

**Children's Services and Education
Scrutiny Board**

**Monday 13 November, 2017 at 5.00 pm
Committee Room 2
at the Sandwell Council House, Oldbury**

Agenda

(Open to Public and Press)

1. Apologies for absence.
2. Members to declare:-
 - (a) any interest in matters to be discussed at the meeting;
 - (b) the existence and nature of any political Party Whip on any matter to be considered at the meeting.
3. To confirm the minutes of the meeting held on 11th September 2017 as a correct record.
4. Presentation of 2016-17 Sandwell Safeguarding Children Board (SSCB) Annual Report
5. Improved careers guidance in schools
6. Children's Trust Update
7. Vice-Chairs Update.

J Britton
Chief Executive
Sandwell Council House
Freeth Street
Oldbury

Distribution:

Councillor J Underhill (Chair),
Councillor S Phillips (Vice-Chair), Councillor C White (Vice-Chair),
Councillors Allen, Ashman, Y Davies, Hickey, L Horton, Preece, Rouf,
Shaeen.

Co-opted Members:-

Rev P French (Church of England Diocese representative)
Vacant (Roman Catholic Archdiocese representative)
Tahira Majid (Primary School Governor representative)
Vacant (Secondary School Governor representative)

**Agenda prepared by Deb Breedon
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Apologies

To receive any apologies from members

Declarations of Interest

Members to declare:-

- (a) any interest in matters to be discussed at the meeting;
- (b) the existence and nature of any political Party Whip on any matter to be considered at the meeting.

**Minutes of the Children's Services and Education
Scrutiny Board**

**11th September, 2017 at 5.00 pm
at the Sandwell Council House, Oldbury**

Present: Councillor Underhill (Chair);
Councillors Ashman, Hickey, Phillips, Rouf, and
White;
Mrs T Majid (Co-opted Member).

Apologies: Councillors Allen, L Horton, Preece, Shaeen and
Reverend P French.

17/17 **Minutes**

In relation to Minute No. 16/17, the Chair advised that the work group led by Councillor Phillips would concentrate on fostering because care leavers was the focus of work being undertaken by the Corporate Parenting Group.

Resolved that the minutes of the meeting held on 24th July, 2017 be confirmed as a correct record.

18/17 **Readiness for School – Ready Steady Learn**

Saeeda Norris, Parent Partnership Early Learning (PPEL) Manager provided a presentation relating to School Readiness – the Ready Steady Learn Programme.

The Board received an information pack from the Sandwell Family Information Service which aimed to help parents find information and advice relating to childcare and local family services in Sandwell. A handout from the Parents Early Years and Learning (PEAL) Organisation was also considered which demonstrated how parents help babies and young children learn.

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The Early Learning Manager presented slides relating to the following:

- early years provision in schools;
- private, voluntary and independent early years providers;
- early years data and key trends;
- current position and project objectives;
- children's Centre partnership working;
- parents comments and input;
- national reputation;
- early years and 30 hours funding.

During the presentation, the following points were raised:

- the team was working with foster carers along with Early Years practitioners across Schools, Day Care, Pre-Schools, Children's Centres and Childminders and work force development team to ensure that advice, training and legislative updates were current;
- the work presented had been acknowledged nationally and the team was very proud of that;
- the data relating to expected level for 5 year olds had shown a 2% decrease, from 9% to 7% last year, but the biggest challenge for Sandwell families was boys writing;
- the Ready Steady Learn programme objectives highlighted that parents needed to talk to their babies and verbalise what they were trying to portray;
- developmental information was translated into numerous languages to assist parents for whom English was a second language;
- Sandwell parents were reported to have great aspiration for their children but not much aspiration for themselves;
- the benefits of parents working with their children on a one-to-one basis 'fundamental home learning', was very important;
- listening, talking and thinking from the PEAL workshops was reported to be the hardest things for Sandwell parents to do with their children;
- Sandwell's Early Years' Team had developed opportunities for parents to learn things that they had not done before, for example, one parent was able to bake fairy cakes for the first time. The activities helped parents to build self-esteem and achieve new things, which encouraged them to spend time showing children how to do things and talk with their children;

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- the Early Years Group Manager advised that Sandwell was the only Council working with the National Children's Bureau on working with parents in this way on REAL (Raising Early Achievement in Literacy with Under Twos).

