

Merton Council Children and Young People Overview and Scrutiny Panel



Date: 10 February 2015
Time: 7.15 pm
Venue: Committee rooms B & C - Merton Civic Centre, London Road, Morden SM4 5DX

AGENDA

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**This is a public meeting – members of the public are very welcome to attend.
The meeting room will be open to members of the public from 7.00 p.m.**

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Children and Young People Overview and Scrutiny Panel membership

Councillors:

Jeff Hanna (Chair)
Linda Taylor OBE (Vice-Chair)
Charlie Chirico
David Chung
Edward Foley
Fidelis Gadzama
Joan Henry
James Holmes
Katy Neep

Marsie Skeete

Substitute Members:

Hamish Badenoch
Michael Bull
Sally Kenny
Dennis Pearce
Peter Southgate

Co-opted Representatives

Peter Connellan, Roman Catholic diocese
Colin Powell, Church of England diocese
Simon Bennett, Secondary and Special
School Parent Governor Representative
Denis Popovs, Primary School Parent
Governor Representative

Note on declarations of interest

Members are advised to declare any Disclosable Pecuniary Interest in any matter to be considered at the meeting. If a pecuniary interest is declared they should withdraw from the meeting room during the whole of the consideration of that matter and must not participate in any vote on that matter. If members consider they should not participate because of a non-pecuniary interest which may give rise to a perception of bias, they should declare this, withdraw and not participate in consideration of the item. For further advice please speak with the Assistant Director of Corporate Governance.

What is Overview and Scrutiny?

Overview and Scrutiny describes the way Merton's scrutiny councillors hold the Council's Executive (the Cabinet) to account to make sure that they take the right decisions for the Borough. Scrutiny panels also carry out reviews of Council services or issues to identify ways the Council can improve or develop new policy to meet the needs of local people. From May 2008, the Overview & Scrutiny Commission and Panels have been restructured and the Panels renamed to reflect the Local Area Agreement strategic themes.

Scrutiny's work falls into four broad areas:

- ⇒ **Call-in:** If three (non-executive) councillors feel that a decision made by the Cabinet is inappropriate they can 'call the decision in' after it has been made to prevent the decision taking immediate effect. They can then interview the Cabinet Member or Council Officers and make recommendations to the decision-maker suggesting improvements.
- ⇒ **Policy Reviews:** The panels carry out detailed, evidence-based assessments of Council services or issues that affect the lives of local people. At the end of the review the panels issue a report setting out their findings and recommendations for improvement and present it to Cabinet and other partner agencies. During the reviews, panels will gather information, evidence and opinions from Council officers, external bodies and organisations and members of the public to help them understand the key issues relating to the review topic.
- ⇒ **One-Off Reviews:** Panels often want to have a quick, one-off review of a topic and will ask Council officers to come and speak to them about a particular service or issue before making recommendations to the Cabinet.
- ⇒ **Scrutiny of Council Documents:** Panels also examine key Council documents, such as the budget, the Business Plan and the Best Value Performance Plan.

Scrutiny panels need the help of local people, partners and community groups to make sure that Merton delivers effective services. If you think there is something that scrutiny should look at, or have views on current reviews being carried out by scrutiny, let us know.

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Agenda Item 3

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL 13 JANUARY 2015

(19.15 - 20.51)

PRESENT

Councillors Councillor Jeff Hanna (in the Chair),
Councillor Linda Taylor, Councillor Charlie Chirico,
Councillor David Chung, Councillor Edward Foley,
Councillor Fidelis Gadzama, Councillor Joan Henry,
Councillor James Holmes, Councillor Sally Kenny
Councillor Katy Neep and Denis Popovs

Paul Ballatt (Head of Commissioning, Strategy and
Performance, CSF), Caroline Holland (Director of Corporate
Services) and Yvette Stanley (Director, Children, Schools &
Families Department) Stella Akintan (Scrutiny Officer)

1 DECLARATIONS OF INTEREST (Agenda Item 1)

None.

2 APOLOGIES FOR ABSENCE (Agenda Item 2)

Apologies for absence were received from Councillor Marsie Skeete (substituted by
Councillor Sally Kenny)

3 MINUTES OF THE MEETING HELD ON 4 NOVEMBER 2014 (Agenda Item 3)

Resolved: The Panel agreed the minutes as a true record of the meeting.

4 MATTERS ARISING (Agenda Item 4)

The Chair clarified that the report on the recruitment and retention of BME teachers
will now be circulated at the end of January rather than last November as previously
planned.

The Chair asked for confirmation that the monitoring of six weekly visits are being
undertaken by the Corporate Parenting Board? Yvette Stanley confirmed that a
Corporate Parenting meeting had taken place that day and performance had be
reported to be 90% in audited cases. There were still issues regarding extracting data
from Carefirst so sample audits were also taking place.

5 BUDGET AND BUSINESS PLAN 2015-2019 (Agenda Item 5)

The Director of Corporate Services gave an overview of the current budget position.

Councillor Taylor queried in the increase in cost for taxi's cars and concessionary fares.

The Director of Corporate Services reported that expenses for these services are increasing and London Councils who administer the scheme are conducting a review.

Councillor Holmes asked what strategies are in place to source different funding streams such as European funding, especially as parts of the borough will meet the eligibility criteria. And should this be a future skill set for council officers?

Paul Ballat reported that this issue is going to be the focus of a meeting taking place later this month between the Cabinet Member, council officers and CVS providers in connection with the proposed commissioning savings where the commissioning team will look at how to provide practical assistance to voluntary sector organisations for grant funding. People do need to think about how to grasp future opportunities and this is something for the council to consider.

Councillor Neep asked what we are doing to support families who will lose services under the Transforming Families Programme and will undergo serious change, and what can we learn from the Transforming Families Programme?

Paul Ballat reported that the families who are receiving support will have an exit strategy and will be re-directed to other services if necessary.

Yvette Stanley reported that there is a department overspend of £3 million partly to ensure we maintain safe caseloads in the children's social care team. Special Educational Needs Transport is a demand led service although there are stringent criteria. Placements for looked after children is also a high spend area. This provides us with additional challenges in delivering the savings which are having to be made from areas which are not overspending.

This means we cannot take on more families with need at the lower levels of our Wellbeing model. We can signpost to the voluntary sector but their resources are diminishing as well. Some families need six months intensive input, working with a high level of need very intensively, if people trickle up we will not be able to absorb them. We will need to use increasingly focussed interventions in the future, using only tried and tested evidenced based interventions.

The Chair thanked officers for their reports and confirmed with the Panel that there was a reluctant acceptance of the need to make the savings.

Youth Service (CSF2014-06)

Yvette Stanley said we spend a third of our budget on youth commissioning in each of the three localities. In 2015/16 we had reviewed one service which provides housing advice, mainly to the over 19s and 74% of the users are not Merton residents. We are exploring if that service could be funded by others. We are trying to create a youth service that is not dependent on local authority funding. A third of the savings for 2015/16 will be achieved through cutting a development fund.

Councillor Holmes said the volunteering task group sought to develop a Merton volunteer core, the offer to volunteers included reduced swimming costs and assistance with C.V's and references, can we develop long term volunteers for the youth service? This would provide cost savings for the council rewarding those who need to get back into work.

Paul Ballat said the Children Schools and Families Department and Schools already use volunteers in a number of functions. We recognise the opportunities and value that volunteers can bring, however it is not a free route to provision as they require significant council capacity in terms of recruitment, retention, and support.

Yvette Stanley also pointed out that people would come and volunteer in the youth service as a step to employment however given the changes in service provision, these opportunities do not exist anymore so we need to ensure that volunteering opportunities lead to sustainable employment.

Councillor Kenny said young people need support at this time in their lives. If they have time on their hands some may get into mischief leading to crime and imprisonment. Are we tapping into every grant available to support young people?

Yvette Stanley said we are keeping the detached element of the youth provision; this is a specialist service that supports young people who are a visible presence on the streets. It also targets those who are in trouble or at risk, such as young people with poor school attendance. However we cannot have open access as there will be no provision within the youth service. We will still have youth partnership membership with the voluntary sector which we can signpost people to.

Councillor Chirico asked how we will meet our duty to provide positive activity services?

Paul Ballat said we will need to signpost people to services including non commissioned youth activities, leisure centres and libraries.

Councillor Chung said he is concerned that a vulnerable sector is being cut drastically. Is there a way to spread it across the system as every aspect of the service is being affected?

Yvette Stanley said the council has protected the Children, Schools and Families Department as other areas had higher targets. As a volunteer youth worker she had seen lives change and the impact that the service has had. However with the level of savings to be found, we have used the Children and Young People's model and looked at the hierarchy of need to prioritise spend. We need to balance risk and vulnerability with the budget.

The Director of Corporate Services said we look at minimising risk to the area. We have to look at different working and different solutions such as increasing commercialisation. We constantly ask people if there is funding available, if there is, it has an impact and we can delay savings.

With regards to the Public Health savings Yvette Stanley said it is appropriate for Public Health to invest in early years as evidence shows that support at this time leads to better outcomes later in life.

The Director of Corporate Services said some of the underspend came about during the transition from the CCG. We have inherited a number of contracts from the CCG and some of this money can be utilised in Children's Services.

