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Merton Council
Children and Young People Overview and Scrutiny Panel

Date: 26 March 2014
Time: 19:15
Venue: Committee rooms B & C - Merton Civic Centre, London Road, Morden SM4 5DX

AGENDA

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)
James Holmes (Vice-Chair)
Agatha Mary Akyigyina
Laxmi Attawar
Iain Dysart
Karin Forbes
Oonagh Moulton
Ray Tindle
Peter Walker
Linda Taylor OBE
Substitute Members:
David Chung
Mary-Jane Jeanes
Peter McCabe
John Sargeant
Debbie Shears
Simon Withey

Co-opted Representatives
Peter Connellan, Roman Catholic diocese
Colin Powell, Church of England diocese
Simon Bennett, Secondary and Special
School Sector 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 mater 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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CHILDREN AND YOUNG PEOPLE OVERVIEW & SCRUTINY PANEL
11 FEBRUARY 2014

7.15PM – 9:15PM

PRESENT:	Councillor Jeff Hanna (in the chair), Councillors James Holmes, Agatha Akyigyina, Laxmi Attawar, Iain Dysart, Karin Forbes, Oonagh Moulton, Miles Windsor, Peter Walker
	Co-opted members –Peter Connellan, Colin Powell
ALSO PRESENT:	Councillor Maxi Martin (Cabinet Member for Children's Services)and Councillor Martin Whelton (Cabinet Member for Education)
	Paul Ballatt (Head of Commissioning, Strategy and Performance), Yvette Stanley (Director of Children, Schools and Families), Kate Saksena (Manager of Merton School Improvement), Keith Shipman (Education Inclusion Manager), Jan Martin (Head of Education), Rebecca Redman (Scrutiny Officer)

1   DECLARATIONS OF PECUNIARY INTEREST

None.

2   APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Linda Taylor, Miles Windsor had been appointed to the Panel membership for this meeting.

3   MINUTES OF THE MEETING HELD ON 14 JANUARY 2014

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

4   MATTERS ARISING

None.

5   SCHOOL STANDARDS

Janet Martin introduced the report.

Councillor Karin Forbes enquired about the variation between Merton Schools in the percentage meeting the required standard of phonic decoding between 38% and 88% and asked if any patterns or trends had been identified to explain this gap. Kate Saksena explained that this was a new test and therefore the results were hugely varied over the two years the test has been running, as well as in the way it is created by schools that run the test differently. This means that comparative data from year 1 to year 2 is difficult to capture. The School Improvement Team is looking for comparison between foundation stages in literacy and phonics. Some schools have also taught their students how to sit this test. Councillor Karin Forbes asked if schools that were not performing as well in this area

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were being supported by the better performing schools on this particular test. Kate Saksena informed the Panel that this was in place, focused on literacy and teaching phonics. In some schools phonic are taught by teaching assistants.

Councillor Oonagh Moulton expressed her concerns about ensuring attainment could be improved at early years level, particularly in writing. Janet Martin added that as this was the first year of the new system the results are variable. The test also is not suited to the early year's stage. Kate Saksena added that there are 17 areas in the foundation stage and these are all new this year. Some schools stuck rigidly to the guidance whilst others didn't and this hasn't allowed actual skill levels to be accurately captured. Writing skills need to be improved at KS1 and KS2.

Councillor Iain Dysart asked if schools have discretion to set list of 40 words that the phonics test covers. Jan Martin confirmed that this was a set list for all schools.

Councillor Iain Dysart asked what was being done to address the fact that mixed heritage groups had the widest attainment gaps. Jan Martin explained that discussions were being held with schools and pupil groups where there are issues to agree a course of action.

Colin Powell stated that these results were to be celebrated given the reduced staffing within schools and also the School Improvement Team. Colin Powell said that there has also been lots of work on SEN pupils which is good to see but noted concerns that higher achievers do not receive as much support and encouragement as those who are underachieving.

Kate Saksena explained that the recent OFSTED report and national government guidelines hadncreased emphasis on the percentage of children who were classes as high achievers and schools are proactive in providing support to this group of children. The School Improvement Team have undertaken whole school reviews and looked at specific groups and as part of this, looked at how high achievers are being challenged.

Councillor Peter Walker commented on the categories used and if these should be updated to be more relevant.

Councillor Iain Dysart asked about the number of 16-18 year olds that were not in education but their participation status was not known. Keith Shipman explained that, upon leaving school, the council needs to identify where young people go on to, whether this is college, work, unemployed etc. This can be quite hard to do when young people have moved out of the borough. Until the route all young people have taken can be qualified then they remain on the not known list. The current rate of 'not known' destinations of school leavers in Merton is 6%. Yvette Stanley added that identification often results in an increase in NEET's.

Councillor Agatha Akyigyina asked what the council were doing to reduce the number of 'not known' and also NEET'S. Keith Shipman explained that the council have reviewed their processes and the service has been restructured and now has a dedicated team looking at 'not known' leavers. Working with other boroughs has also helped determine where these young people are and this has helped to reduce figures.

Councillor Peter Walker commented on the improvement in overall attendance of Looked

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After Children (LAC) which was positive. However, he expressed concerns about the absence figures shown. Yvette Stanley added that data on LAC is often harder to capture because they may not live or go to school in the borough.

Councillor Karin Forbes commented on enforcing school attendance policies. Kate Saksena added that this is being looked at and that there is a need for schools to challenge parents on the issue if absence.

Councillor James Holmes asked what the council were doing to encourage school based challenge and support to improve outcomes. Keith Shipman informed the Panel that the council identify schools with low levels of attendance and persistent absentees. This is to enable trends to be established and through the school improvement team there can be a challenge to individual school systems and ideas about what other schools are doing to tackle this issue can be offered.

Councillor Agatha Akyigyina enquired about how absence rates among those children on School Action Plans could be cut down. Keith Shipman added that figures have reduced dramatically and that they are well below the national average. The council also work with SENCO's and schools to address this.

Councillor Oonagh Moulton asked what action was being taken to address fixed term exclusions which were above the London and national averages in Merton. Kate Saksena explained that this figure is reducing and that the council are in discussion with secondary heads. In addition, schools have reviewed their systems and shared new processes with one another.

Councillor Peter Walker commented on 54% of permanent exclusions being from BME groups. He added that an action point should be to increase the number of BME leaders in schools Senior Management Teams to reflect the diverse population in our schools.

Councillor James Holmes enquired about the Singapore maths programme. Kate Saksena explained that this was a model for teaching maths which was employed in schools in Singapore which Merton explored and have successfully piloted, and now run, in a number of schools in the borough. Teaches also receive training in this method. Councillor James Holmes congratulated the department on such an innovative response to improving attainment in maths in Merton schools.

Colin Powell asked how the council would maintain all of the improvements it has made in driving up school standards and achievement. Jan Martin highlighted the role of the Merton Education Partnership in this which was working well and doing good work to build on school capacity to support each other to maintain standards.

Councillor Laxmi Attawar asked what support the council provides to schools to stop it going into special measures. Kate Saksena informed the Panel that the council collect data to identify any gaps or issues and where concerns are raised, Head teachers are invited to meet with the school improvement team Manager, Head of Education and Governors. The aim is to identify the contributing factors and help schools build capacity and leadership.

Councillor Peter Walker asked how many schools were not involved in the Merton

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Education Partnership. Jan Martin confirmed that only two schools were not involved.

RESOLVED: Panel thanked officers for all their good work and congratulated them on the improvements made which have been reflected in the increasing attainment of pupils. Panel noted the report.

6   FREE SCHOOL MEALS – PROGRESS REPORT

Paul Ballatt introduced the report. Councillor Peter Walker expressed his concerns regarding the loss of funding for schools due to low take up of Free School Meals (FSM). Paul Ballatt confirmed that the registered rate for FSM in Merton Schools is lagging behind in terms of the numbers registered compared to outer London and national trends. The gap between entitlement and registration in Merton is 23% (equates to approx. 1200 students) and in outer London it is 15%. This is both a loss to the child because they are entitled to a free school meal and also to the schools' budgets in terms of loss of pupil premium income.

Paul Ballatt explained that there is a project group set up to look at the reasons for low take up and to encourage parents to sign up for FSM. A number of activities have been undertaken to increase take up with schools and parents, and also on application procedures. There have also been discussions with other local authorities to see what they do and how Merton could utilise any best practice. It was acknowledged that there needs to be a more targeted approach to increase registrations.

Paul Ballatt explained that there are issues with accessing data on parents on income support etc. which would enable this more targeted approach. However, the department are talking to housing needs and asking libraries to offer advice and raise awareness, There will also be specialist communications in this area as corporate communications have identified this as one of their campaigns for the year.

Peter Connellan suggested that health visitors and GPs may also be able to raise awareness and talk to parents about benefits and eligibility for FSM. Yvette Stanley added that Children's Centres had been working with health workers on this.

Councillor Agatha Akyigyina added that there is a stigma to FSM and this may explain the low take up. Paul Ballatt said that they were working with the school meals contractor to improve the environment to encourage people to take up FSM and that they were looking at patterns in different communities of applying/not applying for FSM.

Councillor Jeff Hanna added that it may be worth making a representation through local MPs to enable councils to have more of a role in applying on behalf of those who are entitled.

Councillor Iain Dysart suggested that posters and leaflets be displayed at community centres and at community forum meetings.

Councillor Jeff Hanna asked how we can get past data protection issues to support

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identification of eligible families. He suggested contact with parents and stepping up a communications campaign to sell the benefits of FSM to them. Paul Ballatt noted that, in addition to the targeted approach to increasing FSM registration and take up, government had recently announced universal FSMs to pupils in reception class and years one and two. Some capital has been allocated to Merton to support this new policy but further guidance is still outstanding.

Councillor Jeff Hanna proposed that this be a potential topic for the workshop that would be arranged to plan the Panels 2014/15 work programme.

RESOLVED: Panel noted the report.

7 CSF UPDATE REPORT

The letter requested to be written to lobby local MP's, at the Panels request, on the necessity of funding being made available to implement any agreed provisions within the current Children and Families Bill was tabled.

Councillor James Holmes queried what resources were available within the Merton Education Partnership (MEP) for innovative projects and initiatives to be rolled out around improving school standards. Jan Martin explained that the council provide administrative resource to the MEP and that there is a £100,000 fund (£50k from the Schools Forum and £50k from the local authority) which members of the partnership can bid for to carry out initiatives. Recently 10 bids were received from schools and funds allocated. This amount will be the same in the following year. Schools can apply for funding for collaborative initiatives and in future years match funding criteria may be applied.

RESOLVED: Panel noted the report.

8 PERFORMANCE MONITORING

RESOLVED: Panel noted the report.

9 WORK PROGRAMME 2013/14

RESOLVED:

Panel agreed to combine the two items on the agenda for the 26th March meeting. Alternative Education and Raising the Participation Age will be presented as one report.

Panel noted the work programme.

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Committee: Children & Young People Overview & Scrutiny Panel

Date: 26ᵗʰ March 2014

Agenda item: 5

Wards: NA

Subject: Education Inclusion Update

Lead officer: Keith Shipman

Lead member: Councillor Martin Whelton and Councillor Maxi Martin

Forward Plan reference number: NA

Contact officer: Jan Martin

Recommendations:

A.   Scrutiny notes the items in the Update

B.

1	PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1.   Scrutiny has requested an update on the Raising of the Participation Age (RPA), the arrangements for Alternative Education and the Preparation for Adulthood aspect of the Children and Families Bill.

1.2.   **Raising of the Participation Age**

1.3.   From September 2013 all 16 year olds are required to be in education, training or employed with training until the end of the year in which they turn 17. This will rise to include everyone until they are 18 for students currently in year 11 and below

1.4.   Local Authorities have duties to:

- secure sufficient provision;

- support young people to encourage, enable or assist them to participate;

- track young people in order to identify who may need support.

1.5.   To ensure that we meet these duties the Local Authority has set up an executive group to ensure that the new duties are understood and implemented across CSF and partners. In addition the 14 – 19 education group has evolved into the RPA partnership group.

1.6.   **Alternative Education**

1.7.   In 2012/3 a review of provision for vulnerable pupils was undertaken. This led to the proposal of a partnership being set up to lead and manage Melrose Special School, The SMART centre and the Alternative Education collectively.

1.8.   Melbury College has been set up as the overarching partnership. The Single Governance arrangement has been established and the Head-teacher

appointed. Teachers in Charges of Melrose and SMART have also been appointed and in post since September 2013.

1.9. **Preparation for Adulthood**

1.10. The Children and Families Bill aims to put young people more in control of decisions relating to their preparation for adulthood.

1.11. It aims to remove "cliff-edges" by extending EHC plans up to 25 (as long as the young person is in education or training), and by increasing obligations on children's social care and health to continue services whilst transition to adult health and social care services takes place.

1.12. The Bill encourages services to focus, from year 9 onwards, on real life outcomes and achieving a smooth transition to adulthood. This includes the expectation that FE Colleges will offer full time, 5 day programmes and that as many young people as possible will achieve substantive qualifications and aim for paid work. Work experience and supported internships, such as Project Search, are expected to become more widely available and contribute to these improved outcomes for SEN young people.

