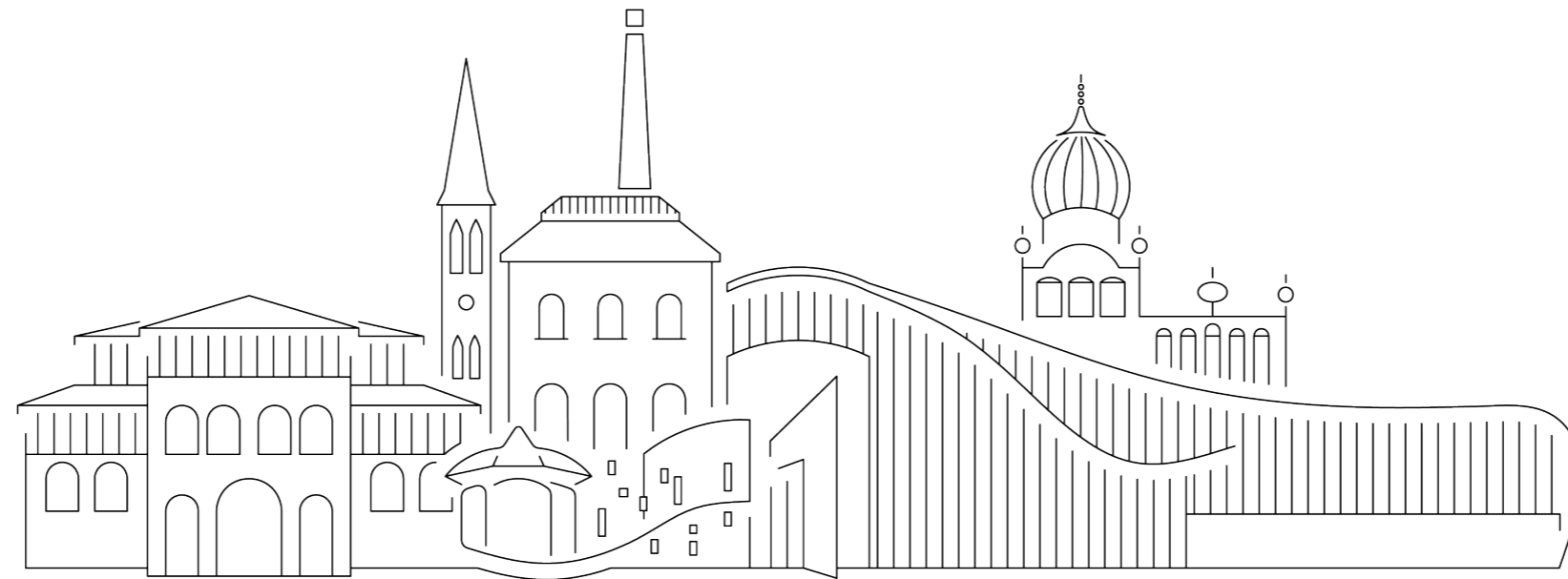




VISION 2030 SANDWELL

Children's Services Directorate Business Plan

2019 – 2022



Ambition 1



Sandwell is a community where our families have high aspirations and where we pride ourselves on equality of opportunity and on our adaptability and resilience.

Ambition 2



Sandwell is a place where we live healthy lives and live them for longer, and where those of us who are vulnerable feel respected and cared for.

Ambition 3



Our workforce and young people are skilled and talented, geared up to respond to changing business needs and to win rewarding jobs in a growing economy.

Ambition 4



Our children benefit from the best start in life and a high quality education throughout their school careers with outstanding support from their teachers and families.

Ambition 5



Our communities are built on mutual respect and taking care of each other, supported by all the agencies that ensure we feel safe and protected in our homes and local neighbourhoods.

Ambition 6



We have excellent and affordable public transport that connects us to all local centres and to jobs in Birmingham, Wolverhampton, the airport and the wider West Midlands.

Ambition 7



We now have many new homes to meet a full range of housing needs in attractive neighbourhoods and close to key transport routes.

Ambition 8



Our distinctive towns and neighbourhoods are successful centres of community life, leisure and entertainment where people increasingly choose to bring up their families.

Ambition 9



Sandwell has become a location of choice for industries of the future where the local economy and high performing companies continue to grow.

Ambition 10



Sandwell now has a national reputation for getting things done, where all local partners are focused on what really matters in people's lives and communities.

Section 1

What is Children's Services?

Executive Director of Children's Services

Lesley Hagger



The council has responsibility for a wide range of services that support children, young people, and their families. These include: children's social care; early help and targeted services for children and young people; family support services; youth and play services; and education, skills and employment services.

Our vision is for Sandwell's children and young people to have the best start in life, and for them to be nurtured and supported by those who care for them so that they can enjoy their childhood, develop aspirations for their lives, and achieve a successful adulthood. Engaging with children and young people so that their voices can help us to shape our service offer is an important part of the way that we work. Similarly, working with partner agencies is a vital part of our approach to understanding what children, young people and families need to thrive, prosper and lead fulfilling lives.

Our education, youth, play and family support services are available to all of Sandwell's children, young people and families – whether that be early learning and childcare places, a local children's centre, a good school place, or a youth club. Many of us need extra help at times and so, in addition to these universal services, we work hard to make sure that children, young people and families that need extra help can access it easily. This includes providing a Family Information Service, identifying and providing the right support for children with additional needs, working alongside families to improve their parenting skills, helping young people excluded from school to get back on track, giving advice and support to young people to get into work, training or further education, and providing targeted youth groups that young people can attend to feel valued and develop their confidence.

The wide range of services offered to children, young people and families in Sandwell are not only delivered or commissioned through the Children's Services Directorate; working corporately is important to ensure that the council's shared objectives, set out in Vision 2030, are achieved. Working closely with colleagues from other Directorates is a vital component of 'Making Children Matter in Sandwell'.

