 available places.
 - Within a two mile radius of Talbot and Brunswick there are 221 available places.
- 5.3.3 As of Friday 4 September 2015, 32 out of 49 children at Grange and 34 out of 61 at Talbot and Brunswick had found alternative provision.
- 5.3.4 No request for transport has been received as yet and we are not aware of any child that requires a place that has not been able to find one.
- 5.3.5 The centre staff are working with the Family Information Service to support the outstanding families to find alternative provision. Where they are unable to contact by phone they are looking to visit week beginning 31 August 2015. In addition to this a number of families are waiting for provision to reopen in September before they can secure the place for their child.
- 5.3.6 Twenty six staff have been granted voluntary redundancy and there have been no compulsory redundancies.
- 5.3.7 The Trade Union, parents and staff were briefed regarding the imminent decision on Friday 21st August and all parents were provided with a letter with the details of how to access support for on-going provision. MPs were sent a copy of the decision paper and the prepared press release.

5.4 **Social Care**

5.4.1 **Dashboard**

The service is planning to move from performance reporting to more proactive performance management. Key to this is supporting team and service managers to develop a team and service level dashboard which allows them a real time understanding of performance e.g. they have alerts which tells them an event is due rather than reporting when it is out of timescale. Moving to this way of working also requires managers to have the time and capacity to understand the story of the data and therefore there will be a number of performance workshops held with the teams.

5.4.2 **Contact and referral – “the front door”**

There has been a slight improvement in re-referral rates which suggests cases are being dealt with more appropriately on first contact. The independent front door review (which was undertaken in July 2015) found decision making to be effective once cases had come through to social care but challenges in consistency and understanding across agencies in relation to early help and challenges in relation to MASH functioning were evident. Staff are in the process of re-structuring front door services to place additional resource into the MASH and Duty and Assessment teams to strengthen the support available to other agencies to enable them to support families in early help. This will be in place by October. This will also support additional resource into the Awaken Team which focusses on Child Sexual Exploitation (CSE).

5.4.3 **Child protection activity**

Closer alignment of early help and social care teams in addition to strengthened front door arrangements will see a reduction in the number of section 47 assessments by catching issues earlier and when protection plans are required a second plan should be less likely due to more robust post plan support. The service is also developing an alert monitoring system for assessment timeliness to support a graded approach to assessments (not all families require a 45 day assessment) which should support better decision making and case throughput.

Duration on plan is problematic and suggests that there is drift in the system. This is further evidenced by the number and duration of children subject to section 20 and placement with parents. A more robust approach to care and parallel planning is required. In order to deliver this a number of thematic audits are planned to look at placement with parents which starts on the 1 September and section 20 (on the 25 September) and move children on where possible. This should see a reduction in Looked After Children (LAC) numbers and therefore caseloads and improve outcomes and permanence planning for young people. A revised in service audit programme is also planned to take a more robust approach to challenging case progress. This will include a number of automatic trigger points for audit e.g.

duration on a child protection plan of 18 months will result in an automatic legal planning meeting. Finally the placement panel will review all high need and high cost placements to ensure children are having their needs met and the department is getting best value.

5.4.4 **Allocation and review rates**

Rates remain high which is positive. However it is the quality of activity which is really significant -for example if a case is allocated but the social worker does not have the capacity to engage with the family the outcomes are less likely to be positive. Therefore the effort needs to focus on the reviews highlighted above to reduce numbers and complexity of cases in addition to prioritising staff recruitment and development to stabilise the workforce in order to then develop them to move from compliant to confident practice. There is also a focus on improving parallel and contingency planning for children. The legal planning meeting is key in ensuring cases are tracked and progress continues. Changes to the way unborn and pre-birth assessments are undertaken -moving directly to the locality teams to ensure consistent and timely planning with alerts to the relevant placement teams to support placement planning if needed have also been made.

5.4.5 **Children in our care**

The Local Authority currently has the lowest number of looked after children (now referred to as Our Children) since 2012. As at Friday 28 August there were 438 children and young people in our care. Numbers have been consistently falling in recent months. However, despite lower numbers there is a higher level of complexity in the work with an increase in care and court proceedings. The majority of our children are placed in foster care with 260 in in-house placements and 76 in external placements. Placements North West have undertaken an analysis in relation to foster placement sufficiency across the region which reveals that Blackpool should have sufficient placements across the in-house and Independent Fostering Agency (IFA) sector to meet need, however the service consistently struggles to get placements and therefore is reviewing its commissioning arrangements to ensure all available placements in the market are captured.