The Chair confirmed with the Panel that it is with great regret that the Panel reluctantly accept the savings.

Education savings (CSF2014-08)

Yvette Stanley said there has been increasing monies for schools from government grant, at a time when budgets for other services have been reducing. Merton schools are expected to receive further increases in overall budget in 2015-16. Our approach is going to need to be that the local authority provides the statutory minimum support services with schools paying for additional services they wish to receive from the local authority. There is a risk that schools will not buy our services in which case we will need to cease these functions, but this is not anticipated.

The Chair Confirmed with the Panel that the proposed saving was accepted.

Savings for Early Years (CSF2014-09)

Yvette Stanley described the implications of these savings proposals which are to maintain our statutory functions; continue the locality based model; target early years

services to the most vulnerable; maintain a limited quality assurance role with early years providers and rationalise back office functions.

Councillor Taylor said she is concerned that we are making savings in services for the most vulnerable residents when we have an expensive pilot for wheelie bins this should be put on hold and monies put into services for the most vulnerable.

Councillor Hanna said this is a pilot scheme which is being met from a specific grant for waste purposes, with no assumptions that wheelie bins could be provided across the borough.

Capital Programme/Department Estimates/Service Plans

The Panel noted the Capital programme given that there are no changes.

The Panel noted the Department estimates and service plans.

The Panel recognise the overall financial position and reluctantly accept the proposed savings, as above.

RESOLVED

The Panel agreed to note the report and expressed thanks to officers for their work in this area.

6 TRANSFORMING FAMILIES (Agenda Item 6)

Yvette Stanley said it took time to recruit people with the right skills mix given the flexibility required for the role. We are delivering sustained outcomes and have an opportunity to sustain a version of the programme. We are working in partnership with the Transforming Families and Central Social Work Team and between forty and eighty young people are being supported.

Councillor Kenny said it was amazing work which she wished could be extended. She expressed her thanks to the team for all their hard work.

Councillor Maxi Martin encouraged Panel members to meet the Transforming Families Team as they have some good examples of the impact that their work has had for local families.

Councillor Neep said £800 funding per family is quite low and is quite concerned about the shortfall of funding to sustain future outcomes.

Yvette Stanley said the Transforming Family reserve is able to enhance the funding.

RESOLVED

The Panel agreed to note the report and expressed thanks to officers for their work in this area.

7 MERTON YOUTH JUSTICE SERVICE (Agenda Item 7)

Yvette Stanley gave an overview of the report.

Councillor Holmes asked if maintaining three extra government targets will be a burden for officers.

Yvette Stanley said the way to help young people is through education. The three targets will effect change. Accommodation is a critical issue, inappropriate accommodation leads to crime. It is not an extra burden to monitor and it helps the prevention strategy.

RESOLVED

The Panel agreed to note the report.

8 UPDATE REPORT (Agenda Item 8)

The Chair thanked officers for their work on free school meals pupil premium and asked if there is an estimate on what still may be achieved.

Paul Ballat said the original under-registration rate was 27% which equated to some 1200 pupils. As a result of the project some 800 additional eligible pupils have been identified. He estimated that between 400-500 eligible pupils remain unidentified and that the project would continue.

Officers were thanked for their work in achieving additional funding and Paul Ballat expressed his appreciation to the Chair for his input.

RESOLVED

The Panel agreed to note the report and expressed thanks to officers for their work in this area.

9 PERFORMANCE MONITORING (Agenda Item 9)

The Chair thanked officers for their time in meeting with Councillor Linda Taylor and himself to discuss the potential revisions for the basket of indicators and for providing the proposed new set of indicators intended to start from April 2015. He also referred the Panel to the principle in the Update Report by which officers would inform the Panel of any other indicators where performance is causing a concern, as and when this might occur.

RESOLVED

The Panel agreed to note the report and expressed thanks to officers for their work in this area.

10 DRAFT SCOPING REPORT - EMOTIONAL WELLBEING AND MENTAL HEALTH SUPPORT TASK GROUP (Agenda Item 10)

The Panel considered a possible review on emotional well-being. It was agreed not to proceed with this idea and to consider a new task group review in the new municipal year. The Chair thanked Rebecca Redman for her work.

RESOLVED

The Panel agreed to note the report and expressed thanks to officers for their work in this area.

11 WORK PROGRAMME (Agenda Item 11)

The Panel noted the work programme.

RESOLVED: The Panel agreed to note the report.

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Agenda Item 6

Committee: Children and Young People Overview and Scrutiny Panel

Date: 10th February 2015

Agenda item: 6

Wards: All

Subject: Role of Schools in Promoting Broader Well Being of Children and Young People.

Lead officer: Yvette Stanley, Director of Children's Services

Lead member(s): Councillor Martin Welton; Councillor Maxi Martin

Forward Plan reference number: N/A

Contact officer: Keith Shipman, Service Manager Education Inclusion

Recommendations:

A. Members of the panel note and consider the contents of the report

1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1. Members of the panel requested a short summary report on the role of schools in promoting the broader well-being of children and young people in the borough. This report describes the ways Merton schools promote well-being with examples of how they do this. It is not a comprehensive survey of Merton schools undertaking this role, nor does it seek to judge how effectively they undertake that role. It aims to inform members of a general approach.

2 DETAILS

2.1. Promoting the general wellbeing of pupils – legal duties.

2.2. The Education and Inspections Act 2006 placed a duty on governing bodies of maintained schools to promote wellbeing.

2.3. 'Wellbeing' is defined in the Children Act 2004 as:

Physical and mental health and emotional wellbeing;

Protection from harm and neglect;

Education, training and recreation;

The contribution children make to society; and

Social and economic wellbeing.

2.4. NICE – the National Institute for Clinical Excellence also produces guidance for Primary and Secondary schools on how to promote wellbeing from a health promotion perspective. The introduction to the secondary guidance is relevant to all schools and helpfully states:

'Young people's social and emotional wellbeing is important in its own right but also because it affects their physical health (both as a young person and as an adult). Good social, emotional and psychological health helps protect young people against emotional and behavioural problems, violence and crime, teenage pregnancy and the misuse of drugs and alcohol (Adi et al. 2007; Colman et al. 2009; Graham and Power 2003¹). It can also help them to learn and achieve academically, thus affecting their long-term social and economic wellbeing. Young people's social and emotional wellbeing is influenced by a range of factors, from their individual make-up and family background to the community within which they live and society at large. As a result, activities in secondary education to develop and protect their social and emotional wellbeing can only form one element of a broader, multi-agency strategy. Secondary education establishments can provide an environment that fosters social and emotional wellbeing. They can also equip young people with the knowledge and skills they need to learn effectively and to prevent behavioural and health problems. Organisation-wide approaches in secondary education help all young people to develop social and emotional skills, as well as providing specific help for those most at risk (or already showing signs) of problems'

3 HOW DO MERTON SCHOOLS PROMOTE WELLBEING?

3.1. Ethos and Policy

3.2. All schools have vision/ethos/ mission statements which focus on pupils being safe and comfortable in the school environment so that they can become confident learners, independent thinkers and good citizens. Care for each other, healthy lifestyles and taking responsibility are embedded in schools' policies and codes of conduct. The Governors of each school will develop these policies with the school community and create the culture within which children learn. At the same time children learn that this is a learning culture and so the ethos – what is valued, what is celebrated and valued - promotes the positive social wellbeing of children. Policy related to racism may include specific curriculum activity, monitoring incidents and bringing in organisations such as Show Racism the Red Card. Anti Bullying policy may focus on helping children to feel confident to report and challenge the role of the bystander when bullying is occurring.

3.3. Curriculum

3.4. Every state funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

3.5. The Personal, Social, Health and Economic Education curriculum includes a range of aspects which support children's well-being including citizenship discussions, healthy living, safeguarding workshops, e safety, sex and positive relationship education, mental health promotion, drug and smoking

advice, anti Gangs work and getting along with friends. This may be completed as a programme across a year, assemblies or whole days to focus on a theme. Schools will often invite in speakers and specialist organisations. An example of this may be inviting in the commissioned substance misuse prevention service to run young people workshops.

3.6. PSHEE is not statutory in the new national curriculum, but all schools should make provision for it.

3.7. Physical Education – all schools teach PE – exercise and sport have a key role to play in developing children’s physical and mental health.

3.8. Religious Education is delivered in all schools and explores social and moral questions including learning about religions as well as learning from them. This gives children the opportunity to develop skills of reflection on significant moral and personal issues.

3.9. Other curriculum subjects can be used to address wider wellbeing – such as use of drama to explore issues and themes.

3.10. Extra- Curricular Opportunities

3.11. All Merton schools provide opportunities to access extra-curricular activities such as after school clubs, extra sports clubs and access to arts and music opportunities. This offer varies between schools, but helps children to broaden their skills and experiences. Schools will also offer residential trips and visits including overseas language visits. Schools may also offer specific self-development qualifications such as the Duke of Edinburgh Scheme.