In April 2018-2019, a range of services previously delivered by, or procured through, Sandwell Council were transferred to Sandwell Children's Trust, including children's social care, some targeted services, including the Youth Offending Service, and other services, like Troubled Families, that support improved outcomes for vulnerable children and young people. Nevertheless, it continues to be the council that is the accountable body for children's social care and the contract with Sandwell Children's Trust is subject to intensive monitoring. This 'commissioning' arrangement has provided the foundations for a broader multi agency partnership that will emerge during 2019 and through which services for children and young people will be commissioned. This will support efficiency, innovation and the effectiveness of services as we create a shared understanding of how best to improve outcomes for all children across the Borough.

Councillor Simon Hackett Cabinet Member for Children's Services



Our role in Children's Services is to make sure children get the best possible start in life, that families can access support when they need it, and that young people are well-prepared for adulthood. Making Children Matter, Making Young People Matter and Making Families Matter in Sandwell is central to the purpose of the council.

We want to make sure every child is ready for school and we have enough early learning and childcare, primary and secondary school places. We will work with educational professionals to raise standards, as all children in Sandwell should have access to good education and learning.

We will work corporately, and with a range of external partner agencies, to make sure that Sandwell is a good place for families to bring up children and that extra help is available to support their parenting.

We will support young people as they prepare for adulthood by offering a wide range of youth services, and help to provide the best opportunities for further education and careers.

The new Sandwell Children's Trust will work with the council and partners to deliver quality services that meet the needs and demands of vulnerable children and their families. The council will fulfil its pledge to be an effective Corporate Parent, and will continue to champion looked after children and care leavers.

This business plan sets out how we will achieve our ambitions in line with Sandwell's Vision 2030.



Section 2



Children and Families

Children and Families provides a statutory service to children in need, looked after children, children at risk of harm, private fostering and children with disabilities.

The improvement of children's social care services is a priority for Sandwell. The service has a long history of underperformance in Ofsted inspections and as a result has been required to establish an arm's length independent trust to manage its children's social care.

There has been a significant commitment by the council and the Department for Education (DfE) to deliver change. Children's Commissioner Malcolm Newsam was appointed in October 2016. This has provided a focus for the delivery of an improved service.

An improvement programme has been built upon the work of the Commissioner and of the service. It positions the authority, and subsequently Sandwell Children's Trust, to make the necessary changes.

The improvement activity required to deliver safe and effective services for children and young people in Sandwell is driven through an evolving improvement plan, overseen by the Council, the Commissioner, Ofsted, the DfE and the new Sandwell Children's Trust Board.

Education, Skills and Employment

Chris Ward - Director: Education, Skills and Employment



Education, Skills and Employment (ESE) drives Sandwell's focus on educational attainment and achievement. It supports early learning, school improvement, support for children and young people with SEND (special educational needs and disabilities) as well as skills and employment services.

ESE have a range of universal and universal plus services which target the most appropriate support to children, young people and their families. We also have statutory services which are subject to inspection.

Acting as the champion for children, young people and their parents and carers, ESE are strategic leaders in the quality of education in the borough, whilst supporting all school and academy sectors to develop the skills and connections they need to drive their own success.

In the last year, ESE has faced a number of financial challenges including removal of the Education Services Grant, a reduction in targeted grants and loss of some school funding through the reduction in the number of de-delegations. A £5m reduction in expenditure has been achieved.

We continue to work with schools and academies through Schools' Forum to secure the services they want for the future, whilst ensuring the council can still meet its statutory duties and responsibilities.

Despite these challenges, we remain committed to working in partnership with all our stakeholders including young people, parents, carers, teachers, Ofsted, HMI (Her Majesty's Inspectors), DfE (Department for Education) and elected members, to provide the best opportunities for all our young people in Sandwell.



Section 3

The priorities detailed in this section represent the key areas of focus for Children's Services and will ensure that the service remains focused upon our principal objective to create safe, strong and resilient children and families. We will meet our priorities by delivering our improvement objectives.

Priority 1

We want Children's Services to be aspirational. We will support children, young people and their families to be resilient and ambitious. We will ensure that children and young people are safeguarded, that adverse childhood experiences are minimised and that those most vulnerable can access extra help. We will develop our workforce to achieve our Ambitions.

We will:

- increase the uptake of pre-school child care places by our most disadvantaged families
- deliver the requirements of the special educational needs and disability (SEND) reform agenda and innovate our services
- ensure that our Family Support Services are benefitting those most in need
- target youth service provision to vulnerable groups
- ensure that the right support is available to children and young people at risk of school exclusion, or permanently excluded
- ensure that we quickly identify Children Missing Education and secure appropriate support for them
- work closely with Sandwell Children's Trust to ensure that children, young people and families benefit from whole-systems support
- develop learning and development across the children's workforce so that we understand what works well and that the needs of vulnerable children, young people and families are understood and responded to
- support early years settings and schools to understand and effectively deliver their safeguarding responsibilities

- establish stronger strategic leadership within the council and across partnerships to create the conditions for strong partnership working and practice
- ensure that the council has an effective Corporate Parenting Board
- review, consolidate and strengthen the practice of engagement and participation with children, young people and families to inform and improve our service commissioning.

Priority 2

We want every child in Sandwell to be healthy and active. We will work with partners across health and social care and the voluntary/community sector to provide activities and opportunities to improve outcomes for our children across health and social care.

- deliver an effective Play Service
- deliver the requirements of the special educational needs and disability (SEND) reform agenda and innovate our services
- work with partners to provide relevant resources for healthy schools
- make available outdoor learning and residential activities that support improved health outcomes
- work closely with corporate colleagues to secure joint commissioning of services that support child health outcomes.