1.13. The Bill and Code of Practice require agencies to work in partnership including those who have not previously been involved in the SEN system such as Further Education Providers.

2   DETAILS

2.1. **Raising of the Participation Age (RPA)**

2.2. **Sufficient provision**:

A new commissioner who will lead on the commissioning of RPA and Alternative Education Provision has been recruited and will start in April 2014. The post holder will undertake a needs analysis of provision mapped to the needs of young people in Merton and stimulate the market to develop suitable provision.

2.3. **Tracking:**

 The Children, Schools and Families (CSF) restructure in 2013 brought in house the tracking function that had formally been commissioned from Kingston in line with our partners across South London. Additionally we restructured a data post to ensure that there was sufficient capacity to track young people as they move from school to college, training or employment..

2.4. **Support:**

 The restructure of the Youth Service in 2013 moved the targeted service away from universal youth and created a dedicated My Futures Team. This team included the INSIGHT advice and guidance centre and embedded SEN posts. These teams work with young people who are identified as Not in Education Employment or Training (NEET) and support them back into the system if they can. They also try to track young people when there is no known information on what they are doing Not Known/NK) and support them into provision where possible. This team will also refer to the Youth Contract

which is a nationally commissioned service to support young people into provision.

2.5.   Schools and Colleges have duties to provide Independent Careers Information Advice and Guidance (ICIAG) and to cooperate with the Local Authority to enable it to undertake its functions and duties.

2.6.   **Impact to date:**

2.7.   The "September Guarantee" measures how many young people in year 11 and 12 had offers of a place for the following year. An offer of a place helps young people to be clear what they are aiming for. They may not get the grades required or may choose to take up an alternative offer. However it does show us how the system is working

- In 2013 Merton achieved 93% (London 91.1, England 92.1) which was a significant increase on the previous years (87.4% 2012, 82% 2011)

2.8.   The RPA duties are measured based on June data. Thus the most current data is pre the new duties.

- In June 2013 91.1% of 16 and 17 year olds were accessing provisions. This was well above national at 88.4% and just below London 91.3%. Merton's position had also improved across that year by 5.5% which was the 3rd most improved in London.

- This was much higher for 16 year olds (93.6%) against 17 year olds (89.2%).

- Girls were more likely to remain in provision that boys

- White young people were the least likely to be in provision (87.1%)

2.9.   16 to18 years olds that are Not in Training, Education or Employment (NEET) data is also published by the DfE. This is tracked locally on a weekly basis and has a cycle of rising and falling across the year. The DfE measure the 3 monthly average NEET and Not Known data from November to January.

- In 2013/4 the NEET figure was 4.6%. This is a rise from 4% in 2012/13 and worse than London which has fallen from 4.7% to 3.8%

- The Not Known figure is 12.4% for 2013/14 which is a rise from 9.8% in 2012/3 and just below the London figure of 12.7% a rise from 11.6%.

2.10.   Although these figures may appear disappointing overall it is important to note that the high figures in November came down significantly in December and January. The current January figures are 4.8% NEET and 5.3% NK. The NEET is still higher as we have improved the identification particularly of out of borough educated young people some of whom are actually NEET. This improved data means that we can now target those young people to get them into provision. The majority of this group however are older than the RPA duty currently. (Note the figures in the Standards Report (Celebrating Success) are for 2012/3 and the report preceded the publication of this new data)

2.11.   Detailed analysis of students is undertaken and are available in Appendix 1

2.12.   **Alternative Education**

2.13.   Melbury College is run by its Governing body and is a school not a Local Authority service. However due to the complexities of the pupils it serves it works very closely with Local Authority services.

2.14.   Historically the Local Authority Youth Service ran an Alternative Education project. Schools or school admissions could choose to buy a service to educate a pupil away from the main school site. The service supported the students, parents and the provision. In addition SMART and Melrose also brokered Alternative Education provision. It was identified in the review that we needed to improve the quality of outcomes and the value for money of Alternative Education provision

2.15.   Melbury College provides the leadership across partnership for all Alternative Education provision.

2.16.   The safeguarding regulatory requirements are that the Local Authority holds a single list of all pupils on alternative provision and the hours that they attend. Melbury College holds that list and reports to Melbury Governors termly.

2.17.   The Alternative Education Commissioner who has been appointed will work to establish the improvements in provision and provide improved value for money. This will move us from a spot purchasing model to a contracting model and enable us to work more closely with a range of providers to improve student outcomes.

2.18.   All providers are regularly quality assured using a framework based on Ofsted criteria. This work is undertaken between Merton School Improvement Team and Melbury College. Providers are increasingly deciding to register as small independent schools which bring them under OFSTED inspection framework.

2.19.   **Preparation for Adulthood (PFA)**

2.20.   The Preparation for Adulthood work-stream is one of 5 strands of work in Merton planning the implementation of the Children and Families Bill and its associated regulations and new Code of Practice in Merton.

2.21.   The Code of Practice is in draft form currently. A new version is expected to be published in June or July and we expect there to be some substantial changes and amendments which will need to be accommodated over the summer.

2.22.   The work-stream has 5 basic strands:

2.23.   Engaging with young people, parents/carers and other stakeholders to establish what post 16 services they require or would value.

2.24.   Outlining joint working arrangements with organisations who may be engaged in statutory assessment and provision for the first time e.g. further education colleges, adult health and adult social care.

2.25.   Defining pathways that will enable young people to prepare for a successful adulthood, building in the key elements of the new Code of Practice

2.26.   Engaging with Merton's pilot project to test Merton's EHC plan layout and assessment processes as well as recommending an efficient way to transfer young people from statements or 139a learning difficulty assessments to new EHC Plans over the next 2 – 3 years. This could include testing the new pathway models and other tools.

2.27.   Defining the content of the Local Offer for post 16 services to point families to sources of information on benefits, higher education disability advice, employment services, housing providers, voluntary sector youth services, post 16 transport and so on, along with guidance on eligibility and access criteria, where appropriate.

3   ALTERNATIVE OPTIONS

NA

4   CONSULTATION UNDERTAKEN OR PROPOSED

4.1.   The Melbury College model involved consultation with all stakeholders and built on ideas discussed in the Alternative Education Scrutiny and the Council's Targeted Operating Model processes.

4.2.   Extension consultation is underway and will continue as the requirements of the legal changes set out in the Children and Families Bill are implemented

5   TIMETABLE

5.1.   The Children and Families Bill and new SEN Code of Conduct are provisionally expected to become law by September 2014

6   FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

6.1.   The Council has received additional Government funding to support the pilot projects and develop the capacity to meet the new legal requirements. It Is not yet clear how the expected provision from 19 – 25 for some students will be funded.

7   LEGAL AND STATUTORY IMPLICATIONS

7.1.   RPA and the provision of education for pupils permanently excluded, ill or not in school are statutory duties on the Local Authority

8   HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

EQIA COMPLETED ON MELBURY COLLEGE AND WILL BE UNDERTAKEN DURING THE CHILDREN AND FAMILIES BILL PROJECT

9   CRIME AND DISORDER IMPLICATIONS

9.1.   n/a

10   RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

10.1.   n/.a

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

12   BACKGROUND PAPERS

Committee: Children and Young People Overview & Scrutiny Panel

Date: 26th March 2014

Agenda item: 6

Wards: All

Subject: Early Years, Childcare and Children's Centre Update

Lead officer: Allison Jones

Lead member: Councillor Maxi Martin

Contact officer: Jan Martin

Recommendations:

A. Scrutiny note the items in the update

| 1 | PURPOSE OF REPORT AND EXECUTIVE SUMMARY |

1.1.   Scrutiny has requested an update on CSF's programme to improve education provision for vulnerable children.

1.2.   This report provides an update on the progress made by Merton's Early Years Service in its work to:

Improve education provision for vulnerable children

- From September 2013 Merton Council had a statutory duty to provide advice, training and support for early years education providers that are graded satisfactory/requires improvement

- From September 2013, to secure, where reasonably practicable, funded 2 year old places in Ofsted registered provision that is graded good and above only.

- To secure sufficient Children's Centres to improve outcomes for young children and their families and reduce inequalities between families in greatest need and their peers in:

    Child development and school readiness

    Parenting aspirations and parenting skills

    Child and family health and life chances

Develop sufficient places in the market to meet the statutory duties for providing free early education places for vulnerable 2 year olds

- From September 2013, Merton had a statutory duty to provide early education places for up to 500 vulnerable children aged 2 who meet national eligibility criteria phase 1 and from September 2014 a further 500 vulnerable children who meet national eligibility criteria phase 2

1.3.   There are 3 key strands of work across the service, broadly underpinned by the Childcare Act 2006, which specifically support improvements of education provision for vulnerable children:

- Early Years Foundation Stage support to the sector - providing support, advice and challenge to Merton's Ofsted registered early education and childcare providers: schools, private and voluntary preschools and nurseries, independent schools and childminding sector

- The provision of Children's Centres Localities to deliver a range of services to meet the core purpose of Children's Centres (see above)

- Working in partnership with the sector to manage the market and ensure the sufficiency of childcare and early education for 2, 3 and 4 year olds that meets the needs of families (including children with SEN/disabilities)

2   DETAILS

Improve education provision for vulnerable children:

Early Years Foundation Stage (EYFS) support to the sector

2.1.   In Merton we have a thriving and diverse early years sector that delivers a range of day care and early education to families with children under the age of 5. The statutory Early Years Foundation Stage provides the framework for all providers to deliver early education and childcare for children aged 0 -5.

2.2.   All providers that deliver early education/ childcare services to children under 5 must register with OFSTED as either a school or as an early years provider.

2.3.   Additionally, if a provider chooses to draw down funding so that they can deliver free places to children aged 2, 3 and 4; they must also register with the Local Authority.

2.4.   In Merton 79 private, maintained and voluntary providers and 17 child-minders have registered to deliver funded places to children aged 2, 3 and 4. All Merton primary schools deliver funded places to children aged 3 and 4 as well as one special school

2.5.   As part of the registration process providers must meet specific criteria and must also agree to attend specific Merton training which includes safeguarding and working with children with SEN/Disabilities

2.6.   Merton provides a Continuous Improvement Framework (CIF) to providers that choose to work with us to support the provision of quality early years provision. This programme provides support, advice and challenge to the sector so that the quality of the provision improves and that the attainment gap by the end of the EYFS is narrowed, placing children on a secure pathway to achieve at the end of their school education.

2.7.   Merton provides a training programme which is equitably available to all providers who have signed up to the CIF. The training includes core training courses as well as a specialist programme which is delivered in accordance with specific priorities as identified form the Early Years Foundation stage profile (EYFSP), findings from the CIF and Ofsted. From the analysis of the data from the EYFSP the key areas where children do not score well are literacy (specifically writing) and mathematics, and children living in an area of deprivation are less likely to do as well as their peers. The training and support framework offered to the whole sector now specifically provides CPD opportunities in these priority areas.

2.8.   The Early Years Service is a registered college through the Open College Network and we run an in house accredited programme for providers who work with vulnerable 2 year olds, with the course content focussing on integrated and multi agency working, maximising children's learning and development and supporting their parents to give their children the best start in life by supporting learning at home. To date 46 child-minders have attended the programme and have gained accredited level 3 units improving their practice with vulnerable 2 year olds

2.9.   Specific projects/programmes are also run in partnership with school nursery classes where there are identified cohorts of children who are vulnerable to poor outcomes. The programmes include: Families and Schools Together (FAST), Communication, Language and Literacy groups/focussed work, developing outdoor learning environments, supporting boys attainment, Children's Centre school readiness workshops, speech consultation and targeted support

2.10.   Support for individual children who are identified as vulnerable either due to developmental delay, special education needs/disabilities and/due to family circumstances (including children known to Children's Social Care (CSC) are supported in accordance with need. There are clear support pathways and services that can provide early help provision ensuring that needs are identified and met as early as possible so that there is a co-ordinated package of support provided either in the setting, at home or both.

2.11.   Providers who identify children with additional needs, or take children with known additional needs, are supported by staff who advise and model best practice in addition to supporting referrals to enhanced or specialist services

2.12.   All children aged 2 who are attending an EYFS setting must have a formative assessment at the age of 2, and this assessment carried out by the early years practitioners in partnership with the parent provides a tool to identify vulnerable children and raise concerns with appropriate professionals to intervene as early as possible. Providers are supported through training and model examples as to how best to carry out the assessment and working in partnership with parents to ensure engagement and intervention

2.13.   All children at the end of the EYFS have a profile completed; this is a measure of attainment across 7 areas of learning – EYFSP, and provides an overview of general attainment and is an early indicator of children who are vulnerable to ongoing poor outcomes.

