

## Notice of Meeting

# Children, Families, Lifelong Learning & Culture Select Committee

**Date & time**

Tuesday, 28 July  
2020 at 10.00 am

**Place**

REMOTE MEETING  
streaming here:  
<https://surreycc.public-i.tv/core/portal/webcasts>

**Contact**

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**Chief Executive**

Joanna Killian

We're on Twitter:  
[@SCCdemocracy](https://twitter.com/SCCdemocracy)

**Elected Members**

Amanda Boote, Mr Chris Botten (Vice-Chairman), Mrs Liz Bowes, Mr Robert Evans, Mrs Kay Hammond (Chairman), Mrs Yvonna Lay, Mr Peter Martin, Dr Andrew Povey, Mrs Lesley Steeds (Vice-Chairman), Ms Barbara Thomson, Mr Chris Townsend and Mr Richard Walsh

**Independent Representatives:**

Mr Simon Parr (Diocesan Representative for the Catholic Church), Mrs Tanya Quddus (Parent Governor Representative) and Mr Alex Tear (Diocesan Representative for the Anglican Church, Diocese of Guildford)

**TERMS OF REFERENCE**

The Committee is responsible for the following areas:

Children's Services (including safeguarding)  
Early Help  
Corporate Parenting  
Education  
Special Educational Needs and/or Disabilities  
Adult Learning  
Apprenticeships  
Libraries, Arts and Heritage  
Voluntary Sector

Please note that due to the Covid-19 pandemic, all future meetings of the Committee will be conducted remotely until further notice. These meetings will be streamed live on the council's website, allowing the public to observe proceedings. All meeting papers, decision sheets and minutes will continue to be published on the council's website.

## **AGENDA**

### **1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS**

To report any apologies for absence and substitutions.

### **2 MINUTES OF THE PREVIOUS MEETINGS: 21 JANUARY 2020**

(Pages 5  
- 16)

To agree the minutes of the previous meeting of the Children, Families, Lifelong Learning and Culture Select Committee as a true and accurate record of proceedings.

### **3 DECLARATIONS OF INTEREST**

All Members present are required to declare, at this point in the meeting or as soon as possible thereafter:

- I. Any disclosable pecuniary interests and / or
- II. Other interests arising under the Code of Conduct in respect of any item(s) of business being considered at this meeting

#### **NOTES:**

- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest
- As well as an interest of the Member, this includes any interest, of which the Member is aware, that relates to the Member's spouse or civil partner (or any person with whom the Member is living as a spouse or civil partner)
- Members with a significant personal interest may participate in the discussion and vote on that matter unless that interest could be reasonably regarded as prejudicial.

### **4 QUESTIONS AND PETITIONS**

To receive any questions or petitions.

#### **Notes:**

1. The deadline for Member's questions is 12.00pm four working days before the meeting (*22 July 2020*).
2. The deadline for public questions is seven days before the meeting (*21 July 2020*)
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

Despite meetings being held remotely due to the COVID-19 pandemic, the public retain their right to submit questions for written response, with such answers recorded in the minutes of the meeting; questioners may participate in meetings to ask a supplementary question. Petitioners may

address the Committee on their petition for up to three minutes. Guidance will be made available to any member of the public wishing to speak at a meeting.

## **5 CHILDREN'S IMPROVEMENT UPDATE**

(Pages  
17 - 50)

### ***Purpose of the Report:***

To provide an update on the improvement of Surrey's children's services and the impact of COVID-19 pandemic on the improvement programme. This report provides further information on the services and activity outlined in the last report to the Select Committee on 21 January 2020.

## **6 UPDATE ON THE SCHOOLS ALLIANCE FOR EXCELLENCE**

(Pages  
51 - 78)

### ***Purpose of the Report:***

- To outline the purpose and impact of SAfE.
- To provide assurances that SAfE is meeting the council's core statutory duties for school improvement, as well as steering the changes needed to support the achievement of a sector-led education partnership.
- To provide a summary of the role of SAfE during the current COVID-19 crisis.

## **7 PREPARATIONS FOR THE REOPENING OF SCHOOLS**

*To follow.*

### ***Purpose of the Report:***

To provide an overview of the work undertaken and planned to support schools' preparations for the full reopening in September.