Priority 3

We want every child to have a good school place in Sandwell. We will work to provide additional school places to meet our growing population needs and work with schools to raise education standards.

- increase the proportion of schools and academies rated good or better by Ofsted, particularly in the secondary sector
- improve pupil progress rates for all pupils, including vulnerable groups, to deliver improved GCSE and other Key Stage 4 outcomes
- increase the proportion of pupils achieving the highest levels in all phases
- ensure that our Looked After Children receive the additional support they need to succeed.

Priority 4

We want every child in Sandwell to have the very best start in life. We will work with partners and the community to improve school readiness.

- increase the uptake of pre-school child care places by our most disadvantaged families
- increase the proportion of pupils achieving a good level of development prior to entering formal education
- increase the quality of pre-school and Early Years provision across the borough
- increase the proportion of pupils achieving the highest levels in all phases
- deliver the requirements of the special educational needs and disability (SEND) reform agenda
- ensure that our family support services enable families to support their child's learning



Priority 5

We want children in Sandwell to be better prepared for adulthood. We will work in partnership with schools to develop the curriculum, and with young people in communities, to ensure that our children are prepared for their life ahead.

- increase the proportion of schools and academies rated good or better by Ofsted, particularly in the secondary sector
- improve pupil progress rates for all pupils, including vulnerable groups, to deliver improved GCSE outcomes
- increase the proportion of pupils achieving the highest levels in all phases
- deliver the requirements of the SEND reform agenda and innovate our services to support young people as they transition to adulthood
- continue to improve post 16 performance across the borough to increase opportunities for young people to access further and higher education
- encourage schools and academies to develop the best possible curriculum models to better prepare young people for adulthood
- continue to improve post-16 performance across the borough to increase opportunities for young people to access further and higher education
- deliver a range of youth services that support young people to develop confidence and ambition
- work closely with Sandwell Children's Trust to ensure effective support for looked after children and care leavers as they transition to adulthood

Priority 6

Every young person should be aware of career opportunities that are available in Sandwell. We will work with schools and local businesses to forge greater links to ensure that our young people are aware of future opportunities, taking advantage of the opportunities offered by the West Midlands Combined Authority

- continue to improve post-16 performance across the borough to increase opportunities for young people to access further and higher education
- work with schools and employers to develop the skills necessary for work and to improve the opportunities for young people to access apprenticeships and permanent employment
- support individuals who are unemployed or economically inactive back into work
- support individuals on lower incomes
- look at the opportunities brought by the development of the combined authority to increase employment in the borough
- encourage businesses to link closely with schools to enhance the curriculum and increase employment motivation in our young people
- work closely with Sandwell Children's Trust to increase apprenticeships for Care Leavers.



Ambition	Action Taken	Outcomes from Action
<p>Sue Moore Moira Tallents Melanie Barnett</p> <p>Ambition 1: Sandwell is a community where our families have high aspirations and where we pride ourselves on equality of opportunity and on our adaptability and resilience.</p> <p>Ambition 3: Our workforce and young people are skilled and talented, geared up to respond to changing business needs and to win rewarding jobs in a growing economy.</p> <p>Ambition 4: Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p>	<p>Expansion of The Westminster School by up to 60 places with effect from 1 January 2019.</p>	<p>Responds directly to new SEND (Special Educational Needs and Disabilities) legislation and will lead to more young people with disabilities in Sandwell being able to attend a special school for MLD (Moderate Learning Difficulties).</p> <p>This requirement was identified by an independent review carried out on behalf of the JEG (Joint Executive Group) and the local authority.</p> <p>The expansion will enable the council to implement the Department for Education's (DfE) strategy "Preparing for Adulthood" by providing places on the Supported Internship and Apprenticeships Programme, leading to increased employment opportunities for young people with learning disabilities.</p>
<p>Sue Moore</p> <p>Ambition 1: Sandwell is a community where our families have high aspirations and where we pride ourselves on equality of opportunity and on our adaptability and resilience.</p> <p>Ambition 5: Our communities are built on mutual respect and taking care of each other, supported by all the agencies that ensure we feel safe and protected in our homes and local neighbourhoods.</p> <p>Ambition 10: Sandwell now has a national reputation for getting things done, where all local partners are focused on what really matters in people's lives and communities.</p>	<p>High Aspirations Service staff based in the MASH (Multi-Agency Safeguarding Hub) provide quality support, guidance and advice.</p> <p>Information including notification of domestic abuse and/or child protection concerns is shared daily with MASH partners in accordance with the "Operation Encompass" and "Signs of Safety" models.</p> <p>Outreach support is provided to children and young people who are electively home educated plus those who are missing or missing from education.</p>	<p>Best practice in relation to keeping children safe in education is shared with schools and consequently more children are safeguarded.</p> <p>Service outcomes can be summarised as "reducing lost learning, safeguarding and improving life chances for children".</p>