During a question and answer session the following points were considered:-

- there were approximately 10,000 children in Sandwell schools and pre-school, with 108 nurseries including private sector nurseries which also carried out outreach work;
- a higher proportion of children in Sandwell enter nurseries operating below national expected levels than most other parts of the country. Our work has helped to close the gap by the end of early years - indicating that the measures in Sandwell were making a difference;
- parents needed support in Sandwell; many unskilled parents were given opportunity to access outreach work to raise parental aspirations;
- the pilot area was chosen to get an idea of the baseline for further roll out, a questionnaire would have to further test the baseline. This would be a longer-term project across the six towns;
- to encourage take up of support for parents who were hard to reach using mechanisms to involve other parents to work with them;
- 65% take up and 35% non-take up rates were explored. The Council had data to show where families that did not take up the offer were situated and could work with them. The Government had built choice into the legislation, as such there was no requirement for two year olds to attend nursery and children were often looked after by extended family. It was the Council's aim to get to 90% take up of nursery spaces.

In relation to a question about developing applications (APPS) to develop reading skills in two year olds, it was suggested that the child needed to develop interaction with others and that could be achieved by reading and talking about books which was thought to benefit both parent and child. Interaction by talking and asking questions about the story and the characters developed communication and literacy skills. The Chair questioned how parents with low literacy levels would cope and was advised that the books approach was very practical, it was recognised that every parent had a different starting point and that the action of going to a library, choosing a book and

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exploring the book with your child either in the library or at home afforded the parent a range of experiences, getting them out of the house, meeting people at the library and children interacting with other children outside of the home environment were all good experiences.

The Board highlighted that the early exposure to books and communication could also help with the early identification of special educational needs (SEND).

The Chair thanked the Early Years Manager for her presentation and acknowledged that the programme was helping to open doors for parents and children in Sandwell.

Resolved that the presentation on Ready Steady Learn be received and relevant information shared with the Fostering and Special Educational Needs (SEND) Scrutiny Work Groups.

19/17 **Update on the Children's Trust**

Tara Malik, Service Manager Chief Executives Change and Communications Team and Darren Carter, Executive Director - Resources provided an update on the current progress, timelines and work completed in the move towards the Children's Trust.

The presentation considered mechanisms for scrutiny of the Children's Trust and of services that would remain in the remit of the Director of Children's Services.

The Board was advised of the progress to recruit key posts to the Children's Trust. The closing date for applications for the post of Chief Executive was 29th September 2017. The overall timeline for the Children's Trust going live depended on the successful appointment of a Trust Chief Executive. The Shadow Board would meet on 26th September 2017 to consider an update.

In relation to funding, the Board was advised that the Council had secured all the funding set up costs from the Department for Education (DFE) including the cost of Non-Executive Directors for a five-year period.

The Service Manager advised that the office accommodation at Metsec and Wellman Building was the largest cost to the Council and that £1 million had been set aside to prepare the buildings for use by the Children's Trust. She advised that office layouts had been agreed

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and the contract had been awarded to commence on 1st October 2017. Interim family conferencing facilities had been created to continue service improvement whilst the buildings were being made ready.

The Executive Director advised that there would be significant investment from the Children's Services budget, not due to the change to a Children's Trust but due to the increasing pressures on Children's Services such as looked after children (LAC). He advised that the Department for Education advisors were working on factors that informed the baseline and that support services would be provided by the Council via a service level agreement for a period of 12 months.

The Executive Director advised that the Council was prepared and had been building associated costs of the Children's Trust into the budget for months. He advised that the Government would also fund the VAT liability.