## **8 RECOMMENDATIONS TRACKER AND FORWARD WORK PROGRAMME**

(Pages  
79 - 88)

### ***Purpose of the report:***

For the Select Committee to review the attached recommendations tracker and forward work programme, making suggestions for additions or amendments as appropriate.

## **9 DATE OF THE NEXT MEETING: 21 SEPTEMBER 2020**

The next public meeting of the Committee will be held remotely via Microsoft Teams on 21 September 2020.

**Joanna Killian**  
**Chief Executive**  
Published: Monday, 20 July 2020



**MINUTES** of the meeting of the **CHILDREN, FAMILIES, LIFELONG LEARNING & CULTURE SELECT COMMITTEE** held at 10.00 am on 21 January 2020 at Ashcombe Suite, County Hall, Kingston upon Thames, Surrey KT1 2DN.

These minutes are subject to confirmation by the Committee at its meeting on Thursday, 26 March 2020.

**Elected Members:**

- \* Amanda Boote
- \* Mr Chris Botten (Vice-Chairman)
- Mrs Liz Bowes
- \* Mr Robert Evans
- \* Mrs Kay Hammond (Chairman)
- \* Mrs Yvonna Lay
- \* Mr Peter Martin
- \* Mrs Lesley Steeds (Vice-Chairman)
- Ms Barbara Thomson
- \* Mr Chris Townsend
- \* Mr Richard Walsh
- Mrs Victoria Young

**Co-opted Members:**

- \* Mr Simon Parr, Diocesan Representative for the Catholic Church
- \* Mrs Tanya Quddus, Parent Governor Representative
- \* Mr Alex Tear, Diocesan Representative for the Anglican Church, Diocese of Guildford

**Also in attendance:**

- \* Mrs Julie Iles, Cabinet Member for All Age Learning
- \* Mrs Mary Lewis, Cabinet Member for Children, Young People and Families

**1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]**

Apologies were received from Liz Bowes and Barbara Thomson.

**2 MINUTES OF THE PREVIOUS MEETINGS: 13 DECEMBER 2019 [Item 2]**

The minutes were agreed as a true record of the meeting.

**3 DECLARATIONS OF INTEREST [Item 3]**

None received.

**4 QUESTIONS AND PETITIONS [Item 4]**

None received.

**5 SCRUTINY OF REVENUE AND CAPITAL BUDGET 2020/21 [Item 5]**

**Witnesses:**

Julie Iles, Cabinet Member for All-Age Learning  
Mary Lewis, Cabinet Member for Children, Young People and Families

Rachel Wigley, Director of Financial Insight  
Daniel Peattie, Strategic Finance Business Partner  
Dave Hill, Executive Director for Children, Families, Lifelong Learning and Culture

**Key points raised during the discussion:**

**Peter Martin declared a personal interest – grandchild applying for an Education, Health & Care Plan (EHCP) in Surrey.**

1. The Director of Financial Insight gave an overview of the council's budgetary position and strategy. They stated the budget was in the consultation phase and that comments and observations from each of the Select Committees would be communicated back to the Resources and Performance Select Committee ahead of Cabinet. Cabinet would then decide whether to recommend the budget to council on February 4 2020. The budget was underpinned by the concept of financial envelopes for each directorate. Service strategies and proposals had been developed to ensure costs were contained within these financial envelopes.

*[Amanda Boote arrived at the meeting at 10.08]*

2. The Director stated that the financial strategy set out how resources would be directed to deliver on both the organisation strategy and the transformation and ambitions of the council. Significant progress had been made as an organisation from financial recovery towards financial stability, whilst continuing the journey of improvement. The Director stated that two years previously the council had been relying on reserves to balance the budget however, the budget for 2020/21 would be based on sustainability and investment. The Transformation Programme would continue to deliver efficiencies, providing offset against continuing demand for services. For the council's picture as a whole, in terms of revenue, there was £78m worth of demand pressure from services which were partly offset by £38m in proposed efficiencies. Therefore, the council's net budget increased from £928m to £968m in 20/21. The £40m increase was from additional funding from central government. The Capital Programme proposed over the coming years was £1.4bn. The Director highlighted that the cost of borrowing had been included in the council's budget.