Ambition	Action Taken	Outcomes from Action
<p>Lesley Hagger</p> <p>Ambition 2:</p> <p>Sandwell is a place where we live healthy lives and live them for longer, and where those of us who are vulnerable feel respected and cared for.</p> <p>Ambition 5:</p> <p>Our communities are built on mutual respect and taking care of each other, supported by all the agencies that ensure we feel safe and protected in our homes and local neighbourhoods.</p>	<p>Review of Local Safeguarding Children Board arrangements.</p> <p>SHAPE engagement programme of activities with vulnerable young people.</p>	<p>New Multi-Agency Safeguarding Arrangement (MASA) to be in place from 1 April 2019.</p> <p>Young people's voices have informed new commissioning for mental health services.</p>
<p>Sue Moore</p> <p>Ambition 3:</p> <p>Our workforce and young people are skilled and talented, geared up to respond to changing business needs and to win rewarding jobs in a growing economy.</p>	<p>Skilled and talented workforce</p> <p>The Attendance and Prosecution service responds to requests for support by use of statutory processes where necessary.</p>	<p>There is a strong link between school attendance/engagement with improved life chances and positive outcomes for children and young people.</p>
<p>Andrew Timmins</p> <p>Ambition 3:</p> <p>Our workforce and young people are skilled and talented, geared up to respond to changing business needs and to win rewarding jobs in a growing economy.</p>	<p>Sandwell Adult and Family Learning (SAFL) service</p> <p>Following Ofsted's 'requires improvement' judgement in 2017, make necessary service improvements to raise standards across adult education provision.</p>	<p>On reinspection, SAFL achieved Ofsted Good (Grade 2) judgment – January 2018</p>
<p>Moira Tallents/ Melanie Barnett</p> <p>Ambition 3:</p> <p>Our workforce and young people are skilled and talented, geared up to respond to changing business needs and to win rewarding jobs in a growing economy.</p>	<p>A multi-agency "Preparing for Adulthood" SEND board established.</p>	<p>Fast Forward residential event in September 2018 promoting work skills for pupils with SEND. Pupils from special and mainstream schools attended.</p> <p>NHS committed to providing nine supported internships for pupils with SEND in 2019/2020.</p> <p>Westminster expansion of Post 16 education to incorporate more supported internships and supported apprenticeships for pupils with SEND.</p>

Ambition	Action Taken	Outcomes from Action
<p>Sue Moore</p> <p>Ambition 4:</p> <p>Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p>	<p>High quality education</p> <p>The service exists to ensure children's entitlement to "efficient full-time education" in accordance with section 444 of the 1996 Education Act.</p>	<p>Together with Admissions colleagues, we minimise lost learning time and challenge schools and parents by the effective use of statutory processes including the issuing of penalty notices and court action when necessary.</p>
<p>Ambition 4:</p> <p>Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p>	<p>Procurement exercise for a new Education Management Information System to support long term improved service delivery and more efficient and joined up services.</p> <p>This will ensure the best experience for parents and carers when engaging with education services in Sandwell; for example, to apply for school places or early years provision.</p>	<p>New contract awarded to Servelec for the provision of their Synergy system to commence from January 2019.</p> <p>The implementation program will impact across the directorate and will include a review of business processes.</p>
<p>Sue Moore</p> <p>Ambition 4:</p> <p>Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p>	<p>Cabinet approval for school expansion projects within the Schools' Capital Programme to ensure a sufficient supply of school places is available to meet demand for September 2017.</p>	<p>The following capital projects were completed for September 2017 to ensure sufficient school places were available:</p> <ul style="list-style-type: none"> St Matthews CE Primary; Summerhill Primary; The Priory Primary; and Victoria Park Academy Schools (660 places) OSCA and RSA Academies (450 places) Sacred Heart Primary – new replacement school which also expanded capacity to take an additional 308 pupils.
<p>Ambition 4:</p> <p>Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p>	<p>Quality Early Years and Child Care team support the quality development in all funded maintained and non maintained settings and all other PVI (private, independent and voluntary) settings.</p>	<p>Currently 96% of funded EY (early years) settings are rated Good or Better by Ofsted.</p>

Ambition	Action Taken	Outcomes from Action
<p>Andrew Timmins</p> <p>Ambition 4:</p> <p>Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p>	<p>School Improvement</p> <p>School Improvement Adviser Team worked with schools and academies over the past year to improve outcomes for children and young people.</p> <p>Detailed actions can be found in the individual key stage plans for the team.</p>	<p>Narrowed the gap to the national average for Good Level of Development in Early Years by 1% in 2018.</p> <p>Narrowed the gap in reading at both expected and greater depth in 2018 at Key Stages 1 and 2.</p> <p>Positive progress sustained at the end of Key Stage 2 in both writing and maths.</p> <p>Ofsted recognise the positive support for schools in many of the reports published this year.</p>
<p>Andrew Timmins</p> <p>Ambition 4:</p> <p>Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p> <p>Ambition 5:</p> <p>Our communities are built on mutual respect and taking care of each other, supported by all the agencies that ensure we feel safe and protected in our homes and local neighbourhoods.</p>	<p>Sandwell Transition Education Partnership Service (STEPS)</p> <p>The STEPS centre has received 369 applications by INA's (Immigration and Nationality Act).</p> <p>202 children attended the centre, where they are safeguarded, assessed and orientated into mainstream school cultures so there is a smooth transition into the next phases of their education.</p> <p>Help is now available for the wider family to ensure they can access the full range of support and services available in Sandwell.</p>	<p>Average length of time spent at STEPS</p> <p>(1 February to 7 April 2017):</p> <ul style="list-style-type: none"> • KS1 - 13 days, • KS2 - 15 days • KS3/4 -13days <p>September 2018 – December 2018</p> <p>Once children start at the centre in KS1 and KS2 80% are placed into schools within six weeks.</p>
<p>Andrew Timmins</p> <p>Ambition 2:</p> <p>Sandwell is a place where we live healthy lives and live them for longer, and where those of us who are vulnerable feel respected and cared for.</p> <p>Ambition 4:</p> <p>Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p>	<p>Looked After Children in Education (LACE)</p> <p>To increase the culture of accountability around the PP+ (Pupil Premium Plus) by making the PEP (Personal Education Plan) the vehicle for closing the education gap between LAC and peers.</p>	<p>The ePersonal Education Plan was rolled out 3 October 2018.</p> <p>Training has taken place and the system is operational and being used by schools, social workers and VS (Virtual School) staff.</p>