Improve education provision for vulnerable children
Children's Centre Localities

2.14.   There are three Children's Centre localities each managed by one manager with either 3 or 4 individual Children's Centres in each locality. All Children's Centres are expected to deliver services in accordance with agreed priorities in order to meet key performance indicators and targets

2.15.   A key purpose of the Children's Centres is to improve children's learning and early education experiences:

- Support parents in finding high quality childcare and advice on types of early education available

- Provide early education family programmes with a focus on supporting children's development and learning through parental support and targeted activities

- Deliver home learning programmes for more vulnerable families where they may be a delay in child development or the family require support to facilitate learning in the home

- To carry out Common and Shared Assessments where needs are identified and require a multi agency response

- Deliver evidence based parenting programme Incredible Years to support positive parenting for vulnerable families and their children

- Deliver crèches that are of high quality and facilitate maximum opportunities for children's learning

- To enable language rich environments and speech and language targeted programmes to support children and families with speech and language delay

- To deliver across identified schools, school readiness workshops/joint home visits and outreach

- For staff to participate in CPD to ensure that their practice is based in evidence and that the impact of their work can be evaluated to show is impact upon outcomes

2.17 Children's Centres are subject to an internal rigorous continual improvement and performance framework (aligned to the Ofsted Children's Centre inspection framework) which provides advice, support and challenge to ensure that the outcomes for vulnerable children and their families are improved (through the delivery of evidenced based programmes), and that services are integrated, targeted, co-ordinated and are value for money

2.18 Impact to Date

- 99% of all children aged 3 and 4 took up their funded entitlement (DfE March 2014), the England average is 97% and statistical neighbours and outer London is 92%

- 80% of all children aged 3 and 4 take up a place in good and outstanding provision (DfE March 2014), the England average is 71% and outer London is 72%

- 83% of all children aged 2 took up provision in good or outstanding provision (an additional 8% are in provision waiting inspection. Local data summer and autumn headcount)

- EYFSP in 2013 was a revised assessment framework and the national data set shows wide variations and fluctuation across the local authority and does not show robust comparisons with pervious years or with other authorities

- 38 families completed evidenced based parenting programme (Incredible Years, Q3 snapshot)

- 60 children attended targeted speech and language programmes in Childrens Centres (Q3 snapshot)
- 69% of all families living in areas of deprivation attended a Children's Centre (April – Dec 2013)

Develop sufficient places in the market to meet the statutory duty for providing free early education places for vulnerable 2 year olds

2.19   For phase 1 (450 eligible children) Merton set up 228 new places for vulnerable 2 year olds in 7 Children's Centres and 3 private/voluntary providers, primarily operating in areas of need

2.20   The newly created places have been delivered primarily through Children's Centres enabling a holistic and integrated service to families and their young children.

2.21   Specific partnership work has taken place with the childminding sector to facilitate place expansion in a home environment which provides greater choice for families and for some children a more appropriate learning environment

2.22   Recent change to the law through the Children and Families Act will see the setting up of new childminder agencies which are intended to encourage new childminders to the market with a view to more places for 2, 3 and 4 year olds being delivered via the new agencies. Merton has been a pilot of the childminder agencies and will be evaluating this pilot shortly to inform future opportunities/working practices

2.23   For phase 2 (1000 eligible children) Merton is working in partnership with existing providers to provide places for vulnerable children within their current provision. It is estimated that at least one third of the places will be delivered through existing capacity in good and above settings

2.24   Provision for eligible children with additional and complex needs will be developed in accordance with the broader project work in response to the Children and Families Act

2.25   Amendments to the Early Years Foundation Stage in September 2014 will provide opportunities for schools to deliver places for 2 year olds without the requirement to separately register with Ofsted or the Local Authority. In Merton, many schools currently deliver, or work in partnership with private providers to deliver, wraparound services and some separate provision for 2 year olds. The early years service will work closely with schools to identify possible areas for expansion in accordance with demographic need and place planning

2.26   Impact to Date:

- 228 new places created in the market in areas of deprivation and where demand is anticipated
- 17 child-minders registered as new providers of funded education
- 409 children have taken up a funded place (April 2013 – October 2013).
- 255 (62%) children lived in area of deprivation

- 46 (11%) children had additional educational needs identified

- 87 (21%) children at enhanced or specialist level

- Take up of places from 2013 – 2014

  Summer 245, Autumn 301 and Spring 328

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.   The statutory duty to provide early education for up to 1000 vulnerable 2 year olds is September 2014. The new Children and Families Act will become law by September 2014. The revised statutory guidance for 2, 3 and 4 year old funding will be reissued in April for implementation in September 2014. Amendments to the EYFS will be implemented in September 2014

6   FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

6.1.   The Council, via the DSG, has received start up funding for 2013 – 2015 to create the new places for 2 year olds which includes capacity building, outreach/promotion, improving quality and raising the skills of the workforce.

7   LEGAL AND STATUTORY IMPLICATIONS

7.1.   The provision of funded early education places are statutory duties for the Local Authority. The requirements to reduce inequalities and improve outcomes for all children under 5 are also statutory. The EYFSP is a statutory requirement.

8   HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

8.1.   Research and evidence shows that providing children with the best start in life has life long benefits and is a key focus for the work with vulnerable children in terms of human rights, equalities and community cohesion.

9   CRIME AND DISORDER IMPLICATIONS

9.1.   Not applicable

10   RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

10.1.   Not applicable

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

        Not applicable

12   BACKGROUND PAPERS

        Not applicable

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Committee: Children and Young People Overview and Scrutiny Panel

Date: **26 March 2014**

Agenda item: 7

Wards: All Wards

Subject: Draft Final Report of the School Leadership Succession Planning Task Group

Lead officer: Rebecca Redman, Scrutiny Officer

Lead member: Councillor Jeff Hanna, Chair of the Children and Young People Overview and Scrutiny Panel

Contact Officer: Rebecca Redman, rebecca.redman@merton.gov.uk; 020 8545 4035

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Recommendations:

A.   That the Children and Young People Overview and Scrutiny Panel considers and endorses the report arising from the scrutiny review of school leadership succession planning, attached at Appendix 1; and

B.   That the Panel agrees to forward the review report to cabinet for approval and implementation of the recommendations.

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1.   PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1   To present the scrutiny review of school leadership succession planning in Merton to the Children and Young People Overview and Scrutiny Panel for endorsement; and to seek agreement to forward the report to Cabinet for approval and implementation of the review recommendations.

2.   DETAILS

2.1   The Panel, at its meeting on 4 July 2013, agreed to establish a task group to look at school leadership succession planning, in particular how female and BME candidates could be encouraged to apply for headship given the diverse population in Merton schools and the changing educational landscape.

2.2   The Children and Young People Overview and Scrutiny Panel appointed a task group to carry out the review. The task group's report is attached at Appendix 1.

3.   ALTERNATIVE OPTIONS

3.1   The Children and Young People Overview and Scrutiny Panel can select topics for scrutiny review and for other scrutiny work as it sees fit, taking into account views and suggestions from officers, partner organisations and the public.

4. **CONSULTATION UNDERTAKEN OR PROPOSED**

4.1 In carrying out its review, the task group co-opted a representative who is a governor at one of Merton schools and met with representatives from the National College of Teaching and Leadership, Institute of Education and Inner Strength Network, and also talked to local head teachers, council officers and the Cabinet Member for Education.

4.2 Appendix 1 of the Task Group Report lists those who contributed to the review.

5. **TIMETABLE**

5.1 The task group's draft final report will be considered, with a view to being endorsed to forward to Cabinet, by the Children and Young People Overview and Scrutiny Panel at its meeting on 26 March 2014.

5.2 The Children and Young People Overview and Scrutiny Panel will then send the report to the Council's Cabinet in June 2014 for consideration.

6. **FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS**

6.1 None for the purposes of this covering 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 It is a fundamental aim of the scrutiny process to ensure that there is full and equal access to the democratic process through public involvement and engaging with local partners in scrutiny reviews. Furthermore, the outcomes of reviews are intended to benefit all sections of the local community. An Equalities Impact Assessment was completed as part of the review process and is available on request from the Scrutiny Team.

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**

11.1 Appendix 1 – task group review report on School Leadership Succession Planning.

12. **BACKGROUND PAPERS**

12.1 None for the purposes of this report.

London Borough of Merton

Report and Recommendations arising from the Scrutiny Review of School Leadership Succession Planning

Children and Young People Overview & Scrutiny Panel

March 2014

Task Group Members

Cllr James Holmes (Chair)
Cllr Agatha Akyigyina (Chair)
Cllr Iain Dysart
Cllr Linda Taylor

Co-opted member – Afua Boaten-Busia

Scrutiny Support
Rebecca Redman, Scrutiny Officer

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Acknowledgements

We would like to thank all the officers and external witnesses who have taken the time to provide written and verbal information and discussed their ideas with us. All contributors are listed in Appendix 1 of this report.

Foreword by Councillors Akyigyina and Holmes
Co-Chairs of the School Leadership Succession Planning Task Group

We chose to undertake a review of school leadership succession planning in the borough to acknowledge and raise awareness of the fact that we need to prepare for the potential shortage of suitable and qualified head teachers in the future, given the increasing numbers of heads that are due to retire in the coming years. We therefor wanted to ensure that our teachers and governing bodies, with the support of the council, was prepared for and undertaking succession planning.

Furthermore, in identifying the diverse communities we serve and the changing educational landscape, we considered how we might recruit head teachers from BME backgrounds to address under representation of this group in school leadership, in the borough, and also nationally.

Finally, we wished to consider how talent in schools might be identified and nurtured to ensure we have a responsive available workforce in our schools for key leadership positions. The task group were particularly keen that there were opportunities to increase leadership experience and capacity in our schools.

We found that schools and governors receive support from the council and the Merton Education Partnership and SWELSEP, and that schools actively encourage leadership experience for teachers and mentor and coach potential future leaders.

The task group consulted a range of representatives in this review, and in particular, focused on streamlining diversity into school leadership and succession planning. Our recommendations reflect these areas and seek to increase opportunities for potential leaders to develop, as well as better prepare and support governors and to publicise the role of head teachers to encourage more teachers to progress, to aid recruitment and retention.

We acknowledge that we must consult with schools on our recommendations and look forward to a dialogue with them on how we might better support them in their succession planning role.

We would like to take this opportunity to thank everyone that contributed to this review.

List of recommendations

All recommendations should be consulted on with schools, SWELSEP and the Merton Education Partnership.

Recommendations	Stakeholder/Responsible Team
Recommendation 1 – That Cabinet develop a council policy on succession planning which includes a number of principles and support mechanisms available to schools to support them in developing their individual school policies (paragraph 3.8).	Cabinet
Recommendation 2 –That Cabinet ensure that the corporate communications team run a campaign, as part of their work programme, which shares the good news stories from schools, profiling head teachers and their experiences, communicating how worthwhile the role is to prospective candidates. Furthermore, the communications teams should also seek to promote and publicise the range of development programmes and resources available to schools to support leadership development, alongside this (paragraph 3.8).	Cabinet
Recommendation 3 - That Cabinet include ensuring diversity in school leadership as a key commitment in the corporate equality scheme (paragraph 5.24)	Cabinet
Recommendation 4 –That Cabinet consult schools and the Merton Education Partnership on setting up refresher training for heads and governors, at appropriate intervals, on streamlining diversity in schools succession planning policies (paragraph 5.27).	Cabinet/Partnership
Recommendation 5 –That Cabinet, in consultation with the Merton Education Partnership, establish a mentoring and coaching programme and confidential forum for teachers, aspiring heads and head teachers to support career progression and succession planning, in particular that female and BME coaches and mentors be employed to support aspiring heads in these groups and that any barriers be identified to progression (paragraph 5.27).	Cabinet/Merton Education Partnership
Recommendation 6 – That Cabinet commission the ISN to undertake a survey of female and BME teachers to identify issues and gaps to better support career progression and professional development opportunities for women and BME candidates (paragraph 5.27).	Cabinet
Recommendation 7 - That Cabinet, in consultation with schools, explore the possibility of establishing a Future Leaders Programme for aspiring head teachers which may be match funded by schools or facilitated through other funding sources, for example, funding from the National College of Teaching and Leadership or the Merton Education Partnership. This Programme could act on a scholarship basis with the most talented prospective heads approached or nominated by schools across the borough to participate, offering a fast track programme to enable outstanding teachers to apply for headship sooner (paragraph 6.9).	Cabinet/Schools
Recommendation 8 – That Cabinet encourage workforce information be collected more frequently and shared across SWELSEP and Merton Schools to aid succession planning, in particular talent spotting and opportunities for progression (paragraph 6.9).	Cabinet/Partnerships

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Recommendation 9 - That Cabinet invest in publicity materials to attract graduates and those who may be pursuing teaching as a second career to Merton. Promoting the borough as a great place to live and work, with investment in career development and progression opportunities (paragraph 6.9).	Cabinet/Partnership
Recommendation 10 – That Cabinet work with schools to encourage more BME candidates to take up school governor posts to work towards addressing under representation of women and BME governors and that a comprehensive induction programme be offered to better prepare governors for the role (paragraph 7.10)	Cabinet/Schools
Recommendation 11 – Bespoke training for governors to refresh when appointment of a new Head teacher is coming up (paragraph 7.10)	Cabinet/Schools
Recommendation 12 – That Cabinet produce and share guidelines with schools to ensure governing bodies are thinking about representation and diversity when appointing head teachers and undertaking succession planning (paragraph 7.10) .	Cabinet/Schools

Final Report of the Task Group

1. Introduction

Purpose:

1.1 The Council's Children and Young People Overview and Scrutiny Panel, at its meeting on 4th July 2013, agreed to establish a Task Group review of school leadership succession planning and appointed a small number of Members to the Task Group.