*[Peter Martin arrived at the meeting 10.10]*

3. The Strategic Finance Business Partner highlighted placements, Special Educational Needs and Disability (SEND), the High Needs Block (HNB) and transport as being key areas of financial risk for the directorate. The number of children with SEND being transported by

the council had been increasing year on year as was the use of taxis, both of which had exerted great financial pressure on the council. Education had previously been picking up costs that they were not statutorily required to. Members were informed that one of the main areas of commissioning activity over the next few months would be Child and Adolescent Mental Health Services (CAMHS), which would be out for tender imminently.

*[Yvonna Lay arrived at the meeting at 10.20]*

4. The Strategic Finance Business Partner stated that the Directorate's 2020/1 budget for HNB is a £24 million budgeted overspend in SEND including £13m of additional funding and requiring efficiencies of £14m to manage demand pressures and inflation. The council's request to transfer funds from the Direct Schools Grant (DSG) to the HNB was rejected by the Secretary of State and a further review had been undertaken, therefore the existing numbers in the report would alter slightly (the base funding of £151m would decrease to £148m, whilst the efficiencies would increase from £14m to £15m).
5. A Member asked what would happen if inflation was higher than predicted and, if so, what restructuring could be done to address this. The Director stated that they had built both flexibility into the overall budget proposals and into the contingency; the general fund balance was higher than previous years. The flexibility in the overall council position therefore would allow for unexpected inflation rates.
6. The Vice Chairman asked how the £14m figure of SEND efficiencies in the main report related to the £11.979m of efficiencies in Annex A. Firstly, it was explained that there was a difference of £5m between the £29m of forecast SEND overspend in 19/20 and the budgeted overspend of £24m in 20/21. The reduction of approximately £5m shown in the General Fund efficiencies was the reduction in annual contribution to the matching SEND reserves. The Director of Financial Insight explained that there would be an overspend in SEND and therefore they had provided an offsetting reserve to ensure resilience in the balance sheet. The deficit of £29m and SEND was charged to the dedicated schools grant. The cumulative deficit is held on the balance sheet. The pressures would increase but there was the transformation programme and the potential to make efficiencies within SEND, which would enable to directorate to reduce its contribution to the offsetting reserve.

*[Chris Townsend arrived at the meeting at 10.26]*

7. The Vice Chairman asked whether the SEND efficiencies had been stress tested against the impact on the front line and whether it would cause SEND provision to be rationed for families in need. The Executive Director stated that the transformation programme was making a number of efficiencies including reducing the number of children placed in non-maintained schools and if these were taken

against demand, it was expected that the directorate would be able to reduce costs.

8. Members asked what the Executive Director considered to be the biggest risks and whether there was anything that could derail the budget proposals. The Executive Director stated that the biggest risks were potential logistical issues such as planning problems that could slow the delivery of the capital plans for more school places. If the speed at which the council could provide the 852 new school places slowed down then the budget would be under pressure. Nevertheless, the Executive Director had confidence that a good plan was in place and the risks were managed.
9. A Member asked whether the additional 852 places would be sufficient to achieve the change required. The Executive Director stated that this was a rolling programme with an infrastructure of three main special schools alongside a smaller number of placements in mainstream schools, within the 852 places. They stated that the three larger schools were two years away from completion and the budget programme had been based on the understanding that these places were coming on stream.
10. A Member of the Committee referred to the comparison in spend per child between Surrey and Essex from 2017-2018 (£700 and £460, respectively) and asked why Surrey County Council's per capita cost was so high. The Executive Director stated that services had been put in place for children with SEND at the point of crisis and, along with the high number of Education, Health and Care Plans (EHCPs) being issued, had resulted in a high cost for Surrey. They informed Members that they were approaching 10,000 EHCPs and when they had benchmarked themselves on cost, Surrey County Council was higher than other councils. The Executive Director stated that it would take a three to four year plan to achieve the median local authority spend, or below.
11. The Cabinet Member for All-Age Learning highlighted that there were issues with placement and inclusion in mainstream schools; the number of children who received special needs support in the mainstream schools had reduced significantly from 2009, yet there had been a large rise in EHCPs. The number of independent specialist placements had also increased for EHCP children, more than the number of mainstream placements. The Cabinet Member stated that it was crucial to strike the right balance.