Ambition	Action Taken	Outcomes from Action
<p>Andrew Timmins</p> <p>Ambition 4:</p> <p>Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p>	<p>Ready Steady Learn programme in Children's Centres.</p> <p>Targeted funding for the 40% most disadvantaged two year olds.</p> <p>To increase the percentage of children reaching a Good Level of Development at the end of the EYFS (Early Years Foundation Stage) by 5%.</p> <p>Sharing REAL (Raising Early Achievement in Literacy) with Parents to improve Home Learning Environment and their understanding of the strands of literacy.</p>	<p>Autumn term 2018 – 76% up take (4% higher than national).</p> <p>16 schools identified and working in SSIF (Strategic School Improvement Fund) early years projects to improve GLD (Good Level of Development). All schools reporting progress from baseline measures with increased GLD predicted.</p> <p>125 parents, including 11 foster carers participated. From 22% to 74% increase in parental confidence in supporting child's early literacy.</p>
<p>Moira Tallents/ Melanie Barnett</p> <p>Ambition 2:</p> <p>Sandwell is a place where we live healthy lives and live them for longer, and where those of us who are vulnerable feel respected and cared for.</p> <p>Ambition 4:</p> <p>Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p>	<p>CLASS (Communication, Language, Autism and Social Skills) strategy implemented in the Early Years. A multi-agency approach to ensure that young children have their SEND identified early and are supported by intervention.</p>	<p>There has been a reduction of children entering reception without having their SEND identified.</p> <p>Multi-agency working with health services to provide timely identification of needs such as complex communication and autism.</p>
<p>Andrew Timmins</p> <p>Ambition 4:</p> <p>Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p>	<p>School Improvement</p> <p>School Improvement Adviser Team worked with schools and academies over the past year to improve outcomes for children and young people.</p> <p>Detailed actions can be found in the individual key stage plans for the team</p>	<p>Some individual schools and academies have improved their performance. However, overall performance remains well below national</p>

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<p>Sue Moore</p> <p>Ambition 4:</p> <p>Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families.</p>	<p>Work through a number of strategies to engage with Sandwell schools and academy schools to retain uptake of places and accessibility, e.g. visits into schools, teachers' courses, new product/curriculum initiatives, family learning days, shorter courses, day visits, weekend courses, attendance at conferences.</p> <p>Work to keep charges to Sandwell schools and academy schools subsidised, to minimise negative impact of pressure on school budgets and families' finances, to retain accessibility and value.</p>	<p>The figures for the past two years are shown below.</p> <table border="1"> <thead> <tr> <th>SRES term-time bed nights</th> <th>2016/17</th> <th>2017/18</th> </tr> </thead> <tbody> <tr> <td>Sandwell</td> <td>17,581</td> <td>15,132</td> </tr> <tr> <td>Non-Sandwell</td> <td>8,630</td> <td>9,119</td> </tr> <tr> <td>Total</td> <td>26,211</td> <td>24,251</td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <th>Residential term time courses</th> <th>2016/17</th> <th>2017/18</th> </tr> <tr> <td>Sandwell maintained schools</td> <td>120</td> <td>118</td> </tr> <tr> <td>Sandwell academy schools</td> <td>25</td> <td>17</td> </tr> <tr> <td>% maintained</td> <td>83%</td> <td>87%</td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <th>Total Sandwell participants</th> <th colspan="2">Total non Sandwell participants</th> </tr> <tr> <td>2016/17</td> <td>2017/18</td> <td>2016/17</td> <td>2017/18</td> </tr> <tr> <td>8045</td> <td>7322</td> <td>6994</td> <td>5848</td> </tr> </tbody> </table>	SRES term-time bed nights	2016/17	2017/18	Sandwell	17,581	15,132	Non-Sandwell	8,630	9,119	Total	26,211	24,251				Residential term time courses	2016/17	2017/18	Sandwell maintained schools	120	118	Sandwell academy schools	25	17	% maintained	83%	87%				Total Sandwell participants	Total non Sandwell participants		2016/17	2017/18	2016/17	2017/18	8045	7322	6994	5848
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Non-Sandwell	24	43																																									

Priority	Action Taken	Outcomes from Action
<p>Lesley Hagger</p> <p>Priority 1:</p> <p>We want our Children's Services to be aspirational, we will ensure that children in Sandwell are safeguarded and that adverse childhood experiences are minimised.</p>	<p>Review of Local Safeguarding Children Board arrangements.</p> <p>Review of CSE (child sexual exploitation) and Missing arrangements, to see if fit for purpose.</p> <p>Review of ACEs Steering Group and work plan.</p> <p>Review of Corporate Parenting Board arrangements.</p> <p>Transfer of children's social care and targeted services into Sandwell Children's Trust.</p>	<p>New Multi-Agency Safeguarding Arrangement (MASA) to be in place from 1 April 2019.</p> <p>New multi-agency Child Exploitation Board and Child Exploitation Hub established.</p> <p>Revised arrangements now in place for ACEs.</p> <p>New arrangements in place from January 2019.</p> <p>Trust and contract monitoring arrangements established and emerging improvements.</p>
<p>Andrew Timmins</p> <p>Priority 1:</p> <p>We want our Children's Services to be aspirational, we will ensure that children in Sandwell are safeguarded and that adverse childhood experiences are minimised.</p>	<p>Engagement and registration of local people to provide IAG (information, advice and guidance) and employment support.</p>	<p>April 18 – December 2018</p> <p>665 registrations.</p>

Priority	Action Taken	Outcomes from Action
Sue Moore Priority 1: We want our Children's Services to be aspirational, we will ensure that children in Sandwell are safeguarded and that adverse childhood experiences are minimised.	Work with MySandwell team (or alternative) to achieve online referral process for all service areas including attendance (schools' requests for support). We have succeeded in working with MySandwell team to date to achieve online child employment and entertainment licensing plus online payment of penalty notices.	Efficiency savings achieved in relation to online child employment and entertainment licensing plus online payment of penalty notices. When schools are able to make online requests for support, further efficiencies and capacity is anticipated, including improved response rate due to increased accuracy of initial information provided. This could lead to further efficiency savings across the Education, Skills and Employment directorate.
	Complete/finalise mapping in relation to school attendance referral procedures, including CME and education otherwise than at school. Mapping started, and working version to be confirmed/progressed with MySandwell team and/or alternative provider.	As above, plus improved clarification and consistency for schools and service staff in relation to procedures and expected outcomes i.e. better working relationships with schools.
	Clarify future expectations of the Sandwell Children's Trust in relation to the MASH (Multi-Agency Safeguarding Hub). Discussions ongoing.	Improved clarification and consistency for schools and service staff in relation to procedures and expected outcomes i.e. continued safeguarding of children.