1.2 At the Sustainable Communities Overview and Scrutiny Panel meeting on 17th September 2013, Terms of Reference for the Task Group review were agreed. The overarching aims for the review were established as follows:

- To determine how Merton's schools promote representation of different ethnic groups in senior positions;
- To determine what constitutes a good head teacher;
- To determine how Merton's schools manage their talent-spotting process; and
- To determine how Merton's schools retain and promote existing talent within their schools.

1.3 The review focused on the corresponding terms of reference:

- Looking at where representation and succession planning is successful in other schools and London Boroughs and identify factors in their success
- Examining the support provided to existing and potential senior staff in Merton's schools and elsewhere.
- Understanding the image of senior school positions among school staff
- Identifying where Merton's schools' staff and senior staff are coming from (as far as is possible).

2. School leadership succession planning – an overview

2.1 Members felt that this review, in acknowledging that school leadership was crucial to attainment, should consider what succession planning was being undertaken and what mechanisms for identifying and nurturing talented future leaders were in place. Furthermore, to establish what support the council provides to schools to identify the most effective model of leadership for their circumstances.

2.2 The National College for Teaching and School Leadership informed Members that they have shifted their focus to supporting school led leadership development to ensure that schools are effective in spotting, training and promoting a new generation of outstanding school leaders for the 0-18 education system. There is a shifting school landscape which requires leadership to be system led (rather than LA/diocesan led) and that consideration should be given by schools to networked or new configurations of schools, with alternative leadership models and responsibility for leadership at various levels throughout the school.

2.3 The task group heard that the international trend in school leadership is toward the devolution of school management, which makes decisions at school level progressively more important to the success of the system. Furthermore, around the world, school systems rely on self identification by potential leaders and informal mechanisms by which candidates can be coached and given opportunities to develop within their schools.

8

The role of the Council in supporting school leadership succession planning

2.4   Members were informed that the council is part of the South West London School Effectiveness Partnership (SWLSEP). A strong aspect of the work of this group of Local Authorities is a "succession planning" programme. This support has included both universal succession planning to all aspiring middle and senior leaders through work with the SWLSEP group of London boroughs, and more targeted programmes advertised and promoted to teachers from a BME background.

2.5   The task group heard that the SWLSEP Aspiring Head teacher and Senior Leadership programme has been running for 6 years. Based on the report 'Diagnosing the Need' produced by Wandsworth LA in 2008, Merton has since worked with 74 teachers to develop their skills and confidence to apply for next steps promotion.

School Improvement Team

2.6   The task group were informed that the councils School Improvement Team offer schools a well informed service, including a team of school improvement advisors with a diverse range of skills, knowledge to improve pupil outcomes, provision and leadership.

2.7   Members heard that the School Improvement Team work with schools at all stages of their development, schools in need of improvement; good schools aspiring to be outstanding and outstanding schools seeking to improve even further. The following services are offered by the School Improvement Team in relation to school leadership succession planning:

- Senior Leadership Team and governing body training;
- Management advice on staffing structure and changes;
- Support for governors in the selection of new head teachers;
- Support for the appointment of senior staff;
- Joint monitoring and coaching for managers to develop expertise and consistency; and
- A range of bespoke leadership and management support and activities to address all areas of school improvement

2.8   The Merton Professional Development Team (within the School Improvement Team) offers bespoke training courses in leadership development. This is a shared service with Sutton Council. The Team provide a programme of leadership coaching and succession planning for middle and senior leaders, working with partners in the SWELSEP. A dedicated equalities and diversity service also offers advice to schools on strategic management of equality and diversity including strengthening leadership in this area.

3.   The challenges to succession planning

3.1   Members heard from a number of representatives and council officers during this review. They sought to understand what the challenges and barriers were to recruiting and retaining head teachers in our schools, as highlighted and discussed below.

3.2   The representatives the task group met, as detailed in Appendix 1, highlighted the need for innovative head teachers given the shifting landscape of schools and education, and the need to address the **increasingly short supply of heads**. The National College for Teaching and Leadership explained that almost one-third of primary and secondary headships are re-advertised because no suitable candidate comes forward. Furthermore, 30% of heads are aged over 55 and 54% are over

50. As they retire over the next few years, the profession will be deprived of significant experience and expertise.

3.3 A Times Education Supplement survey found that 36% of heads are actively seeking retirement and 54% are considering leaving the profession. There is a role for schools and the Local Education Authority to play in proactively increasing the number of school leaders coming through by around 15 to 20 per cent over the next two or three years in order to maintain a healthy supply of good-quality candidates for headship. The age profile of the profession is therefore an important driver in ensuring succession planning is undertaken and effective.

3.4 The lack of candidates for headships has resulted in schools having to re-advertise posts. Members heard that 30 per cent of primary and secondary schools have to re-advertise their head teacher vacancies. There are shortages in key areas with re-advertisement rates at 38% for primary schools, 51% for rural and faith schools and 42% for special schools. Members were informed that the reasons for not attracting quality candidates to an area can be geographical, socio-economic, cultural or religious.

3.5 Furthermore, very few new candidates are putting themselves forward for the role of head teacher. Members learned that many potential candidates are discouraged by what they see as the overwhelming **demands of modern headship**. The impression of an overwhelming workload and level of responsibility are clearly acting as a deterrent to deputies, assistant heads and others, with the potential for headship making an application. Teachers and middle leaders say stress and the loss of pupil contact are also major deterrents to applying for headship.

3.6 Members met with Head teachers from Merton schools. They made it clear that their experience of headship was particularly positive. Their experience has shown that many teachers see the role as purely administrative, whilst deputy heads are effectively career deputies in that they have no aspirations to progress beyond this level. Therefore there is a mismatch between **how teachers perceive the job of head teacher** and the reality as seen from the point of view of our head teachers. Head teachers added that there was work to be done to share the positive experiences of schools and the work of head teachers, as well as the good outcomes and worthwhile activity that head teachers lead and deliver. Teachers may then be encouraged to take on this role.

3.7 The task group heard that the **length of time** that it takes to become a head teacher has also been identified as a deterrent. It can take around 20 years on average to attain a headship. Another reason for the short supply of potential head teachers is the varied practices in **identifying talent** and encouraging, mentoring and coaching future leaders. A number of existing heads have advocated shortening the pathways to headship. They argued that fast track opportunities should be promoted within and between schools and our successes should be celebrated publicly.

3.8 Members considered that local issues need solutions that are tailored to their context, and the best people to identify these solutions are those who know the context well. Nevertheless, this does not mean each school or area must work in isolation to address such challenges. The task group agreed that the SWELSEP was best placed to provide local support and guidance to address this deficit.

Recommendation 1 – That Cabinet develop a council policy on succession planning which includes a number of principles and support mechanisms available to schools to support them in developing their individual school policies.

Recommendation 2 – That Cabinet ensure that the corporate communications team run a campaign, as part of their work programme, which shares the good news stories from schools, profiling head teachers and their experiences, communicating how worthwhile the role is to prospective candidates.

Furthermore, the communications teams should also seek to promote and publicise the range of development programmes and resources available to schools to support leadership development, alongside this.

4.   Recruitment and Retention of head teachers

4.1   Members heard that retention of head teachers is easier than recruitment. With regard to recruitment, succession planning needs to be underpinned by a consideration of robust workforce data which provides a clear picture of the supply and demand of leaders in our schools.

4.2   The task group noted that retention is informed by understanding the interests and aspirations of experienced leaders, given that salary is not claimed to be the main reason heads stay in the role. Members heard that a survey undertaken by the National College for Teaching and Leadership in 2012 found that overall, teachers have high levels of job satisfaction and that there are high levels of aspiration among the Senior Leadership team. Therefore, the council needs to establish what support it can provide to understand the everyday issues that dissuade promising teachers from applying for headships.

4.3   Members heard that both recruitment and retention can also be aided by offering a combination of a reduced workload, new challenges to make a difference in diverse schools, professional development and opportunities for increasing fulfillment in the role.

4.4   Members also met with a number of head teachers from Merton schools to consult them on recruitment and retention. The head teachers in attendance had differing levels of experience and time in the role, as well as different paths into the profession. Members were pleased to hear that overall the experience of Merton head teachers had been positive, in terms of being exposed to opportunities for progression to gather leadership experience whilst teaching. Head teachers explained that they were actively encouraged and given opportunities to progress which in turn they have offered to their own teachers and Senior Leadership Team, identifying and nurturing talent in their own schools. They stated that encouragement and support were important to prospective candidates within schools.

4.5   Head teachers were very clear that a significant part of their role was identifying future leaders and encouraging and supporting their development. This should happen even if there is a chance that they will seek employment elsewhere due to opportunities for progression, or lack of, within that school, or indeed within Merton.

4.6   Members were pleased to hear that heads encourage their staff and try to build their confidence to prepare them for more senior roles. Members heard that often staff are reluctant when approached about progressing, due to the perceived workload involved and concerns about their ability to succeed. Furthermore, the length of time taken to secure headship was cited as a reason for many teachers not putting themselves forward for this role.

4.7   The task group heard, however, that there can be a relatively quick succession to headship with a middle leaders programme in place which provides training and development that enable headships to be secured within as little as 4 years. Head teachers also felt that the professional development opportunities and training and

development courses offered by the National College for Teaching and Leadership should be publicised and funded to allow more teachers to fast track to headship.

4.9   Members were pleased that head teachers felt supported by the council and that there are good relationships between schools in the borough. Head teachers highlighted the role that Councillors could play in selling the good work of schools to residents. It is encouraging to heads and Senior Leadership Team when a letter or visit is received from Councillors to thank schools for their good work.

4.10   The process of induction for new heads has also improved over the past few years. The fact that Merton is a small borough means that schools work closely with one another and this dialogue can aid talent spotting and opportunities for leadership experience. The task group heard that cultivating leadership skills among staff also required mentoring and coaching to be in place, not just within their school but also outside of the management team, to allow for confidential forum to discuss challenges and concerns.

Models of Leadership

4.11   Members heard that new models of headship are emerging to cope with the demands of modern school leadership. Sometimes they have evolved expressly to cope with the head teacher shortage, but schools also see these new models of headship as ways to open up career development opportunities and pathways for other staff to respond to the challenges of modern school leadership.

4.12   When a head takes on a SIP or other system leadership role, it gives deputies, assistant heads and others the chance to act up, take on more responsibilities and try out leadership roles for size, thereby preparing potential leaders and boosting their confidence and motivation. Knowing that there is an opportunity to develop a career as a head teacher beyond a single school also makes the role of head teacher potentially more appealing to young, ambitious teachers.

4.13   Working beyond the school in this way can also be invigorating for head teachers and therefore has implications for recruitment and retention. It can encourage successful heads to stay on at a school rather than moving to seek out fresh challenges in another school or organisation. As well as presenting opportunities for heads, leading beyond the school has a knock-on effect in terms of leadership development elsewhere in the school.

4.14   The task group noted that a rapidly changing educational landscape requires that Governors also play a key role in ensuring that the leadership structure in schools is up to the task. The complexity of the environments in which schools operate means that different schools will need to apply different leadership styles and models to meet their needs. It follows that the traditional model of one head teacher for each school may no longer be the most appropriate way of meeting leadership needs.

4.15   Members learned that the National College for Teaching and School Leadership had carried out research into three new models that have particular relevance to leadership succession: **federations, co-headship** and **executive headship**. Members considered three alternative leadership models which are outlined below:

Executive headship model

4.16   Hard federations normally led by an executive head teacher, who takes overall responsibility for all the schools. Each school within the federation may have a head of teaching and learning or head of school, who reports to the executive head. In some cases, a head teacher who is already leading a successful school

adds the leadership of another to their remit. Executive heads in this definition may be deployed in schools where leadership needs to be strongly supported because the school is not performing well. This may be for a fixed term where the partner school is facing difficulties for some reason.

Benefits of the Executive Headship Model

4.17   Development opportunity for a good head teacher to extend his or her impact and legacy through taking on the overall leadership of more than one school. Opportunities for potential school leaders to take greater responsibility within the executive head's own school while he or she works with another school. This is distributed leadership in action.

Federation model

4.18   A federation is a group of two or more schools that formally agree to work together to raise standards. One head teacher may oversee more than one school within the federation, hence challenging the tradition of every school having its own dedicated head.

- **Hard federations** – two or more schools under a single governing body and an executive head; and

- **Soft federations** – an informal arrangement in which two or more governing bodies share some elements of governance and set up a joint strategic committee with some delegated powers.

Benefits of the Federations Model

4.19   Smaller schools in particular may benefit from a wider leadership team giving greater support to the head. It is also a development opportunity for a good head teacher to extend his or her impact and legacy through taking on the overall leadership of more than one school. Opportunities for potential school leaders to take a wider range of leadership roles within the line management structure of the group of schools.