*[Lesley Steeds arrived at the meeting at 10.34]*

12. The Committee moved on to review the rest of the Directorate's budget and questioned the level of confidence that the Cabinet Member for All Age Learning had in the savings in their remit. The Cabinet Member informed the Committee that the savings had been looked at in great detail and were backed up by transformation plans.



The schools budget came from the Department of Education and complicated calculations ensured that it protected the minimum funding levels for schools. With regard to the libraries programme, efficiencies were made in the current year by looking at transforming what underpinned the libraries and the services that they provided. Transformation would also be achieved through a capital programme that was in place. Cost efficiencies were also made through shared spaces. The Cabinet Member told the Committee that they believed savings had been identified in the right places. They stated that the refusal from the Secretary of State to transfer £3.3m into the HNB needed to be updated in the budget going forward to council.

13. The Vice Chairman referred to the council's relationship with health and the potential £2m funding from clinical commissioning groups (CCGs) and subsequently queried the risk attached to achieving this transfer and whether this sum was achievable. The Executive Director explained that this was not a simple transfer but related to individual children and that the council would negotiate with the NHS on a case-by-case basis. The Executive Director further informed the Committee that management of health and social care commissioning for children now sat within his portfolio and therefore he was now directly managing the children's commissioner for the NHS. There had been a genuine attempt across the council and the NHS via a strategic finance group to think holistically about how the money was being spent across the agencies. The Vice Chairman was pleased that steps had been made towards the joint commissioning of health and social care.
14. The Cabinet Member for All-Age Learning stated that they were also linking the transport assistance team with the transport coordination team, which would also report to the Executive Director.
15. The Chairman asked for examples on how the budget would be supporting key elements of the council's organisation strategy and vision for the following five years. The Cabinet Member for Children, Young People and Families informed the Committee that almost everything in children's social care and improvement was about partnership working and the ambition that no one was left behind. The new safeguarding arrangements meant that the police, health and the council were statutory partners in the statutory elements of the work of the Cabinet Member. District and borough councils and schools had also been included in the new arrangements in Surrey. The budget supported this partnership working.
16. The Cabinet Member also highlighted that strong focus had been put on bringing schooling closer to home for SEND children and increasing the number of social workers and foster carers in county, all of which would reduce transport and travel. These would help deliver the efficiencies within the budget whilst contributing to Surrey's greener future and enhancing the wellbeing of the children and families in Surrey. The Chairman considered it important that Cabinet

Members were able to articulate how the budget would help realise the council's vision for 2030.

17. The Cabinet Member for All Age Learning referred to the work undertaken to set the investment up for the Surrey Alliance for Excellence structure which would highlight issues at some of Surrey's schools where support was needed. If there was a case to justify for early intervention of a child, schools could access a small pot of money through the Local Learning Fund. This would enable the Special Educational Needs Coordinator (SENCO) staff at schools to approach the council for assistance that might enable a child to remain in mainstream education. The Cabinet Member stated that their partnership working was very much around schools continuing to be good and outstanding, the inclusion work in school, and early intervention, all of which was funded by the budget provision.
18. The Chairman questioned what level of confidence there was regarding the sufficiency of contingencies for future possible demand. The Executive Director stated that SEND was the greatest area of volatility and they were hoping that the number of EHCPs would decrease. In relation to children's social care, the numbers had reduced over the previous two years, particularly around the number of child protection cases. The numbers on looked after children (LAC) were stable and the proportion of Surrey's children in care were relatively low and stable. Overall, they were content with the budget that had been set.
19. The Chairman asked whether there were any ways that the budget would be used to recruit and retain social workers. The Committee asked why more progress had not been made in this area. The Executive Director informed the Committee that it was only since the new recruitment campaign began in December that seventeen permanent new social workers had been recruited; more had been recruited throughout the previous year. To be fully staffed, the service needed to recruit 110 social workers. If all vacancies were filled, caseloads would be about twelve per social worker. The service was trying to encourage agency staff to become permanent employees and there was also a return to work programme, a retraining programme, and the option of working flexible hours. The Executive Director also discussed other incentives such as gym memberships, and retainers for social workers who stayed with the council and the possibility of recruitment in North America.