Priority	Action Taken	Outcomes from Action
Sue Moore Priority 3: We want every child to have a good school place in Sandwell. We will work to provide additional school places to meet our growing population needs and work with schools to raise education standards.	Cabinet approval for four major school capital projects within the Schools' Capital Programme to ensure a sufficient supply of secondary school places is available to meet demand for September 2019.	For September 2019, capital expansion projects that we plan to complete: <ul style="list-style-type: none"> • George Salter Academy (250 places); and • Shireland Collegiate Academy (275 places). New build schemes completed at: <ul style="list-style-type: none"> • Q3 Academy Langley (480 places); and • Kelvin Way, West Bromwich – West Bromwich Collegiate Academy (300 places).
Andrew Timmins Priority 3: We want every child to have a good school place in Sandwell. We will work to provide additional school places to meet our growing population needs and work with schools to raise education standards.	School Improvement School Improvement Adviser Team continue to work with schools and academies to improve outcomes for children and young people with a particular focus on increasing the proportion of pupils achieving the highest levels in all phases	Impact of this support will be confirmed in summer 2019 when results are published.
Lesley Hagger Priority 4: We want every child in Sandwell to have the very best start in life. We will work with partners and the community to improve school readiness.	Extended Children's Centre commissioning arrangement to 31 March 2020 with reduced budget.	Continuation of services for a further year to give time for full review to be completed.
Sue Moore Priority 5: We want children in Sandwell to be better prepared for adulthood. We will work in partnership with schools to develop the curriculum to ensure that our children are prepared for their life ahead.	We will: <ul style="list-style-type: none"> • continue to develop and promote the SRES curriculum working with, and for, Sandwell schools and academy schools; • work to deliver a high volume, high value business model to keep charges to Sandwell schools and families as low as possible. 	Sandwell children benefit from a broad, healthy, ambitious, skills and experience based curriculum shaped by their own schools. So far as possible, assisting families and schools to access SRES (Sandwell Residential Education Centres). Retain Sandwell attendance at 2017-18 levels.

Priority	Action Taken	Outcomes from Action
<p>Sue Moore</p> <p>Priority 3:</p> <p>We want every child to have a good school place in Sandwell. We will work to provide additional school places to meet our growing population needs and work with schools to raise education standards.</p>	<p>Cabinet approval for four major school capital projects within the Schools' Capital Programme to ensure a sufficient supply of secondary school places is available to meet demand for September 2019.</p>	<p>For September 2019, capital expansion projects that we plan to complete:</p> <ul style="list-style-type: none"> • George Salter Academy (250 places); and • Shireland Collegiate Academy (275 places). <p>New build schemes completed at:</p> <ul style="list-style-type: none"> • Q3 Academy Langley (480 places); and • Kelvin Way, West Bromwich – West Bromwich Collegiate Academy (300 places).
<p>Andrew Timmins</p> <p>Priority 5:</p> <p>We want children in Sandwell to be better prepared for adulthood. We will work in partnership with schools to develop the curriculum to ensure that our children are prepared for their life ahead..</p>	<p>School Improvement Adviser Team will work with schools and academies to improve outcomes for children and young people (GCSE performance)</p> <p>Detailed actions can be found in the individual Key Stage plans for the team.</p>	<p>Impact of this support will be confirmed in summer 2019 when results are published.</p>
	<p>Sandwell Adult and Family Learning Service (SAFL)</p> <p>Provide adult education and family learning courses within schools and children's centres to help improve the academic attainment of parents and families.</p>	<p>To date, 2018/19 adult education courses have run, or are planned to run in;</p> <p>8 primary schools.</p> <p>6 children's centres.</p>

Priority	Action Taken	Outcomes from Action
<p>Andrew Timmins</p> <p>Priority 6:</p> <p>Every child should be aware of career opportunities that are available in Sandwell. We will work with schools and local businesses to forge greater links to ensure that our young people are aware of future opportunities, taking advantage of the opportunities offered by the West Midlands Combined Authority</p>	<p>Sandwell Adult and Family Learning Service (SAFL)</p> <p>Provide 3000 adult education enrolments during 2018/19 of which 1000 will be for regulated learning.</p>	<p>889 enrolments</p> <p>(August to December 2018)</p> <p>Of which:</p> <p>444 - non-regulated</p> <p>445 - regulated</p>
	<p>Supporting local people to gain apprenticeships within the local authority and local businesses</p>	<p>April 2018 – December 2018</p> <p>113 apprenticeship starts</p>
	<p>Administering Levy support to local authority officers to improve skills and prospects</p>	<p>April 2018 – September 2018</p> <p>111 qualification starts via the Levy</p>
	<p>Sandwell Guarantee – supporting Sandwell young people to gain local apprenticeships.</p> <p>Supporting local employers with 50% of wages for 12 months to employ a Sandwell young person.</p>	<p>April 2018 – September 2018</p> <p>97 starts</p>
	<p>Employment and apprenticeship opportunities to the local community</p>	<p>April 2018 – December 2018</p> <p>204 total employment</p>

Section 4: Whole Budget 2018/2021

Divisional Planning

Director:

Lesley Hagger

Divisional Context:

Children's Services provides Social Care, Early Help, Education, Skills and Employment support for the children and young people of Sandwell. The service consists of three interconnected areas: Children and Families (Children's Social Care), Early Help, Education, Skills and Employment. From 1 April 2018, the Children's Social Care element of Children's Services will be delivered by Sandwell's Children's Trust which is independent to the council.