3.12. Panels and plans

All Merton schools have processes for identifying vulnerable children and planning for their wider support. In secondary schools these may be called targeted youth support panels and in primary schools vulnerable children’s panels. Through these processes schools identify the pupils who need extra support to enable them to thrive. This may lead to referrals to voluntary organisations such as Young Carers or support from Jigsaw4u workers around bereavement; secondary schools might refer to Catch 22 for support around substance misuse. Schools may require extra advice and help so may speak to the MASH, Vulnerable Children’s Team or Transforming Families Service for advice or for referral. Schools work with families and agencies to create Teams around the Child (TAC) and may use a multi-agency assessment tool called a CASA (Common and Shared Assessment) All schools have designated teachers who oversee both early intervention and safeguarding work. In addition secondary schools have CSE champions (child sexual exploitation) who ensure the link to the council’s wider work to reduce risk around child sexual exploitation. All schools focus on providing transition support – into primary or primary to secondary transition – for more vulnerable children. In addition all schools have a designated teacher for Looked After Children. Schools pay particular attention to the wider wellbeing of looked after children who will all have a Personal Education Plan.

3.13. Special Educational Needs

3.14. All schools have Special Educational Needs Coordinators (SENCOs) who will work with children, teachers and parents to identify and plan support for children with special educational needs. Schools are now implementing the changes of the Children and Families Act which encourages us all to consider the Educational, Health and Care needs of children with Special Educational Needs in a single plan. The SENCO will coordinate support – such as from the speech and language therapy team.

3.15. Medical Plans

3.16. All schools have to put in place Medical Plans to support children with long term health needs. These plans support the wider wellbeing of children with health needs by ensuring that all aspects of school life are considered in relation to the child's medical needs.

3.17. Specialist Staffing – specialist support

3.18 Merton schools employ or commission a range of staff to support the well-being of pupils including parent support assistants, mentors, Jigsaw4U workers, pastoral leaders. Governors of schools think through what the needs of their pupils are and what additional adults are required and can be afforded by each school. By employing people in these roles schools are offering increasingly targeted support to children with additional or specific needs. Many Merton schools employ Emotional Literacy Support Assistants (ELSA)s who are trained by the Educational Psychology Service to support children's emotional needs. Other schools have developed Nurture Groups. These are based on a well-researched model that provides a nurturing space with trained staff who can support children with various attachment related issues. Children feel safer having part of their curriculum in the nurture group. Some schools commission the Targeted Mental Health Service (TAMHS) which provides specialist mental health and emotional support to children, parents and school staff through early intervention and prevention approaches. Close relationships with support staff provide opportunities for training and supervision enabling more children to be supported in schools. All Secondary Schools in Merton have access to a safer school police officer – they support the staff, pupils and parents to feel safe in school .

3.19 Pupil Voice

3.20 All Merton schools have school councils which give pupils a voice in their schools and offer training in working within formal meeting structures. Pupils are involved in Headteacher selection, peer mentoring, conflict resolution, academic mentoring and playleading. School pupil leaders come together in Merton primary and secondary councils. In some schools pupils help to monitor the quality of teaching.

4 ALTERNATIVE OPTIONS

4.1. Not Applicable - this report is for general information.

5 CONSULTATION UNDERTAKEN OR PROPOSED

5.1. Not Applicable - this report is for general information.

6 TIMETABLE

6.1. Not Applicable - this report is for general information.

7 FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

7.1. Not Applicable - this report is for general information.

8 LEGAL AND STATUTORY IMPLICATIONS

8.1. Not Applicable - this report is for general information.

9 HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

9.1. In promoting the broader wellbeing of children and young people, schools are inherently promoting human rights, equalities and community cohesion principles in their school communities.

10 CRIME AND DISORDER IMPLICATIONS

10.1. In promoting the broader wellbeing of children and young people, schools promote good citizenship and challenge anti-social and criminal behaviour.

11 RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

11.1. Not Applicable - this report is for general information.

12 APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT

- Not Applicable

13 BACKGROUND PAPERS

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Committee: Children and Young People Overview and Scrutiny Panel

Date: 10th February 2015

Agenda item: 7

Wards:

Subject: Report on the Survey of BAME Teachers in Merton

Lead officer: Yvette Stanley, Director of children's Services

Lead member: Cllr Martin Whelton

Forward Plan reference number:

Contact officer: Kate Saksena, Service Manager for School Improvement

Recommendations:

- A. Members of the panel note and consider the report.
-

1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1. This report updates members of the panel on the results of a survey of staff arising from the scrutiny task group on succession planning for BAME school staff.

2 DETAILS

- 2.1. One of the recommendations of the recent scrutiny task group on succession planning was to survey BAME staff in school to identify opportunities for and barriers to taking senior leadership and headship roles in the borough.
- 2.2. In the Summer Term, Maureen Bailey, of Inner Strength Consulting was commissioned to carry out this survey and all schools were sent an initial questionnaire and a request for volunteers from their BAME staff who would agree to an interview.
- 2.3. The report was completed in the Summer Term and presented to headteachers in the Autumn Term. The executive summary is attached as **appendix one**.
- 2.4. The recommendations made in the report were as follows:
- Recommendation 1:** Talent Management for BAME Leaders is valuable tool that should be used within schools. Talent management is about communicating, the mission, vision and values of the school to all staff and establishing clear expectations.¹ The job descriptions and criteria should be clear in order to realistically measure performance, promote training/CPD and succession planning for all staff.
- Recommendation 2:** That a formal BAME Teachers' network be set up to support BAME staff in their career development. This would also acknowledge that various cultures bring their own expertise within school systems and potentially act as an advisory network for the borough.

Recommendations 3: To provide refresher equality and diversity training for Head teachers in order to help them to understand how best to support different cultures within their school.

Recommendation 4: to provide shadowing training with Head Teachers and or senior leaders, which would enable other teachers with the potential to become future Head Teachers to experience what is required for Headship roles.

Recommendation 5: to provide secondment opportunities. The challenge will be finding the time for Head teachers to do this, however, this challenge is not insurmountable.

Recommendation 6: If budget permits, to obtain relevant research from secondary schools in order to explore the CPD and career aspirations of BAME teachers in this sector, as well as the barrier to progression that they may face.

- 2.5. Some of these recommendations can be acted upon very quickly. At meetings with headteachers in the Autumn Term the following actions were agreed:

Action 1 in response to recommendation 2

- 2.6. The establishment of a Merton BAME Teachers' Network, open to teachers across all phases.
- 2.7. In order to do this headteachers have been asked to nominate senior BAME leaders who will lead this group to start with. This group will host a first network meeting, this term, at which colleagues can decide how they would like this group to function.

Action 2 in response to recommendation 3

- 2.8. We have arranged an Equalities refresher workshop for Primary and Secondary Headteachers and senior leaders on Wednesday 25th March
- 2.9. The workshop will be provided by EQUALITEACH, equality training and consultancy www.equaliteach.co.uk and headteachers have been informed.

Action 3 in response to recommendation 4

- 2.10. This was piloted in summer 2014 with a deputy shadowing programme. The intention is to repeat the programme in summer 2015, with headteachers asked to prioritise the involvement of BAME leaders.

3 ALTERNATIVE OPTIONS

- 3.1. None for the purposes of this report.

4 CONSULTATION UNDERTAKEN OR PROPOSED

- 4.1. None for the purposes of this report.

5 TIMETABLE

- 5.1. None for the purposes of this report.

6 FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

6.1. None for the purposes of this report.

7 LEGAL AND STATUTORY IMPLICATIONS

7.1. None for the purposes of this report.

8 HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

8.1. None for the purposes of this report.

9 CRIME AND DISORDER IMPLICATIONS

9.1. None for the purposes of this report.

10 RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

10.1. None for the purposes of this report.

11 APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT

- Appendix One – Report Executive Summary

12 BACKGROUND PAPERS

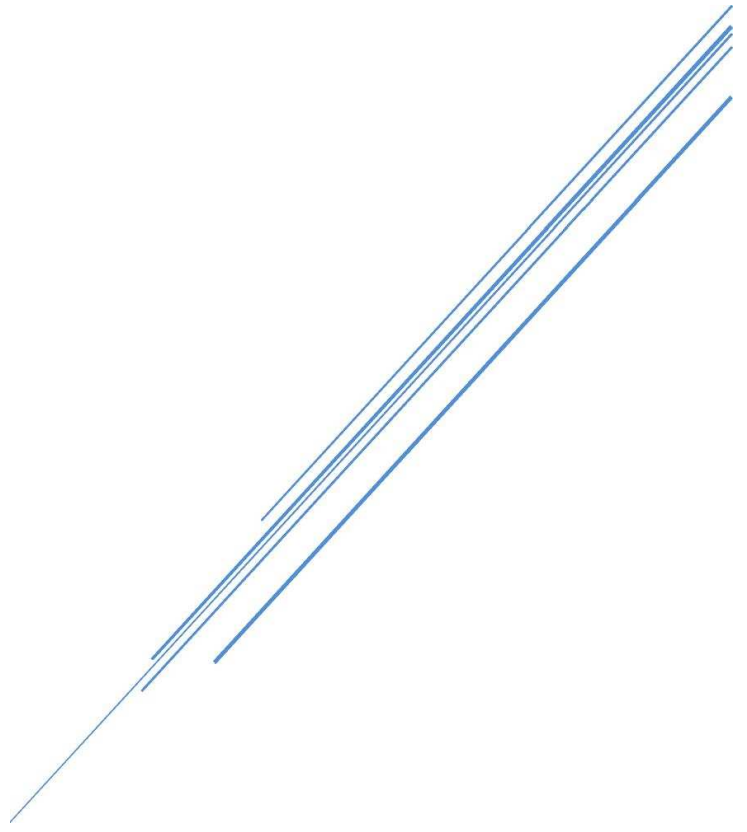
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innerstrengthconsulting

**MERTON SUCCESSION
PLANNING REPORT FOR
BLACK ASIAN MINORITY
ETHNIC
TEACHERS
June 2014**

Interviewing for insight



Maureen Bailey

www.innerstrengthconsulting.co.uk

1. Executive Summary

There were 24 schools who participated and 20 BAME teachers who were interviewed consisting of primary schools and special schools. There were no responses from the secondary schools; this was unfortunate as it would have been useful to explore the differences between the two phases and to compare the distinct challenges faced by BAME teachers within the primary and secondary sectors.