The Service Manager outlined the Council's capacity after the Children's Trust went live; the remaining services would be education related with some elements of the Children's Centres and would fall under the remit of the Director – Education, Skills and Employment.

The Board was advised of the role of scrutiny in relation to Children's Services and Education. The Chair advised that she had contacted Slough and Sunderland local authorities to find out more about their scrutiny arrangements with their Children's Trusts. The Service Manager advised that scrutiny arrangements were stated in the contract and that there was a need for a good relationship between the Council and the Children's Trust. The Chair advised that she had met with Jacqui Smith, Chair of the Children's Trust Board and that she had indicated that she would look at all scrutiny work carried out and would welcome any invitation to attend scrutiny moving forward. The Chair clarified that the Cabinet Member would carry out a monitoring role and that she would work with the Cabinet Member and the Chair of the Trust to agree a clear role for scrutiny moving forward and in order to develop the way forward, it was important to meet regularly.

The Chair thanked officers for a comprehensive update.

Resolved that the Cabinet Member for Children's Services be requested to hold regular meetings with the Chair of the Children's Services and Education Scrutiny Board and the Chair

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of the Sandwell Children's Social Care Trust to agree the way forward for scrutiny of the Trust.

20/17 **Retention and incentives for social workers**

Vince Clark, Interim Director – Children and Families provided an update of recruitment and retention of Social Workers with emphasis on incentives for retention.

The Interim Director referred to the availability of experienced social workers and indicated that this was not an issue unique to Sandwell, he clarified that the current recruitment plan related to four strands of activity:

- ongoing recruitment activity – 59 appointments in the first 6 months of 2017;
- a dedicated recruitment partner to recruit 45 experienced social workers and 11 managers targeted by the end of November 2017;
- volume recruitment campaign to provide 15 social workers for immediate start whilst permanent staff were appointed;
- recruitment of 20 newly qualified social workers to start before the end of October 2017.

The Interim Director advised that the recruitment was tracked on a weekly basis and the current position revealed that there was a target of 184 staff and currently with the changeover from agency to permanent staff, this number had been surpassed. He explained that there was interim cover for social workers on sick leave and that some staff would be released and replaced with permanent staff, the aim being to develop a quality work force.

Once in place, the retention of staff would be dependent on several factors including balanced caseloads, office environment, flexible working and the level of supervision. The Interim Director indicated that the level of supervision, information technology and office accommodation had moved forward in the last six months and the Sandwell offer to social workers was coming together. He advised that morale was in a much better place.

The Chair highlighted that neighbouring local authorities were competing to recruit the same people and that staff could move around the area. The Interim Director acknowledged that this was the case but advised that the agreement held between councils was

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that the pay offer would not be increased, ultimately there would be no benefit to the Council as costs would increase. He advised the Sandwell offer would focus on proper support and training.


The Board welcomed the progress and noted the update.

(Meeting ended 6.35 pm)

Contact Officer: Deb Breedon Democratic Services Unit 0121 569 3896

REPORT TO CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

13 November 2017

Subject:	Presentation of 2016-17 Sandwell Safeguarding Children Board (SSCB) Annual Report
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Executive Director of Children's Services – Jim Leivers
Contribution towards Vision 2030:	
Contact Officer(s):	Raj Bector; Business Manager Raj_bector@sandwell.gov.uk

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Considers the 2016-17 Sandwell Safeguarding Children Board (SSCB) Annual Report.
2. Makes any recommendations as necessary.

1 **PURPOSE OF THE REPORT**

1.1 To present to the Children's Services and Education Scrutiny Board:

- the Sandwell Safeguarding Children Board Annual Report
- and
- a presentation of the SSCB 2016/17 Annual Report by Audrey Williamson - Independent Chair. The presentation outlines:
 - key milestones and challenges leading to the present position;
 - what's working well;
 - what we are concerned about;

- what we have learned
- SSCB Strategic Priorities 2017-2018 and
- What happens next – 10-point action plan.