The Local Authority currently has 14 children where the decision has been made that they should be placed for adoption and 19 that have been placed. There continues to be focus on reducing timescales from reception into care to adoption order. However, because we have a number of children that were adopted by their foster carers and therefore have been in placement for a significant period of time prior to adoption our figures remain poor. If these children are excluded, the timescales will have reduced from 636 days in 2014/15 to 424 in 2015/16 which is two days below the target.

Although numbers of Our Children have reduced the Local Authority is still significantly higher than statistical neighbours therefore needs to take a multi-faceted approach to working with children and young people on the edge of or in care. This includes:-

- **Strengthening diversion from care**

Stronger links between the Families in Need team, duty and assessment and family group conferences should support an improved offer to divert from care. The Blackburn model of a wraparound respite model, where a residential unit is converted to offer emergency and short term respite with intensive family support to ensure teenagers who experience family breakdown are able to return home as soon as possible is also under consideration.

- **Improved placement choice and reunification**

Too many of our children are cared for in residential care outside of the area. Whilst this is sometimes an appropriate choice as safety needs require a child to be in a different area, it can be because we do not have an appropriate local or in-house placement for our children. We are therefore reviewing the need of children who have entered our care in the last quarter to identify unmet needs which will in turn shape the recruitment and commissioning programme. We are also considering bespoke family finding with an individual support package for children. In addition we are considering if our successful troubled families approach could be used to support reunification.

- **Better permanence planning**

We need to take a more refined approach to permanence planning. Especially ensuring we are aware of the needs of children as they change and develop and continuing to look at options to move on from our care which may have not been possible on reception to our care but are now apparent. In order to do this we need social workers and personal advisors to take a much more child centred approach to seeing looked after young people as children we care for and care about and crucially wanting the same for them as they would for their own children. This means they need to prioritise getting to know the whole child which in turn will enhance personal educational and health planning as the workers will have a better understanding of the needs of the children they work with. This is in part a cultural shift, but also requires caseloads to reduce (a number of actions are outlined above to achieve this). In addition to clearer expectations and more robust monitoring, all workers are aware they are required to book a Personal Education Plan meeting in early September to have plans in place by the end of the month and stat visits need to be 100%.

For a number of children a Special Guardianship Order is the best option for permanence and we have high numbers of children that we support who are subject to such an order (currently 198). Whilst we offer financial support where

appropriate we are planning to look at good practice examples in the region to improve our offer in this area. We are also planning to take a more proactive approach to the adoption support fund which is a national programme which funds therapeutic support for adopted children. The fund is currently underspent and to date Blackpool has only secured in the region of 12k for families. Other local authorities have secured single care packages in the region of 80k.

Despite best efforts there are times when placements break down. The consequences of a placement breakdown on children who have already often got attachment issues can be dire. Therefore we need to improve our performance in this area. The Looked After Children annual report states that we have only used the corporate Independent Reviewing Officer (IRO) five times to conduct a disruption meeting (i.e. post placement breakdown review) we have now put in place a requirement for all placement breakdowns to have a formal review and the results reported to management team. This will improve our understanding of the causes of breakdown and ensure we are able to offer better support pre crisis point either through in house support such as the use of Families in Need or by improved commissioning.

- **Stronger and more integrated leaving care pathways**

There are a number of very positive programmes in place which should improve support to our young people as they move on from our care, for example being part of positive transitions work, the development of traineeship and employability support and being part of the national care leavers development programme, New Belongings. However, presently too often support is fragmented. We are focusing more closely on the quality of pathway plans and considering options for closer working arrangements for those that work with our most vulnerable teenagers to support a less fragmented team around the child approach.