The interview questions were organised under the following headings

- Opportunities
- Support
- Barriers
- Headship
- Culture
- Coaching and mentoring

There were several themes that emerged from the interviews conducted and they were as follows;

Opportunities

In exploring the theme of *Opportunities*, the interviewees fell into five broad categories:

1. Those who took on additional responsibilities without receiving recognition or reward
2. Those who were proactive and were 'go-getters'
3. Those whose gifts were recognised either by OFSTED or external agencies but this recognition did not necessarily result in career progression
4. Those who felt that they were somehow 'stuck' and unable to progress.
5. Those who remained resilient in the face of a range of challenges, identified as 'fighters'; not because they were disruptive but because they remained passionate and hopeful regarding their future careers.

Looking at each group in a more detail, we found the following:

Teachers taking on extra *responsibility but without receiving the recognition* felt they were being used specifically as a result of their ethnic and cultural characteristics translating on behalf of the school, dealing with difficult BAME parents, as well as advising on issues of culture. These duties were carried out in addition to their teaching responsibilities and they felt that this was taken for granted and that they were not given credit for these interventions. It must be noted that this group of teachers were committed to their schools and passionate about their work and did want to appear ungrateful, but felt that they took on additional responsibilities, however, they found it difficult not to understand why their contribution to the work of the school in this area was not recognised or rewarded by the school leadership. Teachers in this group also felt 'trapped' in the sense that whenever they expressed an interest in leadership posts and in some cases actually applying for specific posts they were told that their skills were needed in their current post.

Those teachers, described as '*go getters*' because they were highly motivated and proactive about their continued professional development, were not fazed by their ethnicity but simply strived to succeed in their professional development. Those teachers in this group met with a measure of success. However, whenever they successfully applied for leadership roles they were told that even though they were the best candidate for the post they were told to hold off until another time as their skills were needed in their current role. In these cases the needs of the school mitigated against the progression of talented teachers.

The third group of teachers, described as those who are '*head hunted*' because they were recognised as being very good or outstanding teachers and were encourage by external agencies to apply for various leadership roles due to their expertise in a particular area of work. These teachers described their schools as having a culture of excellence and reported that received great support from their Head teacher and or leadership team and as a result thrived in a great atmosphere contributed to their success as teachers. Ironically those in this group, lacked the confidence to 'take the leadership leap; they all felt that they held themselves back due to a lack of confidence and concerns regarding being able to fulfil the demands of leadership or headship and maintain a healthy work-life balance. This group needed actual encouragement to apply for Headship but also role models of heads who modelled a healthy work-life balance.

The fourth group of respondents were teachers who felt '*stuck*' due to what they perceived as limited opportunities to apply for specific leadership roles because they lacked experience and were not able to access appropriate training for continued professional development (hereafter, CPD) or opportunities to gain the experience needed to successfully apply for leadership roles. Those in this group were typically in their roles for a considerable length of time and at times feel frustrated as there are no openings for them to excel due to a variety of factors including the culture of their particular school, low or unclear expectations regarding what was needed to progress.

The fifth and final group of teachers are called '*fighters*' for the benefit of this report. Those teachers in this group were overwhelmingly positive in their outlook. They remained resilient and determined despite a number of negative experiences received in their careers; these teachers refused to give up hope and welcomed the local authority caring enough to investigate what the issues are. They remained up-beat and optimistic even whilst acknowledging the very real challenges that they faced as BAME teachers. They all had clear aspirations with clear plans of action in order to achieve them.

Support

Interviewees spoke about the clique culture within schools. There was a repeated perception that that if your face did not fit then you would not be called to attend courses or participate in some activity that would be beneficial in terms of CPD. Teachers spoke of an unspoken culture of exclusion. Although the cliques were mentioned there was not much clarity as to whether these cliques were aware that they were alienating other members of the teaching profession. Head teachers in particular should ensure that they are inclusive when organising events within their school and take into consideration some BAME group's faith.

However some interviewees were clear that they had been discriminated against as White UK colleagues, relatively new to the school were provided with more opportunities to apply for posts. Even if a particular staff was considered suitably qualified and experience to apply for leadership posts, it was found that they were told by their head teachers that their focus should be on another area of development. Twenty per cent of interviewees felt that despite being in the profession for some time and mentoring other White UK counterparts to succeed they were dissuaded from pursuing specific leadership post. The challenge for Merton is to create a culture where the perception of exclusion of BAME teachers is challenged by the presence of visible role models coupled with real transparency and openness about the criteria for progression to leadership within the borough.

We asked interviewees, "Have you ever experienced discrimination related to any of the following protected characteristics?"

38% said yes

62% said no

Barriers

There were 64% of teachers who said they had not even considered applying for a senior role. The main barriers which arose for BAME teachers related to not being given enough opportunities to gain the right kind of experience to develop and broaden their skills and experience in order to have a better chance of success when applying for senior leadership roles. There were some examples of BAME members of staff who were given additional responsibilities, however, these extra responsibilities whether paid or unpaid were not primarily related to the member of staff's specialism, which resulted in confusion and feelings of slight resentment. Staff felt that they were being used as opposed to being provided with opportunities to develop and progress.

We also found that teachers' own confidence played a significant role in the decision to apply. Part of supporting or undermining confidence was that it was important to provide teacher with developmental opportunities that were aligned to teachers' developmental needs and CPD goals. We found that a number of teachers were provided with training that they felt was inappropriate as it related to areas where these teachers felt they had sufficient skill and expertise. As a result of this, teachers felt that they were being judged as being somehow inadequate or simply not good enough.

How schools supported cultural difference and the religious and ethnic backgrounds of teachers presented a specific barrier for BAME teachers. Ten per cent of those interviewed felt that their identity as Muslim teachers and their decision to wear traditional clothing impacted on their ability to progress in Merton. There were also examples from teachers who were advised to apply for leadership roles in another borough where they would be treated more favourably as they were Asian. Further, there was a suggestion that that Islamophobia may be an issue. Some Muslim teachers who chose to wear traditional attire spoke about the specific challenges they faced from parents, teachers and non-teaching staff. These teachers were committed to their schools and their faith and were keen to dispel myths by explaining cultural differences.

Headship

Most of the teachers spoke about the pressures that being a head teacher would bring and the impact it would have on their family and work-life balance. Some BAME teachers spoke about the importance family and faith and that these factors took priority for them. Others spoke about the fear of failure especially when they considered the perceived lack of support for BAME head teachers and Senior Leaders. The other issue of lack of experience remained a constant theme during these questions relating to Headship.

Culture

Many BAME teachers were uncomfortable with these questions as it directly related to whether they had experienced discrimination. Most of the teachers said they had not experienced direct discrimination but suggested that further training for head teachers needed to be provided in order to help head teachers to have a greater understanding of and sensitivity towards the distinct support needs of staff from various cultural backgrounds.

Promoting inclusion should be considered as a whole school initiative from head teachers to staff and parents. At times BAME staff received abuse from the parents and lack of understanding from teachers. Staff also felt that their White UK colleagues 'tip toeing' around them in order not to offend was considered to be potentially offensive in itself. The experience of being treated equality and the reality of level playing field was essential. These teachers went on to refer how they had been treated differently from their white counterparts especially in terms of training, internal leadership roles and career progression.

Coaching and Mentoring

Nearly all teachers said that coaching and mentoring would build confidence and guide them in their career development. This could be done via action learning sets, group coaching or via one to one sessions for teachers.

Recommendations

- **Recommendation 1:** Talent Management for BAME Leaders is valuable tool that should be used within schools. Talent management is about communicating, the mission, vision and values of the school to all staff and establishing clear expectations.¹ The job descriptions and criteria should be clear in order to realistically measure performance, promote training/CPD and succession planning for all staff.
- **Recommendation 2:** That a formal BAME Teachers' network be set up to support BAME staff in their career development. This would also acknowledge that various cultures bring their own expertise within school systems and potentially act as an advisory network for the borough.
- **Recommendations 3:** To provide refresher equality and diversity training for Head teachers in order to help them to understand how best to support different cultures within their school.
- **Recommendation 4:** to provide shadowing training with Head Teachers and or senior leaders, which would enable other teachers with the potential to become future Head Teachers to experience what is required for Headship roles.
- **Recommendation 5:** to provide secondment opportunities. The challenge will be finding the time for Head teachers to do this, however, this challenge is not insurmountable.
- **Recommendation 6** If budget permits, to obtain relevant research from secondary schools in order to explore the CPD and career aspirations of BAME teachers in this sector, as well as the barrier to progression that they may face.