1.2 Working Together to Safeguard Children, 2015 (the statutory guidance to inter-agency working to safeguard and promote the welfare of children), requires the Chair of the Local Safeguarding Children Board (LSCB) to publish an Annual Report on the effectiveness of child safeguarding in the area served by the Board. The attached report details the Sandwell Safeguarding Children Board's (SSCB/ Board) activities but, more importantly, it provides an overview of the effectiveness of multi-agency safeguarding arrangements in Sandwell.

2 **IMPLICATIONS FOR SANDWELL'S VISION**

2.1 The work of SSCB, and the annual report itself, provides a transparent assessment of the performance and effectiveness of local services. This enables an holistic view in respect of the Council's Vision 2030 and in particular:

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

3 **BACKGROUND AND MAIN CONSIDERATIONS**

3.1 The SSCB annual report for 2016/17 is a transparent assessment on the effectiveness of safeguarding and the promotion of child welfare across Sandwell.

3.2 Chapter 1 (page 4) introduces the annual report by way of a foreword from the Independent Chair.

3.3 Chapter 2 (page 5) provides background information about the annual report.

3.4 Chapter 3 (page 6 - 8) summarises broad information about SSCB with a focus on key roles and relationships.

- 3.5 Chapter 4 (pages 9 - 11) sets the context for safeguarding in Sandwell by providing high level statistical information; details of governance and accountability arrangements; and information about business priorities and actions from the 2016 LGA peer review.
- 3.6 Chapter 5 (pages 12 - 23) summarises performance against the three 2016/17 strategic priorities) with a particular focus in respect of the Board's key safeguarding areas of CSE, Domestic Abuse; Early Help.
- 3.7 Chapter 6 (pages 24 - 34) highlights key activity and the lessons that SSCB has identified through its Learning & Improvement Framework. The chapter draws on the work of the L&D Subgroup; SCR Subcommittee; and CDOP.
- 3.8 Chapter 7 (pages 35 - 48) scrutinises the effectiveness of safeguarding children in Sandwell by discussing work undertaken by the Quality of Practice and Performance Subgroup in respect of s175 and s11 audits; as well as multiagency and single agency audits. The chapter also uses information from the Board's performance reports to identify key trends. Private fostering, elective home education and the Local Authority Designated Officer role are also referenced in the chapter.
- 3.9 Chapter 8 (page 49) sets out the key priority areas going forward.
- 3.10 Chapter 9 (pages 50 - 51) sets out the key messages from the Independent Chair of SSCB to key people involved in the safeguarding of children and young people.
- 3.11 Appendix 1 (pages 52 - 76) details the safeguarding assurances provided by partners.
- 3.12 Appendix 2 (page 77) sets out the Board's structure during 2017/18.
- 3.13 Appendix 3 (page 78) provides information about Board attendance and financial arrangements.
- 3.14 Appendix 4 (page 79) provides a glossary of terms.

4 THE CURRENT POSITION

In identifying the priorities Sandwell LSCB will take forward into 2017/18, the Board has considered the range of learning and information presented during the year and summarised in the annual report. We have looked in detail at the experience of individual children through Serious Case Reviews, local learning reviews, audits of multiagency work and listening to staff working every day with vulnerable children. This has improved our understanding of the need to focus on specific areas of work.

This has enabled us to conclude that we must retain our existing priorities:

- (i) **SSCB communicates effectively** to ensure that the work of the Board is well publicised, that learning is disseminated and that the voice of children, young people, practitioners and the wider community (including minority groups and faith groups) are able to influence the Board's work.
- (ii) SSCB is assured that **effective arrangements are in place for responding to key safeguarding risks** including early help, child sexual exploitation (abuse), neglect, domestic abuse, mental health of children and young people and that there is consistently good practice across safeguarding services.
- (iii) SSCB has a clear understanding of the **effectiveness of the safeguarding system** in Sandwell and can evidence how this is used to influence the Boards priorities.