	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000	Target Budget 2020/21 £'000	Target Budget 2021/22 £'000
Director of Education and Employment	9,421	9,365	9,364	9,366
Education Support Services	1,669	1,664	1,664	1,664
Learning Improvement	3,171	3,104	3,104	3,105
Inclusive Learning	3,250	3,204	3,204	3,204
Director of Children's Services	4,296	5,364	5,364	5,365
Sandwell Children's Trust	58,229	53,793	53,793	53,793
* Grand Total Annual Budget:	80,036	76,494	76,493	76,497
* Staffing Levels:	476	419	419	419
* Total FTE	344	315	315	315

	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000	Target Budget 2020/21 £'000	Target Budget 2021/22 £'000
Employees	12,240	12,500	12,500	12,500
Premises	1,305	1,298	1,298	1,298
Transport	2,855	2,855	2,855	2,855
Supplies & Services	7,223	6,152	6,152	6,154
Third Party	58,229	58,229	58,009	58,029
Transfer Payments	46	46	46	46
Capital Charges	11,418	11,291	11,291	11,291
Total Gross Expenditure	93,316	92,371	92,151	92,173
INCOME:-				
Specific Grants	2,145	3,916	3,917	3,917
Partner Contributions	0	0	0	0
Fees & Charges	2,123	1,274	1,274	1,274
Other	9,012	8,253	8,253	8,251
Total Income	13,280	13,443	13,444	13,442
Net Target Budget	80,036	78,928	78,707	78,731

The directorate services are delivered through a range of units and teams. The above information provides an overview of the structure of the directorate and highlights the level of financial resources allocated to deliver the services that we provide.

Section 4: Whole Budget 2018/2021

Director of Education and Employment

Service Manager:

Lesley Hagger

Divisional Context:

The Director of Education and Employment is responsible for the delivery of the following key services:

- Education Support Services
- Learning Improvement
- Inclusive Learning

	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000	Target Budget 2020/21 £'000	Target Budget 2021/22 £'000
Employees	181	183	183	183
Premises	0	0	0	0
Transport	0	0	0	0
Supplies & Services	11	11	11	11
Third Party	0	0	0	0
Transfer Payments	0	0	0	0
Capital Charges	10,973	10,845	10,845	10,845
Total Gross Expenditure	11,165	11,039	11,039	11,039
INCOME:-				
Specific Grants	38	138	139	139
Partner Contributions	0	0	0	0
Fees & Charges	0	0	0	0
Other	1,706	1,536	1,536	1,534
Total Income	1,744	1,674	1,675	1,673
Net Expenditure - GRAND TOTAL (1)	9,421	9,365	9,364	9,366
Staffing Levels: (1)	2	2	2	2
Total Full Time Equivalent (1)	2	2	2	2

Education Support Services

Service Manager:

Sue Moore

Divisional Context:

Education Support Services encompasses 5 discreet service areas all of which contribute to the education directorate's objectives of learning support and school improvement across Sandwell. These service areas are:

- School Organisation and Development (which has a responsibility for forecasting pupil numbers and planning and providing new, quality school places)
- Attendance and Prosecution (which supports pupils, families and schools in improving attendance)
- School admissions and appeals (undertakes a coordinating role between all admission authorities, assisting parents in making realistic preferences and supporting the appeals process)
- Education Benefits (supporting families and schools in assessing free school meal eligibility and entitlement to transport) and Residential Centres (providing residential placements for children at 4 out of borough centres)

	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000	Target Budget 2020/21 £'000	Target Budget 2021/22 £'000
Employees	3,847	3,965	3,965	3,965
Premises	265	258	258	258
Transport	267	267	267	267
Supplies & Services	906	767	767	767
Third Party	0	0	0	0
Transfer Payments	0	0	0	0
Capital Charges	283	283	283	283
Total Gross Expenditure	5,568	5,540	5,540	5,540
INCOME:-				
Specific Grants	66	32	32	32
Partner Contributions	0	0	0	0
Fees & Charges	174	175	175	175
Other	3,659	3,669	3,669	3,669
Total Income	3,899	3,876	3,876	3,876
Net Expenditure - GRAND TOTAL (1)	1,669	1,664	1,664	1,664
Staffing Levels: (1)	179	126	126	126
Total Full Time Equivalent (1)	142	109	109	109

Section 4: Whole Budget 2018/2021

Learning Improvement

Service Manager:

Andrew Timmins

Divisional Context:

School Improvement provides challenge and support for all phases including primary, secondary, special schools and pupil referral units. The team is made up of around 9 school improvement advisers.

Post 16 Education includes a number of areas including Employment and Skills, Connexions and Adult Services.

Early Years covers all aspects of work relating to children up to the age of 5 including nursery funding for 2 year olds.

Area Education Officer oversees education visits and the admin support team for school improvement playing a key part in providing advice to schools on aspects which are not curriculum or performance related.