Headship job share model

4.20   The role is shared between more than one teacher. Where two people share the role, they might both work full time, each with contracts for 0.5 head teacher and 0.5 deputy; or they might both work part-time, and together make up 1.0 head teacher role. In a step-up step-down co-headship an experienced head teacher approaching retirement may stay on to support and mentor a new, less experienced, head into the role. Working arrangements are tailored to meet the needs of the schools and the head teachers.

Benefits of the Headship job share model

4.21   The combined skills, experience and capacity of two talented people leading the school. This model can be an attractive option for leaders seeking a better work-life balance. It also provides an opportunity to retain the skills and experience of a head teacher nearing retirement during the induction period of a new leader.

4.22   Members considered the guidance produced by the National Governors Association and the National College for School Leadership which invites schools to consider the following when looking at the most effective leadership model for a school:

- Has a review of the leadership model for the school for the coming years been undertaken?
- Could one of these models help the school find, develop and keep good head teachers?
- Have the benefits of extending the responsibility of a head teacher beyond the school been identified?
- Is establishing a job share an opportunity to encourage interest from leaders who would otherwise not consider a full time headship role?
- Has collaboration with other schools been considered as a way to help build on the schools strengths and tackle shared challenges?

5.   Streamlining diversity in school leadership (BME and Women)

5.1   Members explored how diversity, in particular encouraging women and candidates from Black and Minority Ethnic (BME) backgrounds to apply for headships, could be streamlined in schools leadership succession planning. Furthermore, how the council could support schools and candidates of diverse backgrounds in providing opportunities to gain leadership skills and experience.

5.2   The task group noted that both groups were still under-represented at senior level in proportion to the numbers in the teaching workforce as a whole. Members considered the black and minority ethnic leadership profile in the borough. Of the total 74 teachers in the borough SWELSEP have worked with, 29% have achieved headship or next steps promotion, and of that number 38% were teachers from a BME heritage (as the table below outlines):

Total no.	BAME Teachers	Total achieving promotion	BAME teachers achieving promotion
74	15	21	8
	15/24= 20%	21/74=29%	8/21=38%

5.3   Members were pleased to hear that the Merton School Improvement team has offered a range of support mechanisms for teachers from BME groups in achieving 'next steps' promotion. Within the programme delegates have had access to a number of initiatives focused specifically in encouraging staff from BME backgrounds to apply for Headship. This included workshops to support awareness building and a joint venture between Wandsworth and Merton councils.

5.4   The range of training and development opportunities offered by the National College for Teaching and Leadership, among others, are promoted to teachers. Officers acknowledged that further work could be undertaken by the Equalities Service within the School Improvement Team and that they were identifying and responding to training needs on an ongoing basis.

5.5   Members discussed their concerns about the under representation of senior leaders from BME backgrounds, both nationally and locally, and how this was an area that needed some solutions to be presented to ensure that the school workforce was reflective of the diverse populations in the borough. Members considered the following statistics in relation to the school leadership workforce nationally, including women and BME rates, noting that there are more male teachers going for headships than women, a smaller percentage of which are from BME backgrounds:

Heads workforce profile:

	Percentage of workforce	Percentage of BME
Nursery and Primary		
Male Heads	29%	1.5%
Female Heads	71%	*1.5%*
Secondary		
Male Heads	62%	2.6%
Female Heads	38%	4.4%

Deputy heads workforce profile:

	Percentage of workforce	Percentage of BME
Nursery and Primary		
Male Deputy Heads	19%	2.5%
Female Deputy Heads	81%	*4.5%*
Secondary		
Male Deputy Heads	51%	4.3%
Female Deputy Heads	49%	4.3%

BME Leadership – Presentation from the Institute of Education

5.6   Members were informed that the National College for Teaching and Leadership commissioned a report on Black and Minority Ethnic Leaders which identified a number of perceived barriers to leadership amongst BME teachers. These include:

- Experiencing racism at interview;
- Lack of confidence in applying for senior posts;
- Lack of confidence in applying for senior posts in large majority white pupil population schools;
- Disillusionment as a result of experiencing and witnessing racism;
- Concerns about maintaining a healthy work/life balance;
- Being over-represented in the most challenging schools;
- Exclusion from informal professional networks; and
- Lack of support from line manager and or senior leadership team members

5.7   The task group heard that there is an under-representation of BME groups in professional development programmes aimed at aspiring leaders. More needs to be done to offer bespoke programmes for BME groups or to provide more support. Investing in diversity is central to ensuring that BME candidates are able to provide leadership in diverse settings.

5.8   Members noted that the school system had become very fragmented over the last 30 years and that there has been an accompanying decline in local authority support. Therefore there needs to be some clarification on who is responsible for leadership preparation at the local level and what support is offered by councils.

5.9   It was proposed to Members that schools and local authorities needed to support one another to plan for leadership succession by considering the following:

- Focus on under-represented groups, looking at the landscape at the current make-up of the leadership and what needs to change;
- Ensure Head teachers are willing to talent spot and groom people for headship;
- Do more work to raise awareness of the barriers that aspiring leaders face

5.10   Members heard that whilst leadership development through training is important. A generic leadership programme may not lead to an equitable system. Members were advised that diversity in its broadest sense needs to be considered. Equally, the governing bodies of schools have a statutory duty to promote positive relationships between those from different groups, eliminate unlawful discrimination and promote equality. Any training devised must contain an explicit focus on diverse contexts and leading for a more equitable system. This training is for teachers, heads and governors who all have a part to play, and should be underpinned by a clear strategy on streamlining equality into succession planning.

5.11   This strategy should also enable diversity in leadership planning by undertaking/offering the following:

- Bespoke leadership preparation;
- Conversations about barriers;
- Coaching and mentoring;
- Application and interview practice;
- Shadowing;
- Opportunities for leadership activity; and
- Internship

5.12   Members used this outline as the basis for thinking about their recommendations that would address some of the challenges surrounding under representation of BME and female leaders in Merton schools.

Research by NASUWT and the National College of Teaching and Leadership

5.13   Members considered the research undertaken by the National College for Teaching and Leadership and NASUWT, in partnership with the University of Manchester. This research considered the leadership aspirations and careers of black and ethnic minority teachers, in particular, the barriers to progression for BME teachers. The most interesting/concerning findings from this research are outlined below. Although the research was conducted in 2008, there were still important issues identified that the task group felt the council, schools and governors should be considering and addressing, where evident, in Merton schools.

Research Findings

5.14   **Research finding 1 - BME teachers are committed to teaching and ambitious to progress:** The research findings reject assumptions that the reason for the underrepresentation of BME teachers in school leadership positions is because of a lack of ambition. 43% of BME main scale teachers expected to be in a middle or senior management role within ten years. The motivations BME teachers most often cited for seeking a new post were: professional ambition; seeking a fresh challenge; leadership ambition; award of a qualification; and aspiration to be a

BME leader/role model. However, two thirds of BME teachers, more men than women, felt that they would need to change schools to progress their careers.

5.15 **Research finding 2 - The career experiences of BME teachers are not uniform:** There are significant differences between the career trajectories of teachers from each of the minority ethnic groups represented in the research study. Whilst there is strong evidence that, across the board, BME teachers were found to be underrepresented amongst the holders of leadership and headship posts within schools. The research concluded that some BME groups fare worse than others.

5.16 **Research finding 3 - BME teachers are under-represented in the school workforce and particularly underrepresented in senior leadership and headship positions:** This finding is evidenced in this report and was a key point that was made by all of the representatives Members met with during this review.

5.17 **Research finding 4 - Workload is a major factor inhibiting BME teachers' career aspirations and progression:** The reasons most frequently cited by BME teachers as inhibiting career progression ambitions were: workload/work/life balance; discrimination; lack of support; lack of role models; and lack of acceptance by staff, governors and the community being served. Of all the barriers to headship, workload was cited as the biggest factor for all BME teachers, irrespective of gender, phase or role.

5.18 **Research finding 5 - *Discrimination at work is a key barrier in BME teachers' careers:*** NASUWT learned that male BME teachers perceived discrimination as their greatest barrier compared to their female counterparts. For women, lack of self-confidence was the second most commonly cited barrier. The grounds of the discrimination teachers experienced included: ethnicity; gender; age; and faith. BME senior leaders were more likely to say they had experienced discrimination than were main scale BME teachers. BME middle leaders were also least likely to say they had experienced discrimination.

5.19 **Research finding 6 - *BME teachers experience discrimination on a range of grounds -*** Virtually all gender discrimination reported by senior leaders in this piece of research was by women. Discrimination on the grounds of gender was significantly more prevalent amongst senior leaders than main scale teachers and amongst women than men.

5.20 **Research finding 7 - *Tackling negative stereotyping and discriminatory cultures are keys to success for BME teachers*** - Of those BME teachers who said they had experienced discrimination when applying for posts, three fifths (59%) had encountered discrimination at the shortlisting stage, two thirds (66%) at the interview stage and one third (34%) at both stages. A large majority of BME teachers and school leaders (70%) said that they believed it is harder for BME teachers to secure leadership posts than for other teachers. Two fifths of BME teachers and school leaders believed that current school leadership cultures/policies are a barrier to BME teachers' career ambitions.

Conclusions from the research undertaken by NASUWT

5.21 The survey concluded that BME teachers are ambitious and committed to their jobs and careers (if not more so) than other teachers. Yet, despite this, they found that BME teachers are not confident that they are treated fairly when they apply for promotion or for headship. An entrenched cultural problem and institutional racism appears evident in schools and this operates to the disadvantage of BME teachers. The absence of systematic and high quality workforce data that is capable of

tracking the career trajectories and experiences of teachers by ethnic group and that could help to locate discriminatory practices is a major barrier to equality.

5.22   NASUWT argued that A key barrier to diversity and equality in school leadership is the absence of reliable ethnic monitoring data on the school workforce. The NASUWT believes that ethnic monitoring of the teacher workforce should be undertaken in a more systematic fashion at school, local authority and national levels to enable effective strategic planning. BME teachers' progress on the leadership scale in particular should be more effectively monitored.

5.23   Furthermore, NASUWT concluded that practical support is also needed to enable teachers to progress in their careers. For example, support targeted at individuals could help to mitigate various barriers to progression - including boosting self-confidence through the establishment of support networks for teachers, mentoring opportunities and access to information and guidance. An entitlement to access high quality leadership development opportunities is also needed.

5.24   Members explored how recommendations could be made that would enable these barriers to be overcome, acknowledging that some of the issues identified, and the findings from the study, suggest that there is a need for cultural change and greater awareness and adherence to equalities and diversity legislation and policy. The task group acknowledged that cultural change does not happen overnight but that the task group could make recommendations and ensure that the council, whilst encouraging schools and governors, embed equalities and diversity in succession planning and the recruitment and retention process through its own policy, the School Improvement Team and is role in the SWELSEP and the Merton Education Partnership.

Recommendation 3 – That Cabinet include ensuring diversity in school leadership as a key commitment in the corporate equality scheme.

Women in leadership roles – Presentation from Inner Strength Consulting

5.25   The task group also considered the barriers and challenges to women accessing school leadership roles. Members received a presentation from Inner Strength Consulting (ISC) who support women to achieve their career aspirations by providing mentoring and coaching.

5.26   Research presented by ISC highlighted the following barriers to women becoming head teachers:

- Concerns around balancing work and domestic/family responsibilities;
- Partner's career taking precedence;
- Concerns after taking a career break;
- Concerns about the viability of maternity leave;
- Lack of confidence in applying for senior posts;
- Lack of interview skills;
- Lack of career planning;
- Negative perceptions of headship;
- Lack of information concerning educational developments following a career break such as a maternity leave; and
- Experiencing sexism at interview

5.27   Such challenges need to be addressed to enable a diverse workforce that is responsive to our changing demographics and educational landscape.

Recommendation 4 - That Cabinet consult schools and the Merton Education Partnership on setting up refresher training for heads and governors, at appropriate intervals, on streamlining diversity in schools succession planning policies.

Recommendation 5 - That Cabinet, in consultation with the Merton Education Partnership, establish a mentoring and coaching programme and confidential forum for teachers, aspiring heads and head teachers to support career progression and succession planning, in particular that female and BME coaches and mentors be employed to support aspiring heads in these groups and that any barriers be identified to progression.

Recommendation 6 – That Cabinet commission the ISN to undertake a survey of female and BME teachers to identify issues and gaps to better support career progression and professional development opportunities for women and BME candidates.

6. Recognising and nurturing talent – Future Leaders

6.1 Members noted that expanding the number and range of opportunities available to aspiring heads, teachers and those in the schools Senior Leadership Team, were critical to overcoming some of the challenges they had learned of, fostering greater interest in leadership at earlier stages in teaching careers. Providing an opportunity to try out a leadership role, whether on a strategic project or in assuming responsibility for a key area, allows teachers to understand leadership in a school setting in its day to day reality, which head teachers found invaluable when teaching.

6.2 When the Task Group met with Head teachers this point was reinforced. Most of the head teachers in attendance had been given similar opportunities which they felt were invaluable and enabled them to grow in confidence and develop skills to equip them to apply for headships early in their careers. Head teachers explained that the local authority needed to make headship more attractive by talking up how worthwhile the profession is and also selling/promoting the borough as a great place to live and work and that the council is an investor in professional development for teachers.