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Committee: Children and Young People Overview and Scrutiny Panel

Date: 10th February 2015

Agenda item: 8

Wards:

Subject: Update on Developments Affecting Children, Schools and Families Department

Lead officer: Yvette Stanley, Director of Children, Schools and Families Dept

Lead members: Cllr Maxi Martin, Cllr Martin Whelton

Forward Plan reference number: N/A

Contact officer: Paul Ballatt, Head of Commissioning, Strategy and Performance

Recommendations:

A. Members of the panel note the contents of the report.

1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1. The report provides members of the panel with information on key developments affecting Children, Schools and Families Department since the panel's last meeting in January 2015.

2 DETAILS

2.1 There have been no full Ofsted school inspections since the panel's last meeting. However, a section 8 monitoring visit to Liberty primary school, judged as requiring improvement in its last full inspection, was reported in December 2014. This concluded that insufficient progress was being made in addressing issues preventing the school from achieving a judgement of 'good' at its next full inspection. Two experienced Merton headteachers are currently working with the school to deliver a more robust improvement plan to accelerate the pace of the school's progress.

2.2 Merton schools' GCSE performance continues to improve with 64.5% students achieving 5+ good GCSEs including English and maths. In the recently published national league-table, Merton is ranked 16th of over 150 local authorities.

2.3 Four Merton primary schools have received letters of congratulation from the Secretary of State for Education for the key stage 2 performance of their pupils receiving Pupil Premium. The schools - St Mark's; West Wimbledon; Cranmer and St Theresa's – have been praised for their focus and impact on improving educational attainment of more disadvantaged pupils.

2.4 The council has received official notification that the Chapel Street Community Schools Trust, which had received 'pre-opening' approval from DfE in September 2014 to open a secondary Free School in Merton, has decided to withdraw its application at this stage to concentrate attention on its existing schools. It is still expected that the application of the Harris Federation will be decided before the end of March 2015.

- 2.5 With regard to school planning and capital, officers are confident that the primary school expansion programme is ensuring that we are continuing to meet the rising numbers in primary school, which are forecast to plateau in reception year from 2016. Following the completion of the Cranmer Primary School expansion in August, phases of projects for Merton Abbey, St. Mary's RC and Poplar Schools were completed in the autumn, and works are also making good progress at Hillcross, Pelham and Singlegate. Works commenced at Dundonald in September and the main works were recently contracted to budget. With regard to secondary schools, we received an additional 161 admissions applications for year 7 this year, which was in line with our expectations, and should ensure that for this September schools are largely full in year 7 with a minimal surplus.
- 2.6 Although no longer required to produce a Children and Young People Plan, the partners in Merton's Children's Trust have agreed that such a plan enables joint priorities to be set and agencies to be held to account for their input and contributions. Good progress has been made in delivering the key actions outlined in the current 2013-16 plan, and at its last meeting in December 2014, the Children's Trust Board agreed that a refresh of the plan should be undertaken, enabling partners to consider new priorities in light of progress made to date, new drivers and the shared commitment to continuous improvement of children's services. This refresh will be undertaken over the coming months with sign off planned for summer 2015.
- 2.7 Over recent months, the partnership has been focused on a number of key areas for continuous improvement. In response to the national concerns about child sexual exploitation, Merton services have undertaken a self-assessment and been subject to a peer review process. An improvement action plan has been established and progress will be closely monitored by the MSCB. As an action identified in Merton's Serious Case Review of 2013, we have issued new guidance and procedures in respect of children missing education and a new 'chronic' absence project has been established, strengthening risk assessment and pupil re-introduction for children who have reached a threshold of non-attendance. Merton's Family Nurse Partnership, an evidence based approach working with young parents in the borough, has become fully operational. Work has also been undertaken within Merton's SENDIS service and with schools and health service partners to establish the new integrated Education, Health and Care Plans assessment and planning framework as required in the 2014 Children and Families Act.
- 2.8 Council and CCG commissioners are working closely on the major re-commissioning of community health services for children currently provided by the Royal Marsden NHS Foundation Trust. Following the transfer of commissioning responsibilities for health visiting and school nursing services to local authorities, we are using the recommissioning process to enhance integrated working eg in safeguarding activity and work in children's centres and schools; to focus resources more than previously on need and to seek to secure efficiencies in working practices eg via mobile working.
- 2.9 As a result of planned savings from commissioned services in CSF Department's element of the council's overall Medium Term Financial Strategy,

officers and the Cabinet Member for Children's Services have engaged with current providers of early intervention and youth services, largely local CVS organisations, and with MVSC, to ensure clear communication and to enable the council to understand implications of planned savings on the sustainability of these organisations. Council commissioning staff and MVSC have committed to support actions including identification of alternative funding sources, bid preparation and network support during 2015-16 prior to the majority of relevant savings being taken.

3 ALTERNATIVE OPTIONS

3.1. None for the purposes of this report.

4 CONSULTATION UNDERTAKEN OR PROPOSED

4.1. None for the purposes of this report.

5 TIMETABLE

5.1. N/A

6 FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

6.1. No specific implications.

7 LEGAL AND STATUTORY IMPLICATIONS

7.1. No specific implications.

8 HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

8.1. No specific implications.

9 CRIME AND DISORDER IMPLICATIONS

9.1. No specific implications.

10 RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

10.1. No specific implications.

11 APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT

- N/A

12 BACKGROUND PAPERS

12.1. None

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Committee: Children and Young People Overview and Scrutiny Panel

Date: 10 February 2015

Agenda item: 9

Wards: All wards

Subject: Performance monitoring and Annual Residents Survey

Lead officer: Paul Ballatt, Assistant Director of Commissioning, Strategy and Performance, Children Schools and Families

Lead member(s): Councillor Maxi Martin; Councillor Martin Whelton.

Forward Plan reference number: n/a

Contact officer: Naheed Chaudhry, Service Manager Policy, Planning and Performance.

Recommendations: That the Children and Young People's Overview and Scrutiny Panel;

- A. Note the current level of performance as at December 2014 for the reporting year 2014/15 (appendix 1)
- B. Note findings from the Annual Residents and Young Residents survey 2014

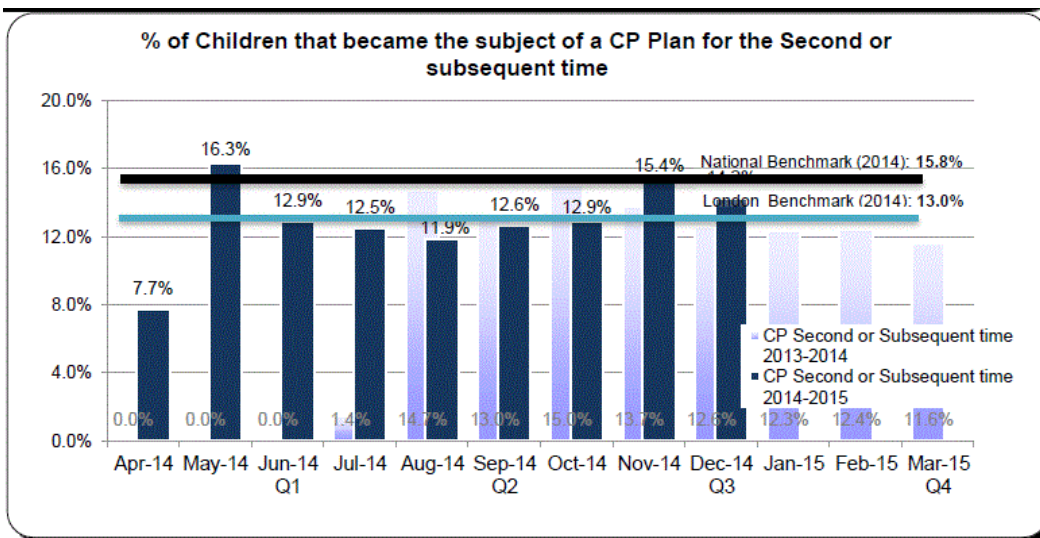
1. **PURPOSE OF REPORT AND EXECUTIVE SUMMARY**

- 1.1. To provide the Children and Young People's Overview and Scrutiny Panel (CYP panel) with a regular update on the performance of the Children, Schools and Families Department and key partners. Data provided in appendix one is as at the end of December 2014, at the point of publishing this report the January 2015 data had not yet been validated (report due to be published 3 February 2015).
- 1.2. An analysis of the recent Annual Resident and Young Resident Survey is also provided in section four with a specific focus on Children Schools and Families services.