4.2 We must however ensure a clearer focus on specific key areas of work including neglect (a theme reflected in our Serious Case Reviews and Significant Incidents); ensuring the partnership delivers high quality "core business"; supporting the transition to a Childrens Trust.

4.3 The Board have developed a 10-point action plan (see page 50 of the report) to drive forward the priorities

5 **CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)**

5.1 The partnership have been widely consulted on the annual report which was ratified at the Board meeting on 12 September 2017.

6 **ALTERNATIVE OPTIONS**

6.1 There are no alternative options.

7. **STRATEGIC RESOURCE IMPLICATIONS**

7.1 There are no specific financial implications arising from this report.

7.2 The formulation of the annual report was met from existing resources

8. **LEGAL AND GOVERNANCE CONSIDERATIONS**

- a. In accordance with Working Together 2015, a copy of the report has been sent to the Chief Executive of Sandwell MBC, Leader of the Council, Chair of the Health & Well-being Board and Police and Crime Commissioner.

9 EQUALITY IMPACT ASSESSMENT

- 9.1 The SSCB annual report is the responsibility of the SSCB and is a summary and assessment of the work of all partners in meeting the safeguarding agenda. This report is for information only and the actions contained within the boards plan will have their own Equality Impact Assessment (EIA) as required.

The Corporate Risk Management Strategy (CRMS) has been complied with – to identify and assess the significant risks associated with this decision/project. This includes (but is not limited to) political, legislation, financial, environmental and reputation risks.

10 DATA PROTECTION IMPACT ASSESSMENT

- 10.1 There are no data protection issues arising from this report, the 2016-17 Sandwell Safeguarding Children Board Annual Report or the attached presentation/summary.

11 CRIME AND DISORDER AND RISK ASSESSMENT

- 11.1 There are no crime and disorder implications arising from this report.
- 11.2 The Corporate Risk Management Strategy (CRMS) has been complied with – to identify and assess the significant risks associated with this decision/project. This includes (but is not limited to) political, legislation, financial, environmental and reputation risks.

12 SUSTAINABILITY OF PROPOSALS

- 12.1 “What Happens Next” contains 10-point Action Plan up to March 2018.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

- 13.1 The annual report was presented at the Health and Wellbeing Board on 9 November 2017.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

14.1 There are no implications on any Council managed property or land.

15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

15.1 That members note the content of the 2016-17 SSCB Annual report

16 BACKGROUND PAPERS

16.1 None.

17 APPENDICES:

2016-17 SSCB annual report.

Presentation/ Summary presentation by Audrey Williamson – Independent Chair.

Jim Leivers

Executive Director of Children’s Services (Interim)





Sandwell Safeguarding Children Board (SSCB)

2016/17 Annual Report

Audrey Williamson - Independent Chair



A Board in Challenging Circumstances



- Aug 2016: John Harris, the previous Independent Chair left
- Oct 2016: Direction to the Council to set up a Trust
- Jun 2017: Audrey Williamson commences role as Chair
- Deputy Chair, Claire Parker, covered the post on behalf of the Board in the intervening period.
- Unprecedented pressures on public finances
- A period of national policy changes including to the focus and remit of safeguarding boards



What's working well?



- A Peer Review of the SSCB undertaken by the LGA found that the Board was meeting its statutory duties
- Interface with the schools sector has improved with the Designated Safeguarding Practitioners (DSP) forum becoming more embedded and robust
- Sandwell LSCB successfully led the regionalisation of safeguarding procedures with eight other Local Authority areas – <http://westmidlands.procedures.org.uk/>
- Improved performance data
- Work commenced to improve engagement with faith, culture and emerging communities



What are we concerned about?