	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000	Target Budget 2020/21 £'000	Target Budget 2021/22 £'000
Employees	6,172	6,400	6,400	6,400
Premises	46	46	46	46
Transport	58	58	58	58
Supplies & Services	1,712	1,684	1,684	1,685
Third Party	0	0	0	0
Transfer Payments	0	0	0	0
Capital Charges	66	67	67	67
Total Gross Expenditure	8,054	8,255	8,255	8,256
INCOME:-				
Specific Grants	1,851	1,744	1,744	1,744
Partner Contributions	0	0	0	0
Fees & Charges	790	1,045	1,045	1,045
Other	2,242	2,362	2,362	2,362
Total Income	4,883	5,151	5,151	5,151
Net Expenditure - GRAND TOTAL (1)	3,171	3,104	3,104	3,105
Staffing Levels: (1)	189	182	182	182
Total Full Time Equivalent (1)	160	162	162	162

Inclusive Learning

Service Manager:

Chris Ward

Divisional Context:

Inclusive Learning supports vulnerable children and young people to achieve positive outcomes and engage in learning. In order to achieve this, it provides a number of key services. These include:

- Inclusion Support provides advice guidance, information and support to parents, carers and schools regarding children and young people who may have a broad spectrum of special educational needs
- Exclusions Service enabling the local authority to dispatch its statutory responsibilities in relation to the exclusion of school aged pupils
- SEN Home to School Transport

	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000	Target Budget 2020/21 £'000	Target Budget 2021/22 £'000
Employees	953	902	902	902
Premises	63	63	63	63
Transport	2,521	2,521	2,521	2,521
Supplies & Services	379	175	175	175
Third Party	0	0	0	0
Transfer Payments	0	0	0	0
Capital Charges	0	0	0	0
Total Gross Expenditure	3,916	3,661	3,661	3,661
INCOME:-				
Specific Grants	190	0	0	0
Partner Contributions	0	0	0	0
Fees & Charges	0	0	0	0
Other	476	457	457	457
Total Income	666	457	457	457
Net Expenditure - GRAND TOTAL (1)	3,250	3,204	3,204	3,204
Staffing Levels: (1)	14	14	14	14
Total Full Time Equivalent (1)	12	12	12	12

Section 4: Whole Budget 2018/2021

Director of Children's Services

Service Manager:

Lesley Hagger

Divisional Context:

Director of Children's Services includes the following key services:

- Director of Children's Services
- Children's Centres
- Other Commissioned Services
- Youth Services

	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000	Target Budget 2020/21 £'000	Target Budget 2021/22 £'000
Employees	1,087	1,050	1,050	1,050
Premises	931	931	931	931
Transport	9	9	9	9
Supplies & Services	4,215	3,515	3,515	3,516
Third Party	0	0	0	0
Transfer Payments	46	46	46	46
Capital Charges	96	96	96	96
Total Gross Expenditure	6,384	5,647	5,647	5,648
INCOME:-				
Specific Grants	0	0	0	0
Partner Contributions	0	0	0	0
Fees & Charges	1,159	54	54	54
Other	929	229	229	229
Total Income	2,088	283	283	283
Net Expenditure - GRAND TOTAL (1)	4,296	5,364	5,364	5,365
Staffing Levels: (1)	92	95	95	95
Total Full Time Equivalent (1)	28	30	30	30

Living our values and behaviours in our work

Putting our behaviours into practice

Trust | Show respect, make a personal impact, being open and honest

This behaviour means:

Show respect
Being aware of your impact on others and your use of resources. Valuing openness, listening to and understanding other people's views. Actively promoting equality and diversity. Working to minimise any harm in the working environment.

Personal impact
Taking ownership of your work, decisions, performance and development. Having a 'can do' approach and attitude.

Open and honest
Displaying high levels of personal integrity and ethical behaviour. Being truthful, honest and realistic. Giving reasons for your decisions and actions. Not getting carried away.

Examples of good performance:

Valuing difference. Encouraging ideas. Being open and non-judgemental. Controlling emotions. Demonstrating sensitivity. Balancing courage and consideration when challenging others.

Being reliable and accountable. Seeing things through to completion. Using initiative. Focusing on performance and accuracy. Being willing to learn.

Being sincere, trustworthy and reliable. Focusing on what is right – not who is right. Encouraging free-flowing conversation.

Unity | Focusing on customers, working with a team, communicating effectively

This behaviour means:

Customer Focus
Always thinking about what customers get from us. Reaching out to customers, listening to them and understanding their needs. Helping them make decisions about the services they need.

Team Worker
Working well with colleagues, forming effective partnerships (both inside and outside the council). Working fast. Achieving shared goals by working across disciplines.

Communicate Effectively
Encouraging two-way communication choosing the optimum time, style and approach to ensure effectiveness.

Examples of good performance:

Connecting with, and involving others by listening and talking to them. Giving sound advice. Following up on customers' requests. Seeking ways of helping customers. Sorting out problems promptly and professionally.

Creating a positive team spirit. Accepting responsibility for your own performance. Agreeing personal objectives (specific, measurable, agreed, realistic and timely) in consultation with others. Delivering results on time and to the required standard.

Using language that is clear and understandable. Keeping people informed and up-to-date. Being accurate and on time when you get or provide information. Questioning and listening effectively. Adapting your approach and style to meet the needs of the people you are communicating with.

Below are **good examples** of what our **behaviours** look like in practice. They are not all the ways we should behave but they help us to **understand** better what is expected from us as employees. Your manager will discuss the **values** and **behaviours** that are **essential** to your job role.

Progress | Being open to change, focusing on performance, getting team results

This behaviour means:

Open to Change
Seeing change as an opportunity, being receptive to new ideas. Adjusting to unfamiliar situations, demands and changing roles.

Performance Focus
Planning and organising your work so you meet deadlines (within the resources available to you). Consistently and successfully meeting objectives.

Team Results
Working with others to reach a common goal. Sharing information and supporting each other in a positive way.

Examples of good performance:

Thinking about how to improve. Being flexible and adaptable. Seeking performance improvements. Being open-minded about new ideas and proposals

Prioritising and planning. Working to high standards. Paying close attention to detail. Being conscientious and going further than expected ('the extra mile').

Recognising and appreciating the contributions of other team members. Sharing credit for success. Sharing skills, knowledge and encouraging others.





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