6.3 Members considered what needed to be offered by Merton to attract the right candidates. The National College for Teaching and Leadership identified the following benefits which Merton should consider offering/facilitating:

- Talk up headship – 9/10 heads say it's a great job;
- Offer appropriate salary and benefits package;
- Address wellbeing & workload issues;
- Consider new leadership models and flexible working arrangements;
- Be flexible about desired teaching commitment;
- Identify clear goals for school improvement;
- Offer attractive CPD options – especially coaching and mentoring; and
- Shorten the pathway to headship

6.4 The task group heard that for those en route to senior posts, leadership preparation is more important than ever. This is particularly the case now that career paths have widened and the profession is attracting more mature entrants, with teaching as a second career. Schools need to have a more proactive approach to spotting talent and should be active in planning leadership development opportunities for staff, accessing national provision such as the National Professional Qualification for Headship (NPQH), Fast Track and Future Leaders.

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6.5   Members were informed that the NPQH is the mandatory qualification for head teachers and prepares candidates for headship in accordance with the National Standards for Head teachers (DfES, 2004). Anyone with a body of experience of leadership at the whole-school level can apply for a place on the 15-month programme.

6.6   The task group were informed that Head teachers share information with other schools as part of talent spotting. It was also felt that successes should be celebrated to highlight the good experiences of headship publicised to, in turn, encourage more teachers to consider progression.

6.7   Members heard from head teachers that they felt that there was also a role for the council in promoting a future leaders programme and considering what this programme might offer. It was proposed that schools might match fund a development programme for middle leaders and that any funding available through the National College for Teaching and Leadership, or other sources such as the Merton Education Partnership, be explored. This programme may also attract candidates to the borough.

6.8   Head teachers were in agreement that opportunities to recruit people for whom teaching is a second career should be identified in seeking to attract new candidates, acknowledging the range of skills and leadership capabilities that they bring to the role. The Councils communication department could play a role in publicising the borough to prospective candidates.

6.9   The task group were clear that the future leaders in Merton Schools needed to be identified and supported much earlier and professional development and fast track leadership opportunities were central to this. Members felt that a Future Leaders Programme that could be delivered by the council in partnership with schools, SWELSEP and the MEP should be explored. This could offer a pot of funding which a delegated committee chaired by an Elected Member, with responsibility for considering applications for the programme. This would provide a mechanism by which head teachers could nominate outstanding teachers, or teachers themselves could apply. In addition, a certain proportion of the funding could be for equalities and diversity training and a dedicated scholarship for an outstanding teacher from a BME background.

Recommendation 7 – That Cabinet, in consultation with schools, explore the possibility of establishing a Future Leaders Programme for aspiring head teachers which may be match funded by schools or facilitated through other funding sources, for example, funding from the National College of Teaching and Leadership or the Merton Education Partnership. This Programme could act on a scholarship basis with the most talented prospective heads approached or nominated by schools across the borough to participate, offering a fast track programme to enable outstanding teachers to apply for headship sooner.

Recommendation 8 - That Cabinet encourage workforce information be collected more frequently and shared across SWELSEP and Merton Schools to aid succession planning, in particular talent spotting and opportunities for progression.

Recommendation 9 –That Cabinet invest in publicity materials to attract graduates and those who may be pursuing teaching as a second career to Merton. Promoting the borough as a great place to live and work, with investment in career development and progression opportunities.

7.   Role of Governors in Succession Planning

7.1   Members consulted with governors to gather their feedback on their role and what additional support they require to enable them to undertake their role in succession planning successfully.

7.2   Members heard that governor training is delivered by the National College for School Leadership and local support from the council and schools has been helpful. In particular, the support given internally by schools to aspiring leaders has been positive and their have been instances when teachers and heads have progressed to a headship and have been offered encouragements, challenges and opportunities to learn and grow in post. It was noted by one Governor that mentoring also continues between Heads who have trained and coached aspiring heads and who have gone on to lead their own schools. This has ensured mutual support that is both pastoral and built on friendship and is common in Merton schools.

7.3   However, the task group were informed that the Merton Education Partnership (MEP) have recently looked at support for Heads and one area that has been considered weak is that of pastoral care. This was recognised by and the partnership along with the need for trust, support and challenge to be fostered.

7.4   Governors agreed that they and their schools should encourage leadership opportunities where drive, qualities and potential are evident and from whatever background. Once appointed, the same support and pastoral care is vital in building friendship and accountability groups among colleagues. Members heard that a good example of this is the Mitcham Town Co-operative which has continued to grow and be highly valued by local Head teachers who work together and offer mutual support across the cluster. There are two other Cluster groups in Merton who are looking at this model for the future.

7.5   It was commented upon that the National College for Teaching and Leadership is producing some excellent material at the moment on school leadership. In particular the training for Governors who are Chairs or aspiring Chairs. The training and information available was found to be really useful. This material was identified as being of real benefit to governing bodies if worked through.

7.6   The Task Group also consulted a Governor at a Merton school to ask about her experiences and the support needs of governors. The following issues were highlighted from her experience as a governor:

•   Difficulty in recruiting new governors;
•   No refresher training throughout time as a governor on diversity in succession planning;
•   Level of responsibility and accountability of governors means that it is a difficult role to recruit to as many volunteer as parent governors without any professional background in education or understanding of the complexities of OFSTED inspections;
•   Governors are often not prepared for the requirements placed on them when OFSTED inspections are undertaken;
•   Lack of BME governors;
•   Need for on going awareness raising for governors on their role in succession planning;

7.7   It was also noted that many governors are involved in the recruitment process but that the existing head has the final say on any appointment. The possibility of involving more community representatives as an advisory Panel to Heads and Governors in the recruitment process was welcomed. Furthermore, the governor

was unaware of any school succession planning policy in the school where she was a governor. However, it was felt that an excellent programme of support was provided by the council to schools and governors.

7.8   Members heard that governors encourage talent spotting and opportunities for teachers with potential for headship to gain experience in their schools but also to move around. Furthermore, retention may be aided by surveying heads in Merton schools to determine why they chose Merton.

7.9   It was also proposed that a buddy scheme between schools for new governors was worthwhile and that a mentor for new governors would be helpful to support development in the role. This is not in place at the moment based on her experience.

7.10   The opportunities for teachers to move around to gain experience was also discussed with regard to the expansion plans of the council to meet demand for school places in the borough.

Recommendation 10 – That Cabinet work with schools to encourage more BME candidates to take up school governor posts to work towards addressing under representation of women and BME governors and that a comprehensive induction programme be offered to better prepare governors for the role.

Recommendation 11 - Bespoke training for governors to refresh when appointment of a new Headteacher is coming up.

Recommendation 12 – That Cabinet produce and share guidelines with schools to ensure governing bodies are thinking about representation and diversity when appointing head teachers and undertaking succession planning.

8.   Concluding Remarks

8.1   Our recommendations impact on identifying and nurturing the next generation of leaders. As part of this process, Members felt that the council should continue providing support to schools and the good work being undertaken by the School Improvement Team and SWELSEP. However, Members felt that the absence of a statement or policy on school leadership succession planning for the council needed to be addressed. This could provide a set of guiding principles for schools to utilise when establishing their own succession planning policies.

8.2   Local authorities should support aspiring leaders and gather robust data to inform the succession planning policy which responds to the scale and nature of the challenge that this review has noted. There is also a need to work in collaboration with head teachers, identify alternative leadership models, where beneficial, and to work with governors to improve recruitment and selection and put in place more systematic talent identification processes.

8.3   Furthermore, work needs to be undertaken to explore how training and development programmes can be funded and how mentoring and coaching can become more widely available to aspiring heads. A Future Leaders programme with a number of associated work streams which would look at rolling out coaching and mentoring to teachers aspiring to headship, either self-nominated or by their head teacher, could partner external coaches and ensure a more formal mentoring scheme with heads from other schools in the borough.

8.4   With the Future Leaders Programme a number of outstanding teachers could get the support and access they require to funding for their professional development through a competitive scholarship process. The applications would be subject to a rigorous application process and aim to retain those awarded the scholarship through an agreement to enable talented aspiring heads to be retained in Merton Schools. This scholarship would cover practice based training, placement opportunities, leadership projects and responsibilities and study, possibly offering accreditation towards an MA in Education. Existing partnership relationships with local universities could be utilised in determining how this programme may be taken forward.

8.5   A particular focus of this task group review was also the need to prioritise addressing the challenges and barriers faced by women and people from BME backgrounds to ensure that they are able to progress and that the school workforce is representative of the demographic changes in the borough. The solutions identified cover corporate equalities policy, training for schools and governors, mentoring and coaching opportunities, a confidential forum to raise and address issues and a dedicated scholarship for BME candidates. This, Members feel should go some way to making some important changes and extending opportunities to candidates from BME backgrounds that may ensure that in the future the number of BME headships has increased. The task group acknowledged that this was an incremental development but hoped that it had identified a number of options that would act as a step forward.

8.6   Furthermore there is a need to encourage more BME governors in schools and for governors to be appropriately supported and trained to undertake their role in succession planning effectively.

8.7   The task group wished to express thanks to the CSF department, SWELSEP, Merton Education Partnership and the staff at Merton schools for all the good work they are already doing in this area and ask that succession planning continues to be afforded significant resources and priority to ensure that we have a workforce now and in the future that is able to meet the challenges that our shifting educational landscape and demographic changes are creating. Furthermore they agreed that consultation with schools should be undertaken on all agreed recommendations by Cabinet.

9.   What Happens Next?

9.1   This report will be presented to the Children and Young People Overview and Scrutiny Panel meeting on 26th March for the Panel's approval.

9.2   The Panel will then send the report to the Council's Cabinet meeting in June 2014 for discussion and to seek agreement to the recommendations presented.

9.3   The Cabinet will be asked to provide a formal Executive Response and Action Plan to the Panel within two months of the submission of the report to its meeting in September 2014. The Cabinet will be asked to respond to each of the task group's recommendations, setting out whether the recommendation is accepted and how and when it will be implemented. If the Cabinet is unable to support and implement some of the recommendations, then it is expected that clearly stated reasons would be provided for each.

9.4   The lead Cabinet Member (or officer to whom this work is delegated) should ensure that other organisations, to which recommendations have been directed, are contacted and that their response to those recommendations is included in the Executive Response and Action Plan.

9.5   The Panel will seek a further report six months after the Cabinet response has been received, giving an update on progress with implementation of the recommendations.

Appendix 1

Whom we spoke to -

External Organisations:
Rosemary Campbell Stephens – Institute of Education
Maureen Bailey – Inner Strength Consulting
Tim Blanchard – National College of Teaching and Leadership
Head teachers at Merton Schools
Sandy Cowling - Governor
Kevin Vickers - Merton Education Partnership

Officers:
Jan Martin, Head of Education
June Crame, Merton School Improvement Governor Support

Cabinet Members:
Councillor Martin Whelton

This form should be completed in line with the Equality Impact Assessment guidance available on the intranet

The blue text below is included to help those completing the template and should be overwritten.

EqIA completed by: (Give name and job title)	Rebecca Redman, Scrutiny Officer
EqIA to be signed off by: (Give name and job title)	*Julia Regan, Head of Democracy Services*
Department/ Division	Corporate Services, Democracy Services
Team	The Scrutiny Team
EqIA completed on:	12 March 2014
Date of Challenge Review (if you have one):	N/A
Date review of this EqIA is due (no later than 3 years from date of completion):	TBC

What are you assessing? (Tick as appropriate)

✓ **Policy:** *A policy is an adopted approach by the Council to a specific issue or position, usually in the long term. It provides a set of ideas or principles that together form a framework for decision making and implementation.[1] A policy may be written or unwritten, formal or informal. For example, the Corporate Equality Scheme.*

☐ **Strategy:** *A strategy sets out the activities and actions that have been identified as most likely and cost-effective to achieve the aims and objectives of a council policy e.g. the Consultation Strategy.*

☐ **Procedure:** *A procedure sets out the way in which practices and actions are to be undertaken at an individual level in order to achieve the policy in local situations, for example using a flow chart approach. Procedures also outline who will take responsibility on a day to day basis for decisions in the implementation of the policy.[2] For example, this procedure for carrying out an EqIA.*

☐ **Function:** *A function is an action or activity that the Council is required to carry out for example emergency planning arrangements.*

✓ **Service:** *A service is a facility or provision made by the Council for its residents or staff for example the Library service or Translation service.*

1. Title of policy, strategy, procedure, function or service

A Scrutiny Review of School Leadership Succession Planning, undertaken by scrutiny councillors on the Children and Young People Overview and Scrutiny Panel (supported by the Scrutiny Officer).

2. For functions or services only: Does a third party or contractor provide the function or service? If so, who?

No but partners, schools and governors are responsible for taking forward a number of the recommendations made, should they be agreed.

3. Who is the policy, strategy, procedure, function or service intended to benefit?

Schools (current and prospective head teachers, specifically BME and female leaders) and school governors, pupils and parents.

4. Who else might be affected?

Partners.