- Impact of the Board's work on frontline practice and how this is evidenced
- Pace of progress with community engagement and acting on the voice of the child
- Increased referrals to Childrens Social Care with the presenting need of *neglect* (a theme also reflected in recent SCRs and significant incidents)
- Supporting the transition to a Childrens Trust
- Ensuring the partnership delivers high quality "core business"



Learning from SCRs

- The voice of the child needs to be *actively* listened to
- The long term impact of neglect needs to be acknowledged and recognised
- Communication between agencies needs to be strengthened
- Culture and relationships need to be respected
- There is a need to strengthen the multi-agency response to CSE
- Care planning, placements and transition for vulnerable young people needs to be more robust



Learning from Audit

Four multi-agency audits in respect of Neglect; CSE & Missing, Domestic Abuse and Early Help and the role of Lead professional were coordinated during the year. Learning notes for each audit were disseminated to the partnership and made available on the SSCB website.

The key learning points from the four audits were:

- Understanding Cultural and identity Issues
- Case recording
- Coordinating Services Effectively
- Considering Family History
- Referrals to other services
- Training



SSCB Strategic Priorities



2017 - 2018

Strategic Priority 1

SSCB **communicates effectively** to ensure that the work of the Board is well publicised, that learning is disseminated and that the voice of children, young people, practitioners and the wider community (including minority groups and faith groups) are able to influence the Board's work

Strategic Priority 2

SSCB is assured that **effective arrangements are in place** for responding to key safeguarding risks including early help, child sexual exploitation (abuse), neglect, domestic abuse, mental health of children and young people and that there is consistently good practice across safeguarding services

Strategic Priority 3

SSCB has a **clear understanding of the effectiveness of the safeguarding system** in Sandwell and can evidence how this is used to influence the Boards priorities





What Happens Next

10-Point Action Plan

Action	Priority	Due Date
1. Deliver a community engagement event to work more closely with Sandwell's diverse communities	Priority 1	Dec 2017
2. Develop a Safeguarding Board Communications Strategy	Priority 1	Mar 2018
3. Board members to undertake a 'Walk the Floor' exercise to raise the visibility and influence of SSCB	Priority 1	Mar 2018
4. Be assured of the effectiveness of Sandwell's refreshed Early Help strategy	Priority 2	Mar 2018
5. Establish a time-limited neglect working group to improve how the partnership work with families who experience neglect	Priority 2	Mar 2018
6. Refresh the Safeguarding Board's threshold document	Priority 2	Dec 2017
7. Robustly scrutinise performance information relating to Initial Child Protection Conferences and Core Group meetings (following a recent SCR)	Priority 3	Mar 2018
8. Undertake a comprehensive Section 11 audit with returns being rigorously analysed and challenged	Priority 3	Dec 2017
9. Develop a plan to establish new safeguarding arrangements in preparation for the replacement of LSCBs	Priority 3	Mar 2017
10. Undertake purposeful consultation with children and young people in order to directly hear their voice (this will include a 'takeover session' of the Board; working with the SHAPE Forum to understand the experiences of children who use services; eliciting the child's experience through the Board's audit work).	Priority 1 & 3	Mar 2018

REPORT TO CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

13 November 2017

Subject:	Improved careers guidance in schools
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Director – Education, Skills and Employment – Chris Ward
Contribution towards Vision 2030:	 
Contact Officer(s):	Erroll Blackwood – Post 16 Manager erroll_blackwood@sandwell.gov.uk

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Consider - In order to provide outstanding career provisions, it is imperative for schools and colleges to implement an effective careers education, information, advice and guidance (CEIAG) strategy that will increase opportunities for pupils leaving school.
2. Recommend – to consider and comment on the report'

1 PURPOSE OF THE REPORT

At the February 2017 Scrutiny Board the Director - Education was requested to identify a school delivering careers guidance and to invite the school to share best practice.

2 IMPLICATIONS FOR SANDWELL'S VISION

- 2.1 The benefits for Sandwell's 2030 vision for all secondary schools achieving the benchmarks are:

- 2.2 **AMBITION 3** - Our young people will get a better understanding of potential work and progression routes
- 2.3 **AMBITION 4** – Our young people are better motivated to commit to education and acquire the skills and qualifications they require for a successful working life and, as a result, are likely to achieve more.