2. **DETAILS**

- 2.1. At a Children and Young People Scrutiny Panel in June 2007 it was agreed that the Children Schools and Families department would submit a regular performance report on a range of key performance indicators. This performance monitoring report would act as a 'health check' for the Panel and would be over and above the more detailed performance reports scheduled to the Panel which relate to specific areas of activities such as the annual Schools Standards report, Corporate Parenting Report, safeguarding performance report etc. This performance index is periodically reviewed and revised by Members. A new dataset was agreed at the last Scrutiny meeting and this will be implemented from April 2015 in line with the new financial year.
- 2.2. **December 2014 Performance commentary**
- 2.3. Appendix one presents the performance dataset for 2014/15 comments are provided below on exception only for those indicators reporting as Red or Amber below.
- 2.4. **Line 6 Percentage of children that became the subject of a Child Protection Plan for the second or subsequent time (NI 65) – Red.**

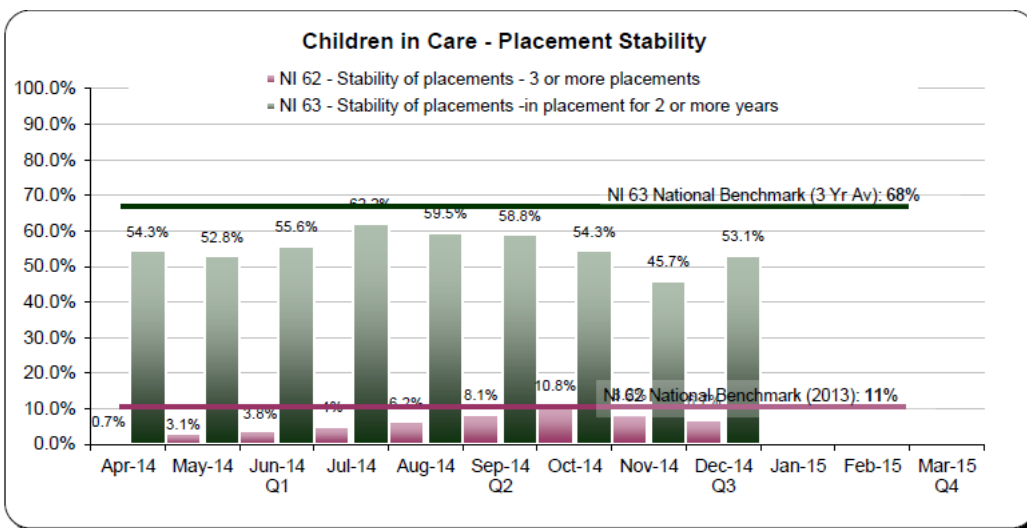
2.5. 14% of children subject to a child protection plan were the subject of a plan for the second or subsequent time. This indicator relates to 22 children with previous plans (new child protection plans started). A second plan is established where concerns which led to the original plan re-occur or where new concerns arise. It should be noted in December five family groups represented 13 of the 22 children on a second or subsequent child protection plan. Due to the small numbers of children in this cohort one or two larger sibling groups can skew performance considerably. Although higher than Merton's norm, this indicator remains in line with the national average of 15.8% (CIN 2013/14) and just above the London average 13%. Members may like to note that the national average for 2013/14 (15.8%) has increased from last year (14.9% 2012/13).



2.6. **Line 12 Stability of placements of Children in Care (length of placement) – Red.**

2.7. This length of placement indicator refers to a small cohort of children under the age of 16 who have been in care for 2 and a half years or more and have been in their current placement for 2 years or more.

2.8. Of the total number of children in care only 32 children meet these criteria, 53% of these relevant children had been in a single stable placement lasting two years or more years. This equates to 17 of 32 children.



2.9. Seventeen children have not been in their placements for longer than 2 years. Again, the smaller nature of our authority and therefore smaller cohorts of children

can skew performance. Having said that, placement stability remains a key focus for the authority and Corporate Parenting Board. There are various reasons for the placement disruptions including planned placement changes to better meet the needs of the children. The national three year average for this indicator is 68% (LAC 903). On an annual basis Merton is performing below the national benchmark, however in a like for like comparison of a three year rolling average we are in line with the national performance (Merton three year average 66%).

2.10. **Line 14 Percentage of children in care participating in their reviews – Red.**

2.11. Sixty seven per cent of children in care have participated in their reviews in the year to date through a variety of methods; this indicator excludes children under the age of 4 and therefore refers to 92 of 137 children. Where children and young people feel they need support to represent their views we provide that support through an independent advocacy service Jigsaw4U. Our looked after children continue to be represented by the Children in Care Council (CICC) which is regularly consulted on how to improve the support they receive. CICC continues to meet monthly, agenda items this year have included – developing the new website for children in care and care leavers; buddy scheme; housing; gym membership; Jigsaw 4U advocacy service and discussions on 'what makes a good [social work] visit'. In addition two representatives from the Children in Care Council made a presentation to the Merton Safeguarding Children Board in May. This is part of an initiative to strengthen links to enable looked after children's voices to inform the work and priorities of senior managers and executive leads.

3. **ANNUAL RESIDENTS AND YOUNG RESIDENTS SURVEY 2014**

3.1 Merton remains committed to listening to and responding to young people's views. The Council commissions an annual Residents and Young People Survey which contributes to the Children Schools and Families departmental User Voice Strategy and as such our understanding of our resident and customer needs.

3.2 Carried out during September and October 2014 Merton residents were interviewed, face to face by independent researchers, about their personal concerns, attitudes to the council and council services. Interviews were conducted with 1,084 adults and 248 young people, the sample was based on representative quotas set on gender, ethnic origin, age, working status of women and housing tenure across 104 sampling points across the borough. A London-wide survey is carried out at the same time which enables Merton to compare its results with trend and London benchmarking data.

3.3 Key messages from the survey are:

- Merton council continues to be viewed positively by young residents. There are no notable changes between 2013 and 2014 or between the London average except in relation to views about children's social services for children and families which for Merton is 4 percentage points better than last year and notably 11 percentage points better than the London average.
- Seventy seven per cent of young people feel they get the services they need (a slight increase from 2013), and 84% feel that the council does enough to protect young people (a significant increase from 2013). In relation to Merton as a place 89% of young people agreed that Merton is a good place for young people to live, 4% more than 2013/14.
- Young people's personal concerns are similar to those of adults - litter and cleanliness of the streets remain a primary concern. Concern about crime has fallen but remains the second highest concern for young people in Merton. Bullying and bad behaviour also remain key concerns, however, overall young

people are fairly positive about their health and wellbeing, with 92% reporting that they are 'fairly' satisfied with life.

