


REPORT TO CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

07 January 2019

Subject:	Cambridge Education report
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Executive Director of Children's Services – Lesley Hagger
Contribution towards Vision 2030:	
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DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. receives the report and considers the presentation given at its meeting regarding the recommendations for skills and employment;
2. receives a further report on Play and Youth Services at its next meeting, in March 2019.

1 PURPOSE OF THE REPORT

- 1.1 To provide the Scrutiny Board with the recommendations/options contained in the report on education services, commissioned from Cambridge Education.
- 1.2 To present to the Scrutiny Board suggested next steps to implement actions relevant to skills and employment services.
- 1.3 To request that the Scrutiny Board receives a further report on Play and Youth Services at a future meeting.

2 IMPLICATIONS FOR SANDWELL'S VISION

- 2.1 Education services contribute to the achievement of many of the Vision 2030 ambitions, and in particular, that Sandwell's children and young people are equipped to succeed in education and in life. A good early start in life and the opportunity to grow up in a community that is ambitious and aspirant is a critical factor in achieving these ambitions.

3 BACKGROUND AND MAIN CONSIDERATIONS

- 3.1 The establishment of Sandwell Children's Trust has meant that many of the services previously comprising SMBC's 'Children's Services' are no longer based in the local authority. However, a wide range of other important services for children and young people continue to be directly delivered by the local authority and Cambridge Education was commissioned to consider the current level of provision, the statutory nature of these provisions, and opportunities for the future of these services.
- 3.2 The report was carried out in two stages and developed a number of recommendations/options for the Council to consider. These were designed to enable the Council to consider ways of organising and delivering services more cost effectively and of helping to achieve better outcomes for children, young people and families. They are set out in the report as follows and will be further developed in the presentation to the Scrutiny Board at its meeting:

3.3 Connexions and Employment and Skills

- Move the careers guidance offered to schools by the Connexions Service to a fully-traded model, phasing out the free offer to schools and offering schools a costed offer of support instead, including support for the Gatsby Benchmarks, while continuing to ensure that care-leavers have access to careers information, advice and guidance.
- Bring together the Connexions service, tracking and NEET engagement services with the services offered by the Employment and Skills service under a single leadership/management structure to provide a coherent integrated offer to young people and adults and a single point of contact for external agencies and partners.
- End blanket support for all apprentices and use a risk-based approach to identify and support those most at risk of failure. While continuing to support apprenticeships in the Council, replace the offer of support and mentoring for all apprentices employed by other

employers with an approach that targets support only at those apprenticeships that are identified as most at risk of failure using the Risk of NEET indicator approach to identifying those at risk.

3.4 Early Years, Children's Centres and Youth services

- Review the number and variety of parenting programmes; and align these to a new multi-agency Parenting Strategy and move to joint management and planning of all parental partnership programmes, and co-location with, or close collaboration with, Children's Centres.
- Review the range of services and the service offer on the Family Information Service (FIS) website and how this could be more joined up with information and advice provided by other services; move to a greater focus on enabling parents to self-help and self-service, in order to promote independence and reduce dependency on the FIS helpline.
- Review the provision of Qualified Teachers in Children's Centres and consider the potential risks and benefits of moving to a different model.
- Embed the Youth Service objectives, business planning and outcome measures as part of the overall Early Help strategy to give the service a clear direction and a clear outcomes framework to measure impact, moving towards a more targeted offer focusing on the most vulnerable young people and moving universal youth services towards becoming self-financing.
- Develop 0 to 19 (to 25 for SEND) early help hubs incorporating Children's Centre and Youth Services and re-designate Children's Centres and Youth Centres as Family Centres or Family Hubs, which bring together services within a single family support management or commissioning structure (including the Family Information Service and parenting programmes) and provide a fully integrated, locality-based all-age early help offer to children, young people and their families.

4 THE CURRENT POSITION

- 4.1 The options provided within the Cambridge Education report were not directly founded on improving outcomes, or delivering more efficient and cost-effective services. However, the report has been helpful in providing the Council with assurance regarding the statutory nature of services delivered and has offered a range of options for consideration.

- 4.2 Work is now starting on developing the skills and employment services.
- 4.3 Further consideration is required about Play and Youth Services.
- 4.4 The current Children's Centre contract has been extended for one year, to 31 March 2020, and a service delivery review will begin in 2019.

5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

- 5.1 Year 9 pupils were engaged in a full consultation programme as part of the Vision 2030 development.
- 5.2 Current plans regarding the alignment of skills and employment services do not require staff consultation.

6 ALTERNATIVE OPTIONS

- 6.1 A range of alternative service options were considered in the Cambridge Education report.

7 STRATEGIC RESOURCE IMPLICATIONS

- 7.1 Savings targets have been identified for 2019/20 subject to the budget consultation process.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

- 8.1 There are no current considerations.

9 EQUALITY IMPACT ASSESSMENT

- 9.1 There are no current requirements for an equality impact assessment to be carried out relevant to this paper.

10 DATA PROTECTION IMPACT ASSESSMENT

- 10.1 There are no current requirements for a data protection impact assessment to be carried out relevant to this paper.

11 CRIME AND DISORDER AND RISK ASSESSMENT

- 11.1 There are no relevant crime and disorder risks.

12 SUSTAINABILITY OF PROPOSALS

12.1 The sustainability of services is reliant on the continued provision of funding for services, some of which are directly funded through government grants or traded income.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

13.1 Education and other services that benefit the wellbeing of children and young people are a vital component of successful lives and contribute to social value within Sandwell's communities.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

14.1 There are no relevant property or land matters.

15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

15.1 The options provided within the Cambridge Education report were not directly founded on improving outcomes, or delivering more efficient and cost-effective services. However, the options/recommendations have been fully considered and plans are now in place to progress actions for skills and employment services. Further consideration is required the delivery of Children's Centre services and Play and Youth Services.

16 BACKGROUND PAPERS

16.1 Cambridge Education report.

17 APPENDICES:

17.1 Appendix 1 – presentation slides.

Lesley Hagger
Executive Director of Children's Services