3 **BACKGROUND AND MAIN CONSIDERATIONS**

3.1 The Department for Education published statutory guidance for maintained schools on their duty to provide careers guidance. The guidance also sets out the following on three aspects of quality assurance that schools should take into consideration in fulfilling their duties:

3.1.1 **The quality of the school careers programme.** The Government recommends that all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme.

3.1.2 **The quality of independent careers providers.** The recognised national quality standard for information, advice and guidance (IAG) services is the matrix Standard. To achieve the Standard, organisations will need to demonstrate that they provide a high quality and impartial service. Schools can access an online register of organisations accredited to the matrix Standard.

3.1.3 **The quality of careers professionals working with the school.** The Career Development Institute has developed a set of professional standards for careers advisers, a register of advisers holding postgraduate qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications

4 **THE CURRENT POSITION**

4.1 Ofsted is increasingly giving CEIAG a higher priority in school inspections how leaders, managers and governors plan and manage careers advice so all learners are well prepared for the next stage in their education, training or employment.

4.2 A growing number of schools across the UK already either hold, or are working towards, one of the careers education, information, advice and guidance (CEIAG) quality awards. Quality awards for careers are relevant to all parts of the UK, but there has been a spike in interest in Sandwell since the publication of government recommendations that all schools should work towards a quality award.

- 4.3 Ormiston Sandwell Community Academy (OSCA) was the first school in the country to be credited as a 'Gold' standard institution for the quality of careers advice it provides its students. The standard is awarded to schools and education providers who demonstrate the importance placed on careers, and the vital support given to students to help decide about their next steps after leaving school. The Academy's Lead for Careers Education has also been nationally recognised for her commitment as the winner of the 'Securing Futures' award at the OAT Annual Awards.

5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

- 5.1 In October 2017, Connexions Sandwell established a career leads network. The CEIAG Network brings together the career leads from both schools and colleges to support each other and share good practice. The October meeting was well attended and had national guest speakers.

6 ALTERNATIVE OPTIONS

- 6.1 All Sandwell secondary schools signed up to the Sandwell Raising Participation Pledge in 2013 endorsed by the Lead Member for Children Services. The pledge is based on the duties set out for providers in legislation and in the Statutory Guidance on the Raising of the Participation Age, and each school agreed to ensure that all students will receive good quality independent and impartial information and advice on the full career options available to them.

7 STRATEGIC RESOURCE IMPLICATIONS

- 7.1 PWC has estimated that it would cost a school just over £50K the first year to fully implement all eight Gatsby career benchmarks (if no activity is currently happening. Currently five secondary schools have been assessed, and have met the standard for this award. A further nine secondary schools are using the Gatsby benchmarks to develop their CEIAG provision and will be assessed for the award. In addition, Brades Lodge and Meadows Special School are also working towards the award.
- 7.2 The Connexions Service school based Personal Advisors will promote and support the use of the Gatsby benchmarks to enable schools to be externally assessed against a Quality award. Each secondary school will be allowed to use up two days of their Connexions Personal Advisor time to help them achieve the award. If a school requires more allocation than the two days then the Connexion Service will charge them for it.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

- 8.1 The statutory duty rests with the school governing bodies (and not the council) to ensure that all registered pupils at the school are provided with

Careers Education, Information, Advice and Guidance (CEIAG) from year 8 (12-13 year olds) to year 13 (17-18 year olds).

9.1 EQUALITY IMPACT ASSESSMENT

8.2 All Connexions CEIAG is provided in an impartial manner — no bias or favouritism towards a particular education or work option, as they explore the whole range of education or training options — including apprenticeships and other vocational pathways. Advice should always promote the students' best interests. This is measured/tested through the Matrix Quality Award.

8.3 Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

9 DATA PROTECTION IMPACT ASSESSMENT

9.1 All the information contained in this report is in the public domain.

10 CRIME AND DISORDER AND RISK ASSESSMENT

10.1 Not applicable

11 SUSTAINABILITY OF PROPOSALS

11.1 Secondary schools that have not bought a traded service off Connexions will be charged £500 for the assessment of the final Quality in Careers Standard folder.