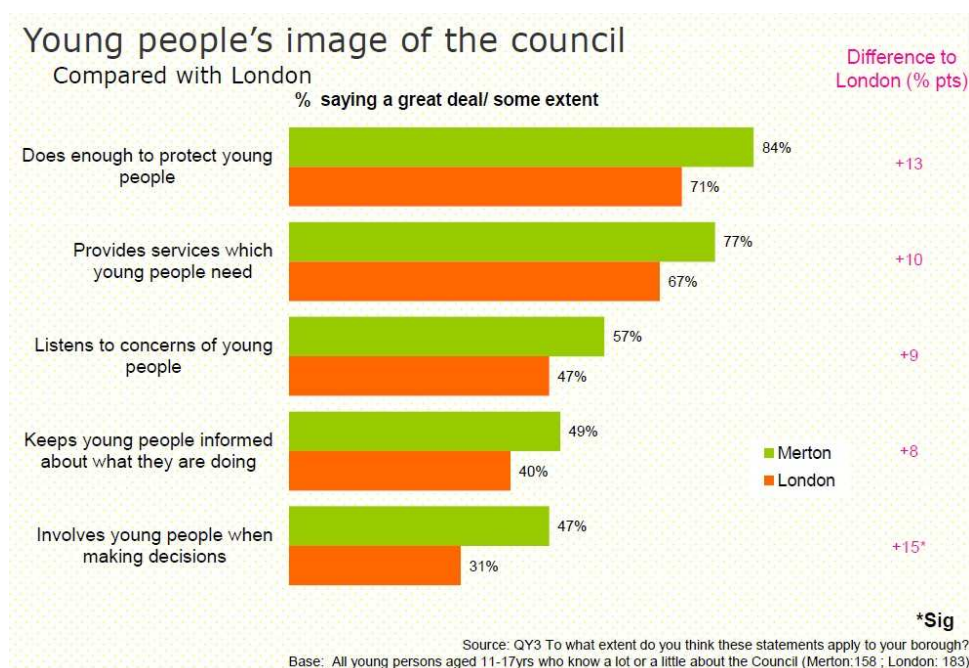
4 RESULTS OF THE 2014/15 SURVEY

4.1 Image of the council

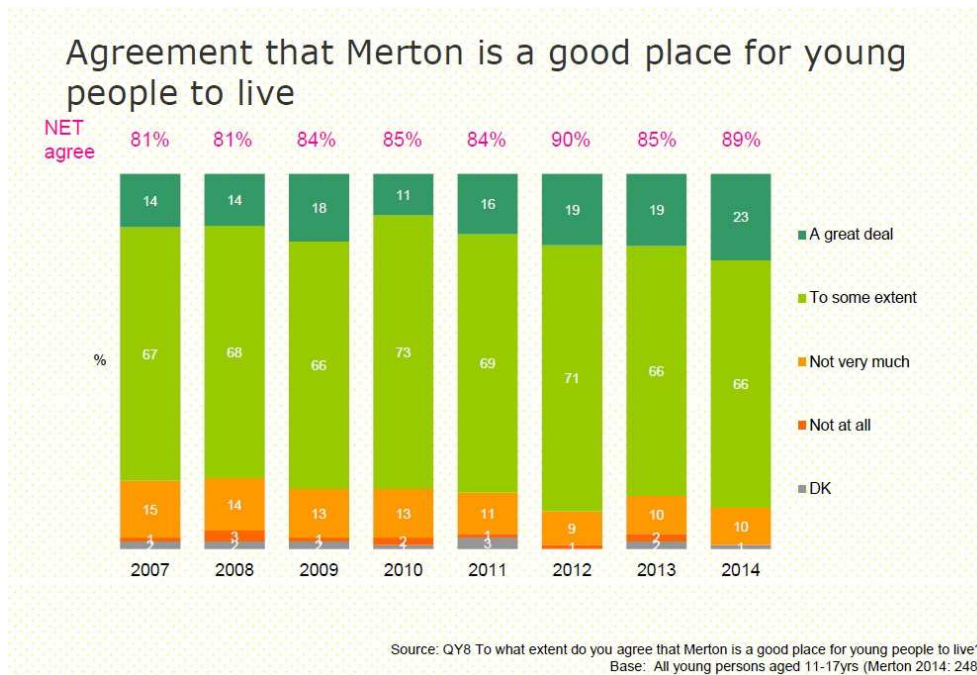
4.2 Adult residents continue to be positive about Merton council with the proportion of residents agreeing that Merton is doing a good job remaining at 79% for the third consecutive year; this is a significantly higher rating than the London average.

4.3 Merton council also continues to be viewed positively by young residents, with 77% feeling they get the services they need (a slight increase from 2013), and 84% feeling that the council does enough to protect young people (a significant increase from 2013). Eighty nine per cent of young people surveyed agree that Merton is a good place to live, whilst significantly more young residents in Merton felt that the council involved young people when compared to the London average.

4.4 It is notable that in each of the indicators in relation to young people's 'image of the council' (presented below) Merton is performing better than London and has improved since last year.

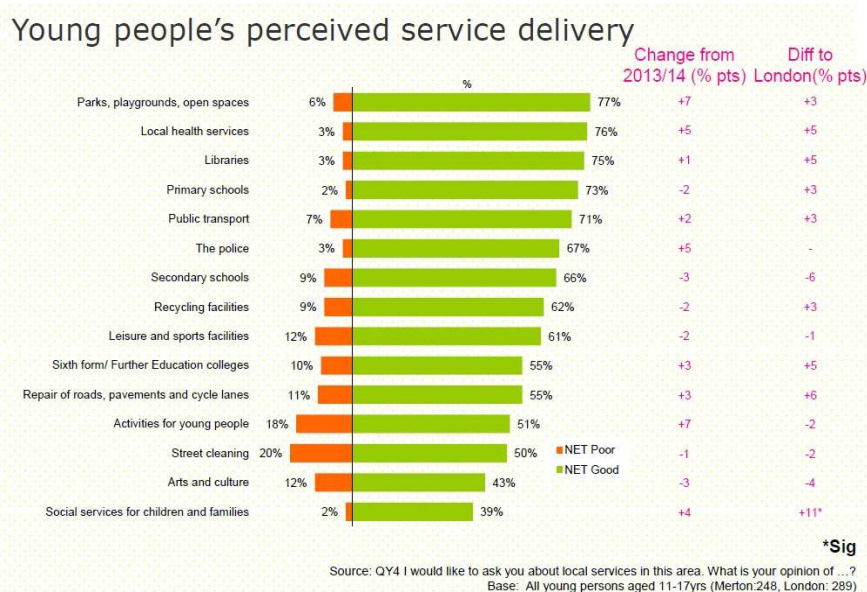


4.5 In relation to Merton the place 89% of young people agreed that Merton is a good place for young people to live (+4% compared to 2013/14). Around 1 in 4 young people agreed with this statement 'A great deal', over all this is the second highest rating about 'Merton the place' by young people in the eight years that this survey has been run.



4.6 Service Delivery

- 4.7 The perception of many services by young people continues to be better than the London averages, this including local health services, libraries, sixth form education. It is notable that social services for children and families were perceived as being four percentage points better than last year and statistically significantly eleven points better than London.
- 4.8 Services such as parks, playgrounds and open space, activities for young people local health and the police demonstrate a marked improvement from last year.
- 4.9 Perception about services delivered by secondary schools is six percentage points less than London and has reduced from last year even though Merton was only one of six education authorities in the whole of England to have improved results GCSE for 2014 and the only authority in London to do so. Merton has also seen the fastest-improving GCSE results in London over the last five years increasing from 52.4% A* to C grades including English and Maths in 2009/10 to 64% in 2013/14 (provisional) – above the London average of 60.6% and the national average of 52.6%. Merton is now the 9th out of 32 London Boroughs for GCSE results, up from 23rd last year.



- 4.10 More young people now attend libraries and parks +17% from 2013/14 - this is the highest since 2005. More young people attend sports, gyms and after school clubs than last year. Fewer young people are now attending youth cubs and drama music classes after school.
- 4.11 Young people's concerns are similar to those of adults, with litter and cleanliness of the streets being a primary concern, a significant increase from 2013. Although similar to 2012/13 the majority of residents also report that they are satisfied with the way the council deals with graffiti (63%) and litter (61%).
- 4.12 **Health and Wellbeing**
- 4.13 Overall Merton adult residents remain positive about their health and wellbeing, with 90% reporting that they are satisfied with life, felt happy yesterday and feel that life is worthwhile. Similarly 92% of young people are 'fairly' positive about their health and wellbeing.
- 4.14 Concerns with crime, and anti-social behaviour are beginning to plateau, following a downward trend over recent years. Despite a positive overall performance there are some ward differences: as in 2013, residents in Colliers Wood, Graveney and Longthornton are significantly more worried about crime and drug users versus the Merton average. Residents of Lavender Fields, Pollards Hill and Figges Marsh are more worried about anti-social behaviour than the Merton average. Residents also feel less informed about the council's measures to tackle anti-social behaviour than they did in 2013. 'Feeling safe in your local area' is the area that most residents feel needs to be improved to improve their sense of health and wellbeing (52%). Although concern about crime has fallen significantly (11%) for young people it remains the second highest concern for young people in Merton. Bullying has remained a top three concern for our young people although concerns have reduced four percentage points from last year (25%) and are now therefore in line with the London average (26%).
- 4.15 The majority of respondents (60%) continue to agree that the council treats them in a fair and non-discriminatory way. Eighty nine percent of respondents felt that people from different backgrounds 'get on well together', with just 7% disagreeing with this statement. There is high agreement that people in the local area treat each other with respect and consideration (91%).
- 4.16 Findings from the annual resident survey alongside other user voice feedback is routinely gathered and utilised for continued service improvement and in the development of service strategies and plans.


5 APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT

Appendix 1: CYPF performance index 2014/15 (December 2014)

6 BACKGROUND PAPERS

- 6.1.1 CSF Performance Management Framework <http://intranet/departments/csf-index/csf-performance.htm>
- 6.1.2 London Borough of Merton Residents Survey 2014/15:
http://www.merton.gov.uk/presentation_charts_merton_residents_2014_.pdf

Children and Young People Overview and Scrutiny Panel - Performance Index 2014/15