5. What is known about the demographic make up of the people you have included in your answers to questions 3 and 4?

Workforce data was considered in relation to the current BME and female leaders in Merton schools and also in relation to the number of headships, proposed retirement rates and BME and female leaders nationally. Data was also considered regarding the make up of the school population (percentage of BME pupils in particular) and compared t the number of BME and female head teachers and deputy head teachers to determine if the workforce was representative of the community they serve.

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[1] See the Council's Policy Handbook http://intranet/policy_handbook_final_agreed_nov_07-2.doc
[2] As above

6.	Have you already consulted on this policy, strategy, procedure, function or service? If so, how?

Consultation was undertaken with head teachers, governors, partners and council staff. This has informed the recommendations in this report; however, further consultation would need to be undertaken with schools and governors on a number of these recommendations.

7.	How will you measure the success of your policy, strategy, procedure, function or service?

The Children and Young People Scrutiny Panel will request an action plan be compiled by Cabinet which outlines how all the agreed recommendations will be implemented and will provide the basis of performance monitoring in the future to enable outcomes and successes to be established.

8.	How often will the policy, strategy, procedure, function or service be reviewed?

The Children and Young People Scrutiny Panel will request a progress report and updated action plan every 6 months until al of the recommendations agreed have been fully implemented.

9.	When will the policy, strategy, procedure, function or service next be reviewed?

The Children and Young People Scrutiny Panel will receive an Executive Response and Action Plan to their June 2014 meeting to outline which recommendations were agreed by Cabinet and how they will be implemented, and according to what timescales/dependencies.

10.	Please complete the following table and give reasons for where:
(a)	The policy function or service could have a positive impact on any of the equality
(b)	groups. The policy function or service could have a potential negative impact on any of
(c)	the equality groups.

Think about where there is evidence that different groups have different needs, experiences, concerns or priorities in relation to this policy, strategy, procedure, function or service.

Equality group	Positive impact		Potential negative impact		Reason
	Yes	No	Yes	No	
Gender (inc. Transgender)	✓				The recommendations made seek to increase awareness of diversity in succession planning and ensure that the workforce and governing bodies are representative of the population and communities in Merton that they serve.
Race/ Ethnicity/ Nationality	✓				
Disability				✓	

Age	✓				
Sexual orientation				✓	
Religion/ belief				✓	
Socio-economic status	✓				

11. Did you have sufficient data to help you answer the above questions?

✓ **Yes**

☐   No

If there is a potential negative impact on one or more groups, or there was insufficient data to help you answer the above questions, you should complete a full EqIA

12. Is a full Impact Assessment required?

☐ **Yes**

✓   No

EqIA signed off by:	Julia Regan, Head of Democracy Services.
Signature:	
Date:	

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Committee: Children and Young People Overview and Scrutiny Panel
Date: 26th March 2014
Agenda item: 9
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 update report in February 2014.

2   DETAILS

2.1   Two further Ofsted school inspections have taken place since the panel's last
        meeting – a full inspection at Morden primary school and an HMI monitoring visit
        at Garden primary school. At the time of writing, reports have not been
        published.

2.2   Parents have made preferences for primary school admission in September
        2014 with the formal 'offer day' being April 16th. Additional reception classes
        compared to last year are being provided at Poplar and Singlegate primary
        schools as part of permanent expansion plans of which panel will already be
        aware and an additional ' bulge' class has been agreed at Garfield primary
        school. With this additional capacity provided, officers are confident that all
        parents will receive a reasonable offer for September 2014 admission.

2.3   Offers have already been made to parents of pupils transferring into secondary
        education in September 2014. All parents have been made a reasonable offer of
        a school place although a small number have been provided with a central LA
        offer.

2.4   National consultation has recently been initiated by the DfE on major reforms to
        the school funding system. Central government has acknowledged unfairness in
        the current system which the proposed reforms are designed to begin to
        address and significant additional funding is to be allocated in 2015-16 to
        support this aim. A guarantee is being given that no local authority's or school's
        funding level per pupil will fall as a result of the proposed changes. Some 60
        local authorities are likely to benefit through additional funding including LB

Merton. Indicative figures show that if the changes are confirmed, the council's DSG funding will increase by some 6% or £6million for 2015-16. This will clearly benefit Merton overall although implications for individual schools has not yet been assessed.

2.5   At the time of writing this report, the Children and Families Bill is due to receive Royal Assent. Previous reports to panel have described major changes to be introduced via the new Act in provision for children with SEN and disabilities; looked after children and in adoption and family justice procedures. Key elements of the new Act include:

- A new 0-25yrs education, health and social care service for children with SEN and disabilities. A new SEN statutory code of practice is to be published to support these changes. Significant preparation work has been undertaken and Merton is about to pilot new assessment and planning models required to meet the terms of the Act.
- New provisions relating to looked after children including a new highly ambitious 26 week time limit for completing care proceedings designed to improve the timeliness of adoption and permanency; new duties enabling young people placed with fostercarers to remain in their placements to age 21yrs; and a requirement, already met in Merton, for all authorities to employ a Headteacher of a 'virtual school' for looked after children.
- Extension of eligibility for Free School Meals to all primary pupils in reception and years one and two classes. Preparation work is currently underway with all primary schools and school meals contractors to ensure necessary works to kitchens are completed and additional equipment provided to enable this requirement to be met from September 2014.
- A requirement to provide clearer information to carers, including young carers, on support available to them. Merton already commissions bespoke services for young carers and the delivery of our young carers strategy is overseen by the MSCB. The provision in the Act will prompt further raising of the profile of young carers as well as a refresh of our overall strategy.

2.6   Following the resignation of the previous postholder, a new independent chair of Merton's Safeguarding Children Board, Keith Makin, has been appointed and has taken up his new role.

2.7   CSF has recently refreshed its Target Operating Model (TOM) as part of the corporate work to develop analysis and strategies for the nine components or "layers" that underpin proposals for transformation and ongoing change. CSF's plans further develop and build on the extensive change we have delivered over the past few years before and since the presentation of the initial TOM in 2010, to concurrently improve services for children and families and achieve substantial savings. The most significant issues for CSF under each of the layers are as follows:

- **Customers:** Our current child population of c47,000 is forecast to increase by between 7% and 12% by 2017. Combined with increasing diversity and deprivation, this will place increased pressure on services at the same time as we are required to make further savings and comply with additional legislative and regulatory requirements. Our overall strategy is to focus on statutory duties;

sharpen our preventative approach and focus on CYP at most risk or in most need, working in partnership with schools and other agencies.

- **Channels:** This is about how customers contact us and access services. Whilst the vast majority of CSF services will continue to be delivered face to face, there is scope for us to exploit the capabilities provided by the Customer Contact Programme to provide information, for first point of contact, and for cross-marketing of services. The Children and Families Act requires us to provide web access to care plans and the local offer for families of CYP with SEND, and we will consider extending similar access to other customers.

- **Services:** Key challenges include developing the Locality Model for Children's Centres and increasing the places for 2-year olds; addressing increasing pupil numbers and the raising of the participation age, via the ongoing and very substantial school expansion programme; implementing the additional requirements in the C&F Act, especially in relation to CYP with SEND; developing a viable universal youth offer with minimal funding; responding to changes in the national framework for youth justice; developing an exit strategy for Transforming Families; working with colleagues in C&H Department on consolidated approaches where housing is a primary need factor; and maintaining readiness for inspection with increased information and quality requirements.

- **Organisation:** This is about both our internal structures and the contracts and partnerships we have with outside bodies. CSF Department implemented a major restructure of social care services in 2012/13 with associated changes to assessment and other processes, and we are now embedding and refining where required. Extensive commissioning activity includes mental health, EIP, substance misuse and teenage pregnancy services; a range of approaches to foster carer recruitment; options for older LAC; as well as the ongoing procurement and contract management requirements of the school expansion programme. We are working with colleagues in public health and the local Clinical Commissioning Group to progress the joint commissioning of services and with the voluntary sector on the universal youth offer.

- **Processes and Information:** We keep our processes under regular review to ensure that they are efficient and effective, including in relation to safeguarding and other statutory requirements. We have developed our service metrics and performance reporting information, partly in response to inspection demand and partly to meet internal management need, but we are ambitious to further develop our performance framework, in particular through increasingly robust quality assurance.

- **Technology:** We are currently working on the procurement of a new social care and information system, which will be used to manage all our casework, and is to be implemented during 2015. We are also hoping to enter a sharing agreement with Kingston for the provision of a new school admissions service.

- **Physical Location:** We have released Worsfold and Athena Houses and Wyvern and Farm Rd youth facilities for sale or other use, and we continue to work with colleagues in corporate services on the flexible working programme, and opportunities for further consolidation of accommodation. We are engaging with the asset review, including in relation to options for school expansion.

- **People:** Challenges include recruitment of more childminders; temporary technical and project management resources; the implications of reductions in youth funding for youth workers; recruitment, retention and development of our social workers; and the design and maintenance of a cost effective L&D offering.

2.8   CSF's TOM will be subject to challenge by the council's Corporate Management Team in Spring 2014.

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:	**26 March 2014**
Agenda item:	10
Wards:	All wards

Subject:	**Performance monitoring**
Lead officer:	Paul Ballatt, Head of Commissioning, Strategy and Performance, Children Schools and Families (020 8545 4066)
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. Email: naheed.chaudhry@merton.gov.uk; Tel: 020 8545 4090

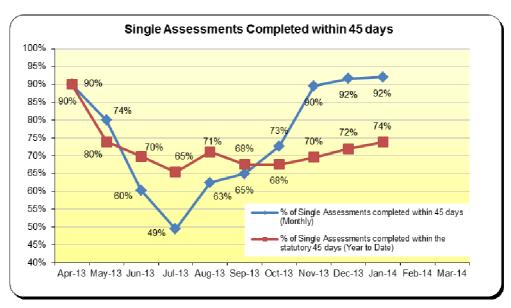**Recommendations:** That the Children and Young People's Overview and Scrutiny Panel

A. Note the current level of performance as at January 2014 for the reporting year 2013-14.

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 is as at the end of January 2014, at the point of publishing this report the February 2014 data had not yet been validated (report due to be published 17 March 2014).

2.   DETAILS

2.1.   At the Children and Young People Scrutiny Panel meeting on 5th 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, Safeguarding performance report etc.

2.2.   Appendix one presents the performance framework for 2013 -14 comments are provided below on exception only for those indicators reporting as Red or Amber.

2.3.   **Line 2 Percentage of Single Assessments completed within the statutory 45 days (Year to Date) – Red.**

2.4.   As at the end of January 74% of all Single Assessments have been completed on time. Although below our ambitious target of 90% there has been an improvement in performance following a review and management action taken in October 2013. All Single Assessments are now completed by the First Response team in the MASH. In November 90% (43 of 49) of all Single Assessments undertaken were completed on time, in both December and January this improved further to 92% thus demonstrating the impact of action taken. The trajectory of improvement is evident in the graph below.

Single Assessments Completed within 45 days

Graph 1: Red line, Single Assessments completed within 45 days Year to Date. Blue line, Single Assessments completed within 45 days each month.

2.5.   National comparator data for the timely completion of Single Assessments will not be available until the next DfE Children in Need (CIN 2013/14) census which will be published in July 2014 following a year end statutory return.

2.6.   **Line 5 Percentage of Children with Child Protection Plans visits due completed on time – Red.**

2.7.   As at the end of January, 88% of children subject of a Child Protection Plan were visited within 28 days of their last visit, this relates to 161 of 183 children. This is an on-going improvement on the last two months. The Service Manager for the Central Social work team is able to provide assurance that all relevant children have now been seen. A numbers of those children not seen within timescale are attributed to parents and family non-compliance preventing required levels of access to children. Benchmarking data on child protection plan visits is not published

2.8.   **Line 6 Percentage of children that became the subject of a Child Protection Plan for the Second or subsequent time (NI 65) – Red.**

2.9.   As at the end January, 12% of children subject to a child protection plan were the subject to a plan for the second or subsequent time, this indicator relates to 23 of 187 children. This indicator is impacted by large sibling groups being subject to a second or subsequent plan, 13 of the 23 children are accounted for in four sibling groups. A second plan was agreed for these children as the categories of concern increased and in some cases changed for these children. For example in one case a child came off a child protection plan, returned home and soon after became subject to a subsequent plan, the authority has taken action and started care proceedings. Merton's reporting is line with the national average of 14.9% (CIN 2012/13 data).

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

2.11.   This length of placement indicator refers to a small cohort. Children in this cohort are under the age of 16, have been in care for 2 and a half years or more and have been in their current placement for 2 years or more.

2.12.   Of the total number of children in care only 29 children meet these criteria, 62% of these relevant children had been in a single stable placement lasting two years or more; this equates to 18 of 29 children.

2.13.   Eleven children have not been in their placements for longer than 2 years. Of these 5 belong to two sibling groups. This is a small cohort of children and performance can be skewed by sibling groups. There were various reasons for the placement disruptions, these include in one case a placement change to enable adoption and in other cases planned placement changes to better meet the needs of the children. This data is in line with the national benchmark of 67% (LAC 903 2012/13).