12 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

12.1 Research from education and employers shows that young people who have four or more workplace encounters while at school are 86 per cent less likely to be 'not in education, employment or training' (NEET) and, on average, will go on to earn 18 per cent more than their peers who did not. Source - The Careers & Enterprise Company.

12.2 Being NEET is associated with poorer physical and mental health. Someone who is NEET as a young person has a greater chance of depression in early adulthood. He or she is also more likely to use drugs and alcohol. This means that being NEET imposes a significant burden

on the healthcare, social care, and criminal justice systems. Source Man Group plc Charitable Trust

13 **IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND**

13.1 None

14 **CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS**

14.1 The Department for Education(DfE) in its' revised Statutory Guidance for schools on their careers guidance duty (April 2017) recommended that schools should work towards a careers education, information, advice and guidance (CEIAG) Quality Award, which is nationally validated by the Quality in Careers Standard.

15 **BACKGROUND PAPERS**

16.1 The Quality in Careers Standard Guide

16 **APPENDICES:**


Chris Ward

Director – Education, Skills and Employment



REPORT TO CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

13 November 2017

Subject:	Update on the Children's Social Care Trust
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Executive Director of Children's Services – Jim Leivers
Contribution towards Vision 2030:	
Exempt Information Ref:	
Contact Officer(s):	Jim Leivers, Interim Executive Director Children's Services jim_leivers@sandwell.gov.uk

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Considers and comments on the update on the Children's Social Care Trust.

1 **PURPOSE OF THE REPORT**

To consider an update on the Sandwell Children's Social Care Trust.

2 **IMPLICATION FOR THE COUNCIL'S AMBITION**

- 2.1 The Sandwell Children's Social Care Trust aims to improve outcomes for vulnerable children and families and improve social care practice. Therefore, the Trust will help achieve the ambitions around caring for vulnerable children and families and helping the community feel safer.
- 2.2 The Children's Social Care Trust will support the Council's ambitions:

- 2.3 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.
- 2.4 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.
- 2.5 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.
- 2.6 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.

3 BACKGROUND AND MAIN CONSIDERATIONS

- 3.1 To be outlined in the presentation.

4 THE CURRENT POSITION

- 4.1 To be outlined in the presentation.

5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

- 5.1 There is no requirement to consult on this issue.

6 ALTERNATIVE OPTIONS

- 6.1 The Local Authority is under a statutory direction to set up a new arrangement in the form of a Children's Trust to deliver children's social care services. There are no alternative options.

7 STRATEGIC RESOURCE IMPLICATIONS

- 7.1 There are no strategic resource implications arising directly from this report.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

- 8.1 To be outlined in the presentation.

9 EQUALITY IMPACT ASSESSMENT

9.1 The Local Authority aims to ensure equality for vulnerable children and families and improve social care practice. In this way the Trust will contribute towards equality in the wider community.

10 **DATA PROTECTION IMPACT ASSESSMENT**

10.1 There are no data protection issues arising from this report.

11 **CRIME AND DISORDER AND RISK ASSESSMENT**

11.1 There are no crime and disorder implications arising from this report.

12 **SUSTAINABILITY OF PROPOSALS**

12.1 The proposals contained in this report have been future proofed for future requirements.

13 **HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)**

13.1 The Sandwell Children's Social Care Trust aims to improve outcomes for vulnerable children and families and improve social care practice. In this way, the Trust will contribute towards the health and wellbeing of the wider community.

14 **IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND**

14.1 There is no effect to assets or land owned or managed by the Council.

15 **CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS**

15.1 To be outlined in the presentation.

16 **BACKGROUND PAPERS**

16.1 None.

17 **APPENDICES:**

17.1 None.

Jim Leivers
Executive Director of Children's Services (Interim)