No.	Performance Indicators	Target 2014-15	Polarity	% Deviation	BRAG Rating (latest Outcome Period)	Apr-14	May-14	Jun-14 / Q1	Jul-14	Aug-14	Sep-14 / Q2	Oct-14	Nov-14	Dec-14 / Q3	Jan-15	Feb-15	Mar-15 / Q4	
Children's Social Care																		
1	Number of CASA's	n/a	n/a	n/a	n/a			99			90			106				Quarterly (Time lag in collating CASAs from partner agencies)
2	% of Single Assessments authorised within the statutory 45 days (Year to Date) (completed)	92%	High	3%	Green	64% (92%)	61% (90%)	59.6% (88%)	57.7% (88%)	58.0% (89%)	59.6% (90%)	59.0% (91%)	59.2% (94%)	59.5% (91%)				YTD
3	% of Children subject of a Child Protection Plan with an allocated Social Worker	100%	High	0%	Green	100%	100%	100%	100%	100%	100%	100%	99%	100%				Monthly
4	% of reviews completed within timescale for Children with Child Protection Plans (NI 67)	n/a	High	n/a	n/a	92%	86%	90%	92%	93%	93%	94%	84%	79%				YTD
5	% of Children subject of a Child Protection Plan who had a 4 weekly CP visit in timescale (child seen)	n/a	High	n/a	n/a	92%	94%	95%	93%	93%	82%	77%	74%	89%				Monthly
6	% of Children that became the subject of a Child Protection Plan for the Second or subsequent time (NI 65)	10%	Low	20%	Red	8%	16%	13%	13%	12%	13%	13%	15%	14%				Cumulative YTD
7	% of Children in Care with an allocated Social Worker	100%	High	0%	Green	100%	100%	100%	100%	100%	100%	100%	100%	100%				YTD
8	Children in Care rate per 10,000	n/a	n/a	n/a	n/a	31.9	35.0	34.1	34.6	35.0	34.8	36.3	37.2	35.4				End of the month snapshot
9	Number of children who ceased to be Looked After Children who were adopted	13	High	34% (1 CYP)	Green	0	0	0	2	2	3	3	3	3				Cumulative YTD
10	Number of agency special guardianship orders granted					1	1	4	5	5	6	6	6	6	6	6	6	
11	Stability of placements of Children in Care - number of moves (3 or more moves in the year) (NI 62)	15%	Low	2%	Green	1%	3%	4%	5%	6%	8%	11%	8%	7%				YTD
12	Stability of placements of Children in Care - length of placement (NI 63)	75%	High	5%	Red	54%	53%	56%	62%	59%	59%	54%	46%	53%				End of the month snapshot
13	Children in Care cases which were reviewed within required timescales (NI 66)	100%	High	10%	Green	100%	100%	100%	100%	99%	94%	99%	96%	94%				YTD
14	% of Children in Care participating in their reviews in month	90%	High	10%	Red	87%	93%	88%	82%	79%	70%	68%	73%	67%				Monthly with Quarter YTD
15	Timeliness of adoption placements post best interest decision (NI 61)	n/a	n/a	n/a	n/a	n/a	n/a	100%	100%	100%	100%	100%	100%	100%				YTD
16	Rate of proven re-offending by young people in the youth justice system (NI 19)	1.1	n/a	n/a	n/a			1.11			0.95			0.98				Quarterly
17	First Time Entrants (FTEs) to the Youth Justice System aged 10-17 (Cumulative)	80	Low	% (1CYP)	Green	4	12	14	23	27	34	42	43	50				YTD
18	Young Offenders NEET rate (Not in Education, Employment or Training)	n/a	n/a	n/a	n/a			4.8% 11 cyp			4.7% 11 cyp			3.7% 8 cyp				Quarterly Q3: November 16 - 18 NEET - supervised YOTS
20	Youth Justice Caseload per worker	n/a	n/a	n/a	n/a			8.2			6.9			8.3				Monthly
Education *For Attendance and Exclusion indicators the Merton 2012-2013 relates to academic year 2011-2012; National & London benchmarks may for previous academic years.																		
19	Youth service participation rate	2,000	High	0%	n/a													Annual Measure
21	Secondary School Persistent absence (LA) 15% threshold	n/a	n/a	n/a	n/a													Annual Measure 2.5 terms, internal data, 5 schools
22	Secondary persistent absenteeism (15% absence)	8%	n/a	n/a	n/a													Annual Measure 2.5 terms DfE Published SFR maintained and academies
23	Secondary fixed term exclusions (percentage of pupils on roll)	10%	Low	2%	n/a													Annual Measure Provisional AY 2012-2013, internal data, maintained and academies
24	% of BAME Pupil Exclusions Fixed - Secondary	n/a	n/a	n/a	n/a													Annual Measure Provisional AY 2012-2013, internal data, maintained and academies
25	Primary fixed term exclusions (percentage of pupils on roll)	0.6%	Low	0.5%	n/a													Annual Measure Provisional AY 2012-2013, internal data, maintained and academies
26	% of BAME Pupil Exclusions Fixed - Primary	n/a	n/a	n/a	n/a													Annual Measure Provisional AY 2012-2013, internal data, maintained and academies
27	Secondary permanent exclusions (Number YTD Acad. Yr)	19	Low	4 children per quarter	Green	2	2	2	5	7	0	1	1	1				August End of Acad. Yr YTD. September start of the new Acad. Yr.
28	Number/% of BAME Pupil Exclusions Permanent - Secondary	n/a	n/a	n/a	n/a													Annual Measure Provisional AY 2012-2013, internal data, maintained and academies
29	Primary permanent exclusions (Number YTD Acad. Yr)	0	Low	1 child	Green	0	0	0	0	0	0	0	0	0				August End of Acad. Yr YTD (August data interim until November). September start of the new Acad. Yr.
30	Number/% of BAME Pupil Exclusions Permanent - Primary	n/a	n/a	n/a	n/a													

31	Number of managed moves - Primary	n/a	n/a	n/a	n/a			1			0			0			Cumulative YTD Academic Year
32	All SEN statements issued in 26 weeks (without exceptions)	n/a	High	n/a	n/a	100%	96%	97%	94%	95%							Cumulative YTD Academic Year
33	All SEN statements issued in 26 weeks (with and without exceptions)	95%	High	5%	n/a	100%	83%	85%	85%	87%							Cumulative YTD Academic Year
34	Education, Health and Care plans issued within timescale (20 weeks)	TBC	High	TBC	new measure												Cumulative YTD Academic Year, from 1 September 2014 only to be reported in January 2015.
35	SEN Statements Issued	n/a	n/a	n/a	n/a			87			31						Cumulative YTD, up until 1 September only
35b	Education, Health and Care plans issued	n/a	High	n/a	n/a								1				Cumulative YTD, from 1 September 2014
36	% outcome of all Children Centre Ofsted inspections good or outstanding	100%	High	0%	Green			100%			100%			100%			Cumulative YTD
37	% of total 0-4 year estimated ACORN estimated population from areas of deprivation (IDACI 30%) whose families have accessed children's centre services	75%	High	n/a	Green			39.2%			55.7%			66.6%			Cumulative YTD
Road Accidents																	
38	CYP Road accidents - reported incidents Fatal/Serious/Slight	n/a	n/a	n/a	n/a												Calendar Year annual measure. 2014 data available circa April 2015.



Children and Young People Work Programme 2014/15

This table sets out the Children and Young People Panel Work Programme for 2014/15 that was agreed by the Panel at its meeting on 3rd July 2014. This Work Programme will be considered at every meeting of the Panel to enable it to respond to issues of concern and incorporate reviews or to comment upon pre-decision items ahead of their consideration by Cabinet/Council.

The work programme table shows items on a meeting-by-meeting basis, identifying the issue under review, the nature of the scrutiny (pre decision, policy development, issue specific, performance monitoring, partnership related) and the intended outcomes.

The Children and Young People Panel has specific responsibilities regarding Budget and Business Plan Scrutiny and Performance Monitoring for which Lead Members are appointed:

The Performance Monitoring Lead for 2014/15 is
The Budget and Business Plan Lead for 2014/15 is Cllr Dennis Pearce

Scrutiny Support

For further information on the work programme of the Children and Young People Scrutiny Panel please contact: -
Rebecca Redman, Scrutiny Officer)
Tel: 020 8545 4035; Email: rebecca.redman@merton.gov.uk

For more information about overview and scrutiny at LB Merton, please visit www.merton.gov.uk/scrutiny

Please note – performance management and work programme agenda items will included be on all agendas.

Meeting Date – 3rd July 2014

Main Item	Secondary Items	Information Items for Q+A
Elected Member & Departmental Portfolio Priorities - Outlining the portfolio priorities of Cabinet Members and officers' service priorities for 2014-15	Agreeing the Work Programme 2014/15	Update Report – Developments affecting CSF department since last scrutiny meeting Performance Report – Report on 'basket' of performance indicators selected by panel for ongoing monitoring Work programme

Meeting Date – 15th October 2014

Main Item	Secondary Items	Information Items for Q+A
Secondary School Places Strategy - Update	Marketing Merton's Schools Executive Response and Action Plan – School Leadership Succession Planning	Update Report – Developments affecting CSF department since last scrutiny meeting Performance Report Work programme

Meeting Date – 4th November 2014

Main Items	Secondary Item	Information Items for Q+A
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<p>Looked After Children – Annual Corporate Parenting Report</p> <p>Safeguarding Children – Annual Report of Merton’s Safeguarding Children Board</p>	<p>CSF Budget Proposals – Discussion of budget with officers and section heads (if required).</p> <p>Local Authority role on reducing particular vulnerabilities faced by girls inc. gang activity, child sexual exploitation, FGM</p>	<p>Update Report</p> <p>Performance Report</p> <p>Work programme</p>
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Meeting Date – 13th January 2015

Main Item	Secondary Items	Information Items for Q+A
<p>CSF Budget Proposals – to include savings and growth proposals for 2015-16 and updates on service reviews/transformation projects</p>	<p>Update on Transforming Families Initiative</p> <p>Update on Youth Offending Service inc. Preventative Approaches</p> <p>Draft Scoping Report – Emotional well being and mental health support task group</p>	<p>Update Report</p> <p>Performance Report</p> <p>Work programme</p>

Meeting Date – 10th February 2015

Main Item	Secondary Items	Information Items for Q+A
<p>School Standards – Annual Report on Attainment and Progress of Pupils in Merton Schools</p>	<p>The Role of Schools in Promoting the Broader Wellbeing of Children and Families</p> <p>Raising the Participation Age and Career Pathways for Young People</p>	<p>Update Report - including Progress Report on action plan for school leadership succession planning task group</p> <p>Performance Report</p> <p>Work programme</p>

Meeting Date – 24th March 2015

Main Item	Secondary Items	Information Items for Q+A
<p>Children and Families Act 2014 – Progress Report on Implementation of SEN and Disabilities Elements</p>	<p>The Local Authority Role in promoting Access to Child Care and Early Education for Families</p> <p>Update on Public Health Services for children and families</p> <p>Topic Suggestions 2014/15</p>	<p>Update Report (to include update on performance of services relating to vulnerabilities faced by girls)</p> <p>Performance Report</p> <p>Work programme</p>