2.14.   **Line 32 Percentage of Statements issues within 26 weeks without exceptions - Red**

2.15.   As at the end of January, 91% of all SEN statements were issued within 26 weeks (without exceptions) this relates to (107 of 119 children), this is in line with the national average of 93% and better than the London average of 90% (2012/13 figures).

2.16.   **Line 33 Percentage of Statements issues within 26 weeks with and without exceptions - Amber**

2.17.   89% of all SEN statements were issued in 26 weeks (with and without exceptions this relates to (109 of 123 children). Statutory assessment completion with exceptions continues to be challenging due to our reliance on health for reports as part of the statutory deadline. Management action is continuing to be taken to improve the outturn our performance remains above the national average for this indicator which is 86% and the London average which is 79% (2012/13 figures).

3.   ALTERNATIVE OPTIONS

3.1.   The Panel's scrutiny work programme is determined by the members of the Panel.

4.   CONSULTATION UNDERTAKEN OR PROPOSED

4.1.   The Panel have agreed to consider the performance report on an annual basis.

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

Appendix 1: Performance framework 2013-14 (January 2014)

6.   BACKGROUND PAPERS

6.1.   None.

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CYP Overview and Scrutiny Panel - Performance Index January 2014

No.	Performance Indicators	Frequency	Merton 2012-2013	Benchmark National Average 2012-2013	Benchmark London/SN	2013-14 target	Polarity	% Deviation	BRAG Rating (latest Outcome Period)	Apr-13	May-13	Jun-13 / Q1	Jul-13	Aug-13	Sep-13 / Q2	Oct-13	Nov-13	Dec-13 / Q3	Jan-14	Feb-14	Mar-14 / Q4	Notes
Children's Social Care																						
1	Number of CASA's	Quarterly	n/a	n/a	n/a	n/a	n/a	n/a	n/a			167			281			393				Quarterly (Time lag in collating CASAs from partner agencies)
2	% of Single Assessments completed within the statutory 45 days (Year to Date)	Monthly	n/a	n/a	n/a	90%	High	9%	Red	90%	74%	70%	65%	71%	68%	68%	70%	72%	74%			YTD
3	% of Children subject of a Child Protection Plan with an allocated Social Worker	Monthly	100%	n/a	not av	100%	High	0%	Green	100%	100%	98%	100%	100%	100%	100%	100%	100%	100%			Monthly
4	% of reviews completed within timescale for Children with Child Protection Plans (NI 67)	Monthly	97%	96%	not av	100%	High	10%	Green	100%	100%	100%	100%	100%	94%	97%	97%	96%	97%			YTD
5	% of Children subject of a Child Protection Plan who had a 4 weekly CP visit in timescale (child seen)	Monthly	85%	n/a	not av	95%	High	0%	Red	100%	92%	83%	77%	86%	80%	92%	83%	83%	88%			Monthly
6	% of Children that became the subject of a Child Protection Plan for the Second or subsequent time (NI 65)	Monthly	10.6%	14.9%	not av	10%	Low	1%	Red	0%	0%	0%	1%	15%	13%	15%	14%	13%	12%			Cumulative YTD
7	% of Children in Care with an allocated Social Worker	Monthly	100%	n/a	not av	100%	High	0%	Green	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%			YTD
8	Children in Care rate per 10,000	Monthly	32.6	60	not av	n/a	n/a	n/a	n/a	31.55	33.56	36.67	36.89	36.44	36.67	37.55	36.00	35.33	34.22			End of the month snapshot
9	Number of children who ceased to be Looked After Children who were adopted	Monthly	8	n/a	not av	12	High	8%	Green	0	0	1	2	4	4	4	4	7	7			Cumulative YTD
10	Number of agency special guardianship orders granted	Monthly		n/a	not av					0	0	1	1	1	2	2	3	4	4			Cumulative YTD
11	Stability of placements of Children in Care - number of moves (3 or move moves in the year) (NI 62)	Monthly	16%	11%	not av	15%	Low	2%	Green	0%	0%	3%	4%	7%	9%	10%	12%	13%	12%			YTD
12	Stability of placements of Children in Care - length of placement (NI 63)	Monthly	64%	67%	not av	75%	High	5%	Red	60%	66%	71%	71%	75%	68%	71%	68%	66%	62%			End of the month snapshot
13	Children in Care cases which were reviewed within required timescales (NI 66)	Monthly	96%	91%	not av	100%	High	10%	Green	100%	96%	95%	97%	95%	96%	95%	96%	96%	97%			YTD
14	% of Children in Care participating in their reviews in month	Monthly	88%	not av	not av	90%	High	10%	Green	88%	96%	83%	91%	92%	93%	86%	88%	81%	80%			Monthly with Quarter YTD
15	Timeliness of adoption placements post best interest decision (NI 61)	Monthly	100%	n/a	not av	n/a	n/a	n/a	n/a	n/a	n/a	0%	0%	25%	25%	25%	25%	14%	14%			YTD 6/7 adoptions outside 12 months decision to be placed
16	Rate of proven re-offending by young people in the youth justice system (NI 19)	Quarterly	1.2	not av	not av	1.1	n/a	n/a	n/a			1.18			1.20			1.07				Quarterly
17	First Time Entrants (FTEs) to the Youth Justice System aged 10-17 (Cumulative)	Monthly	77	n/a	not av	96	Low	0%	Green	5	10	16	19	26	29	39	51	65	70			YTD
18	Young Offenders NEET rate (Not in Education, Employment or Training)	Quarterly	not av	not av	not av	n/a	n/a	n/a	n/a			3.2% 8cyp			5.5% 6cyp			5.5% 9cyp				Quarterly November 16 - 18 NEET - supervised YOTS
20	Youth Justice Caseload per worker	Quarterly	not av	not av	not av	n/a	n/a	n/a	n/a			12.33			10.62			5.9				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	Annual	1798	not av	not av	2,000	High	0%	n/a													Annual Measure
21	Secondary School Persistent absence (LA) 15% threshold	Annual	n/a	not av	not av	n/a	n/a	n/a	n/a													Annual Measure
22	Secondary persistent absenteeism (15% absence)	Annual	8.2%	7.4%	6.1%	n/a	n/a	n/a	n/a													Annual Measure
23	Secondary fixed term exclusions (percentage of pupils on roll)	Annual	11.89%	8.40%	8.36%	8%	Low	2%	n/a													Annual Measure
24	% of BAME Pupil Exclusions Fixed - Secondary	Annual	n/a	not av	not av	n/a	n/a	n/a	n/a													Annual Measure
25	Primary fixed term exclusions (percentage of pupils on roll)	Annual	0.64%	0.91%	0.75%	0.6%	Low	0.5%	n/a													Annual Measure
26	% of BAME Pupil Exclusions Fixed - Primary	Annual	n/a	not av	not av	n/a	n/a	n/a	n/a													Annual Measure
27	Secondary permanent exclusions (Number YTD Acad. Yr)	Monthly	12	4370	780	12	Low	4 children per quarter	Green	7	7	8	10	13	0	0	0	0	1			August End of Acad. Yr YTD. September start of the new Acad. Yr. 1 PE completing the appeals process.
28	Number/% of BAME Pupil Exclusions Permanent - Secondary	Annual	n/a	not av	not av	n/a	n/a	n/a	n/a													
29	Primary permanent exclusions (Number YTD Acad. Yr)	Monthly	0	610	60	0	Low	1 child	Green	0	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	Annual	n/a	not av	not av	n/a	n/a	n/a	n/a													
31	Number of managed moves - Primary	Quarterly	4	not av	not av	n/a	n/a	n/a	n/a			0			0			0				Cumulative YTD Academic Year
32	All SEN statements issued in 26 weeks (without exceptions)	Monthly	98%	93%	90%	98%	High	2%	Red	100%	88%	94%	93%	94%	95%	96%	96%	94%	91%			Cumulative YTD Academic Year
33	All SEN statements issued in 26 weeks (with and without exceptions)	Monthly	92%	86%	79%	95%	High	5%	Amber	100%	88%	88%	89%	90%	93%	92%	93%	91%	89%			Cumulative YTD Academic Year
34	Provision of Short Breaks - cumulative internal and commissioned services.	Quarterly	363	not av	not av	400	High	10%	n/a			Data not available			Data not available			Data not available				Cumulative YTD. Benchmarking year using new formula.
35	SEN Statements Issued	Quarterly	n/a	not av	not av	n/a	n/a	n/a	n/a			34			32			42				Cumulative YTD
36	% outcome of all Children Centre Ofsted inspections good or outstanding	Quarterly	100.0%	70%	77%	100%	High	0%	n/a			100%			100%			100%				Cumulative YTD
37	% of total 0-5 year estimated ACORN estimated population from areas of deprivation (IDACI 30%) whose families have accessed children's centre services	Quarterly	73.9%	not av	not av	18.8%	High	n/a	Green			37.8%			54.9%			68.5%				Cumulative YTD
Road Accidents																						
38	CYP Road accidents - reported incidents Fatal/Serious/Slight	Annual	2012 (0 Fatal/ 9 Serious/ TBC Slight)	n/a	n/a	n/a	n/a	n/a	n/a													Calendar Year annual measure. 2013 data available circa April 2014.

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Committee: Children and Young People Overview and Scrutiny Panel

Date: 26th March 2014

Agenda item: 11

Subject: Overview and Scrutiny Work Programme 2014/15 – Topic Suggestions

Lead officer: Julia Regan, Head of Democracy Services

Lead member: Councillor Jeff Hanna, Chair of the Children and Young People Overview and Scrutiny Panel

Contact officer: Rebecca Redman, Scrutiny Officer (rebecca.redman@merton.gov.uk) 020 8545 4035

Recommendations:

A. That Members of the Children and Young People Overview and Scrutiny Panel give consideration to the issues and items they may wish to scrutinise as part of their 2014/15 work programme.

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1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1 At the beginning of each municipal year, each Overview and Scrutiny body determines the issues it wishes to build into its work programme for the forthcoming year. The Overview and Scrutiny bodies have specific roles relating to budget and business plan scrutiny and performance monitoring, and these should automatically be built into the work programme.

1.2 In addition to this, Overview and Scrutiny bodies may choose to build a work programme which involves scrutinising a range of issues through a combination of pre-decision scrutiny items, policy development reviews carried out by task groups, performance monitoring, ongoing monitoring items and follow up to previous scrutiny work. Any call-in work will be programmed into the provisional call-in dates identified in the corporate calendar as required.

1.3 Given that each Overview and Scrutiny body has six scheduled meetings over the course of 2014/15 (representing a maximum of 18 hours of scrutiny per year), the key challenge for scrutiny Members is how they can reconcile the competing demands of the range of issues they could choose to (or are required to) scrutinise against the time available.

1.4 The remit of the Children and Young People Overview and Scrutiny Panel is as follows:

- Children's social care, including child protection

- Education, including school standards, special educational needs, the extended schools programme and the healthy schools initiative

- Youth services and youth engagement including the Youth Parliament, young people 'Not in Education, Employment or Training'

- Youth offending

- Children's Centres

- The Children's Trust

2. ALTERNATIVE OPTIONS

2.1   N/A

3. CONSULTATION UNDERTAKEN OR PROPOSED

3.1   To assist Members to identify and prioritise a work programme for 2014/15, the Scrutiny Team will undertake a consultation programme with Panel Members, Co-optees, members of the public, LB Merton Officers, Local Area Agreement partners (Merton LSP) and Voluntary and Community Sector organisations to determine other issues/items for Members consideration for inclusion in the Panels 2014/15 work programme.

4. FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

4.1   There are none specific to this report. Scrutiny work involves consideration of the financial, resource and property issues relating to the topic being scrutinised. Furthermore, scrutiny work will also need to assess the implications of any recommendations made to Cabinet, including specific financial, resource and property implications.

5. LEGAL AND STATUTORY IMPLICATIONS

5.1   Scrutiny work involves consideration of the legal and statutory issues relating to the topic being scrutinised. Furthermore, scrutiny work will also need to assess the implications of any recommendations made to Cabinet, including specific legal and statutory implications.

6. HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

6.1   It is a fundamental aim of the scrutiny process to ensure that there is full and equal access to the democratic process through public involvement and engagement. The reviews will involve work to consult local residents, community and voluntary sector groups, businesses, hard to reach groups, etc and the views gathered will be fed into the review.

6.2   Scrutiny work involves consideration of the human rights, equalities and community cohesion issues relating to the topic being scrutinised. Furthermore, scrutiny work will also need to assess the implications of any recommendations made to Cabinet, including specific human rights, equalities and community cohesion implications.

7.   CRIME AND DISORDER IMPLICATIONS

7.1   Scrutiny work involves consideration of the crime and disorder issues relating to the topic being scrutinised.

8.   RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

8.1   There are none specific to this report. Scrutiny work involves consideration of the risk management and health and safety issues relating to the topic being scrutinised. Furthermore, scrutiny work will also need to assess the implications of any recommendations made to Cabinet, including specific risk management and health and safety implications.

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

9.1   There are no appendices to this report.

10.   BACKGROUND PAPERS

10.1   No background papers were used in the production of this report.

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