*[Robert Evans left the meeting at 11.10am]*

**RESOLVED:**

- i. The Chairman summarised that the Committee were supportive of the Directorate's budget and agreed to

recommend it to the Resources and Performances Select Committee ahead of Cabinet's meeting.

## **6 CORPORATE PARENTING STRATEGY [Item 6]**

### **Witnesses:**

Mary Lewis, Cabinet Member for Children, Young People and Families

Davie Hill, Executive Director Children, Families, Culture and Lifelong Learning

Tina Benjamin, Director – Corporate Parenting

Simon Hart, Independent Chair of Surrey Safeguarding Children Partnership

1. The Chairman invited the Director – Corporate Parenting to introduce the Corporate Parenting Strategy document. The Director informed the Committee that the principles established in the 2017 Children Social Work Bill were at the heart of the Corporate Parenting Strategy. The thinking around this strategy was to bring together the expectations of the Local Authority to make explicit what the duties were and how governance would be managed and monitored. A report would be established to inform council on the annual performance and outcomes for LAC within one document. The Director – Corporate Parenting asked that the Committee to endorse the document and comment on how it had been presented.
2. A Member asked how the strategy had been developed with partners. The Director informed the Committee that there was more that could be done to work with partners albeit they were extending their roles with partners on delivery.
3. The Vice Chairman applauded the strategy for being ambitious and compassionate though he acknowledged existing challenges, the biggest of which seemed to be around leaving care. The Committee suggested adopting a more strategic approach and stepping up work on duties to care leavers, apprenticeships, and supporting care leavers with student loans. The Vice Chairman asked whether there were opportunities for them to consider, with partners and the chamber of commerce, assisting care leavers with scholarship applications, and generally encouraging young people in care to pursue higher education.
4. The Cabinet Member stated that the Corporate Parenting Board had made significant improvement following a restructure that slimmed down the membership of the board. The most recent report from the Children's Commissioner stated that the 'corporate parenting was developing well'. The Cabinet Member stated the importance of partners working alongside the board in all aspects of corporate parenting. They believed that the strategy did express

the desire of the corporate parenting board to give children healthy lives. They suggested that something could be added to the strategy on how to bring partners in more closely to the corporate parenting work.

5. A Member stated that foster parents should be recognised as partners as they are key in looking after Surrey's children on behalf of corporate parents. The Cabinet Member informed the Committee that there was foster carer representation on the Corporate Parenting Board. Nevertheless, the Cabinet Member stated that they were happy to look at the wording of the relevant part of the report to see how it could perhaps be strengthened to greater reflect the importance of foster carers, and the partnership aspect. The Cabinet Member also stated that under levels of corporate parenting responsibility an additional bullet point could be added to summarise that the chair/ members of the corporate parenting board would take a lead role in promoting awareness of applying the corporate parenting principles for looked after children and care leavers in Surrey.
6. Members referred to the leaving care section and the need for support from personal advisors. The Director – Corporate Parenting stated that although there were individual pathway plans for all young people, there were real challenges for care leavers in terms of managing finances and that there was more work that could be done in relation to this.
7. The Independent Chair of Surrey Safeguarding Children Partnership stated that there was potential to work with and encourage partnership work with children leaving care and offered to bring the Corporate Parenting Strategy to the Surrey Safeguarding Children Partnership. The Chair emphasised the importance of demonstrating that the corporate parenting strategy was influencing other organisations to work differently.
8. A Member stated that it was important to clearly define how the council aimed to deliver its priorities and asked how this could be achieved. The Director stated that each individual child had a review and an independent reviewing officer. They stated that there were a number of ways that their views could be heard and opportunity to escalate issues if the independent reviewing officer believed the service to be failing in its duties. The Director – Corporate Parenting stated that Key Performance Indicators (KPIs) were also used to inform what the outcomes were, and to compare Surrey's performance against other local authorities.

**RESOLVED:**

- i. The Select Committee endorses the corporate parenting strategy.

- ii. Recommended that the Select Committee reviews progress against aspirations in the strategy via an annual report in January and take evidence from partners.
- iii. Recommended that the Select Committee use the corporate parenting principles to inform its scrutiny of the council's services for children who are looked after.