5.6 **Getting to Good**

- 5.6.1 Getting to good will require a deeper understanding and clustering of data. For example to understand those at risk of Child Sexual Exploitation (CSE) requires an overlaying of missing from home data and missing from education reports as well as identifying risky connections and behaviours which indicate possible abuse. To do this needs more integrated approaches which can drill down in key areas and develop joint improvement plans. Work is underway to improve the way we work with children missing from home which includes the linking of police, health and education data to develop more robust plans. If this is successful this approach can then be applied to other cross cutting areas - such as working with chronic neglect and may lead to a more effective cross agency approach. A cross service planning event has recently take place to consider a child's journey through services and develop an action plan for getting to good. A number of core challenges were identified – specifically:-

- Lack of access to mental health and behavioural support for some of our most vulnerable young people. This is especially apparent where there is significant self-harming behaviour.
- Lack of access to support for young people with sexually aggressive / harmful behaviour
- High numbers of Our Children (formally known as LAC) and insufficient placements of the correct type.

5.6.2 In order to support improved practice the plan is looking at a whole system approach to system change which learns from the approaches used in Better Start and Head Start. The plan will include possible approaches to the development of a vulnerable adolescent hub and will be in place by the end of September.

5.7 **YOT Redesign**

The Youth Justice Board required us to develop a plan by the end of August on the development of the Youth Offending Partnership across Blackpool. The plan has now been submitted in draft form and will be considered at the YOT Partnership Board in September. The plan moves away from a silo approach to service provision to young people who are offending towards a wider hub model for vulnerable adolescents. We are considering what lessons can be learnt from the development of similar models in other local authorities, for example the “No Wrong Door” approach which has been developed elsewhere.

5.8 **Childrens’ Administration**

The service has been subject to a commissioning review which has now concluded for the majority of the service but is ongoing until mid-September for the senior and finance roles. The revised structure will see a closer alignment between the social work teams and the team administrators and is exploring the possibilities of joint activity across adult and children’s services, for example in the administration of petty cash. As part of the review we are also moving towards a higher level of electronic systems use, for example to move away from paper based invoicing which will reduce admin requirements and improve quality assurance and audit. A transitional group has been established across administration, social work and early help teams. The first meeting is planned for mid-September.

5.9 **Emergency Duty Team**

Patterns of work in the service have significantly changed – for example there has been a 100% increase in mental health calls. This means that the structure and processes of the service need to be reviewed to ensure continued fitness for purpose. This will be undertaken in October 2015.

5.10 **Care Leavers Drop In Centre**

The final plans have now been agreed and work on the property on Clifton Street is due to commence.

Does the information submitted include any exempt information? Yes/No

6.0 **Legal considerations:**

6.1 The statutory obligations are monitored and continue to be met.

With regard to **School Performance**, compliance with the statutory obligations under the schools Standards and Framework Act and the 2014 Schools Causing Concern Guidance to Local Authorities should be observed.

7.0 **Human Resources considerations:**

7.1 None

8.0 **Equalities considerations:**

8.1 With regard to the **Children's and Families Act** and under the Equalities Act the needs of those with disabilities are met. Race/gender/free school meal data is kept to ensure no discrimination occurs

With regard to **School Performance**, the needs of individual pupil groups are routinely monitored.

9.0 **Financial considerations:**

9.1 With regard to the **Children's and Families Act**, the obligations are met within budget and the two new burdens grants from central government to all local authorities (covering the financial years 2014/5 and 2015/6).

For **Schools Performance**, obligations are met within S251 budget and the Delegated Schools Grant.

10.0 **Risk management considerations:**

10.1 If we fail to meet statutory obligations in terms of **Children's and Families Act**, the authority would be at risk from individuals taking legal action and/or central government / OFSTED taking action.

If we fail to meet statutory obligations or raise standards of attainment and progress for Blackpool Schools the Local Authority is at risk of negative Ofsted Commentary and Secretary of State powers of intervention.

11.0 Ethical considerations:

11.1 With regard to the **Children’s and Families Act and Schools Performance**, the needs of a vulnerable group within the town continue to be met appropriately.

12.0 Internal/ External Consultation undertaken:

12.1 There is a duty under the **Children’s and Families Act** to co-produce all policies with parents and children/ young people (CYP). Positive feedback has occurred from parent and charity groups to the DFE about parental engagement and engagement with children/ young people was seen as not being a major concern on a DFE monitoring visit. However, it has been highlighted by internal self-evaluation that engagement with CYP could be better and work is ongoing with the Chief Executives department to put in further structures to enable this to improve. It was also recognised that “hard to reach” parents views have not been obtained and a parent telephone survey is proposed.

There is a requirement under **the 2011 Education Act** to progress a School Led System. This is achieved through the work of the Challenge Board, School Federation and School Forum.

13.0 Background papers

None