## **ACTIONS**

- 1. For the Cabinet Member for Children, Young People and Families to consider the addition of the following: 'the chair/ members of the corporate parenting board would take a lead role in promoting awareness of the way of applying the corporate parenting principles for looked after children and care leavers, among the elected members in surrey more widely' to the document
- 2. For the Cabinet Member for Children, Young People and Families and officers to review how the partnership aspect of the strategy could be strengthened in the future
- 3. For the Cabinet Member for Children, Young People and Families to insert additional words to further emphasise how integral foster parents are to the corporate parenting board and more widely in looking after children

## **7 UPDATE ON OFSTED AND CHILDREN'S COMMISSIONER INSPECTIONS [Item 7]**

### **Witnesses:**

Mary Lewis, Cabinet Member for Children, Young People and Families  
 Dave Hill, Executive Director for Children, Families, Lifelong Learning and Culture

- 1. The Chairman thanked the service for the progress that had been made which had been evidenced through the Ofsted and Children's Commissioner inspections. The Chairman recognised that there was more progress to be made but emphasised the importance of acknowledging the effort that had gone into making these improvements and the drive to ensure that Surrey's children were supported.
- 2. A Member asked whether all four social care area teams were performing well and whether the Executive Director had any concerns about a particular area. The Executive Director assured that the quest for consistency across the four social care quadrants was critical for the service. It was stated that historically the north east quadrant had most issues but a cultural change had been prompted by the office's move from Leatherhead to Walton upon Thames. The Executive Director summarised that there was an improved situation with a strong group of directors who were working closely together.

3. The Vice Chairman referred to a paragraph on page 67 of the report which discussed how ‘many reports will be further improved by greater concentration on the progress and measurement of planned objectives and fewer lengthy activity descriptions.’ The Executive Director there was day to day management of social workers by the team manager and the service manager. There was also a development and training programme in place and quality assurance measures, such as the audit programme which was focusing on particular areas rather than general practice. There was also a great deal of peer reviewing between the four quadrants which included carrying out mock inspections.
4. The Chairman asked what was being done to improve practice with regard to improving reporting of child protection plans. The Executive Director stated that there were coaching sessions with the relevant teams to improve the quality of practice.
5. The Vice Chairman also asked whether there could be guidance for schools that supported children who had been subjected to trauma and abuse. The Executive Director insisted that chronology of key events, with regard to neglected and abused children, were documented so that patterns could be discerned. They informed the Committee that they were considering a trauma-informed practice and that everyone interacting with a child who had been subject to trauma should be aware of that child’s experience. They stated that good progress was being made albeit it was still an area that required further attention.
6. The Executive Director informed the Committee that at the beginning of April there would be a further monitoring visit from Ofsted with no pre-indication of what area of the service they would be looking at. The Executive Director informed Members that they report on the visit to the Select Committee.

**RESOLVED:**

- i. The Select Committee notes the overall findings and feedback from the recent Children’s Commissioner Visit and the fourth Ofsted Monitoring Visit.
- ii. Recommends that the Select Committee receives a further update at the 25 June 2020 meeting on the delivery of the Children’s improvement programme and the findings from the April 2020 Ofsted Monitoring Visit.

**8 RECOMMENDATIONS TRACKER AND FORWARD WORK PROGRAMME [Item 8]**

1. A Member of the Committee highlighted their concern that EHCPs were not being done quite as robustly as they had been done previously. The Chairman stated that this was discussed with the

performance team and the Chairman and the Vice Chairmen would identify any arising issues with regard to EHCPs and inform the task and finish group.

**Recommendations**

- i. The Committee reviews the attached forward work programme and recommendations tracker at each of the meetings.
- ii. Many items need to be further scoped in terms of purpose and timing – would welcome the Committee’s views on these.

**9 DATE OF THE NEXT MEETING: 26 MARCH 2020 [Item 9]**

The Committee noted its next meeting would be held on 26 March 2020.

Meeting ended at: 12.27pm

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**Chairman**

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**CHILDREN, FAMILIES, LIFELONG  
LEARNING AND CULTURE  
SELECT COMMITTEE**



**TUESDAY 28 JULY 2020**

**CHILDREN'S IMPROVEMENT UPDATE**

**Purpose of report:**

To provide an update on the improvement of Surrey's children's services and the impact of the COVID-19 pandemic on the improvement programme. This report provides further information on the services and activity outlined in the last report to the Select Committee on 21 January 2020.

**Introduction:**

1. This report is being provided for information to the Children, Families, Lifelong Learning and Culture Select Committee and follows the previous ['Update on Ofsted and the Children's Commissioner Inspections'](#) at the 21 January 2020 meeting of the Select Committee.
2. Since the January update the fifth scheduled Ofsted Monitoring Visit to our services has been cancelled; this was due to take place on 7 & 8 April 2020 however all Ofsted inspections are currently suspended due to the COVID-19 pandemic. Information is provided in this report on the continuing improvement work taking place with a focus on the impact of these improvements on services and frontline practice.
3. An update on the priorities for the CFLLC directorate for 2020-21 is also summarised in this report. The directorate plan has been revised due to the COVID-19 pandemic.
4. Further detail on the content of the report and the attached annexes is available if required along with information regarding the actions being taken by the service.
5. This information is also being reported to Cabinet as part of the 'Children's Improvement Update' on 23 June 2020.

**Ofsted Inspections – Current Situation**

**Ofsted Monitoring Visits**

6. As previously reported to the Select Committee, following Ofsted's judgement in 2018 that Surrey's children's services were 'inadequate', Ofsted conduct regular 2 day 'Monitoring Visits' to assess our services, frontline practice and the delivery of key improvements. We have so far had 4 of these visits (as listed below) with the findings reported to Cabinet and the Select Committee:
  - Visit 1: September 2018 – focus on Child Protection
  - Visit 2: January 2019 – focus on Looked After Children and Corporate Parenting
  - Visit 3: June 2019 – focus on C-SPA (i.e. the 'front door')
  - Visit 4: October 2019 – focus on Assessment and Family Safeguarding
7. Ofsted's next Monitoring Visit had been scheduled for 7 & 8 April 2020. With agreement from the Lead Inspector, this next visit was due to be treated like a full inspection so we were not aware of the services due to be inspected. Our position at the time of last reporting on the subject to the Select Committee was that following this fifth visit, Ofsted would then assess whether Surrey's children's services are ready for a full re-inspection.
8. Unfortunately Ofsted notified us in March 2020 that the Monitoring Visit could not take place due to the COVID-19 pandemic. All inspection activity has been suspended except where there are immediate and urgent safeguarding concerns. At the time of writing this report, we do not yet have a confirmed date for the next Monitoring Visit or confirmation on whether this will in fact be rescheduled; there is a possibility that Ofsted will instead carry out the full re-inspection without a fifth Monitoring Visit.
9. Children's services are continuing to deliver the improvement priorities with a detailed quality assurance programme in place to identify and address practice weaknesses. We will welcome the external review of our progress and feedback from inspectors when Ofsted confirm the next steps for the inspection programme.

### **Ofsted Annual Conversation**

10. Although the inspection programme has been suspended, we do maintain regular contact with the Ofsted Lead Inspector and Regional Leads. On 11 June 2020 the CFLLC Leadership Team will be meeting with Ofsted inspectors for our 'Annual Conversation' (or Annual Engagement meeting). The annual conversations take place alongside the Monitoring Visit inspection routine – it is not a replacement for a focussed visit and all authorities hold this meeting each year.
11. This meeting will cover general updates from children's social care, education & SEND services with a focus on the impact of covid-19, changes to frontline practice since last year and planning for the return to more normal working, including preparations for anticipated increased demand for services.

12. Further information, including feedback from Ofsted and any further insight into next steps for the inspections, can be provided to the Select Committee Members following the Annual Conversation in June.

### **Commissioner for Surrey's Children's Services**

13. At the time of reporting to the Select Committee in January 2020, we shared the final report from Trevor Doughty, Commissioner for Surrey's Children's Services, to the Minister (Undersecretary of State for Education or equivalent) and the Department for Education. It has now been confirmed by the DfE that Trevor's role as Commissioner has now ended following the positive findings outlined in that report.
14. Trevor Doughty has continued to support our improvement journey in an advisory capacity since then and his involvement will continue until at least December 2020. We welcome this additional support and advice to help the Council fully embed the changes already delivered as we continue on our journey to providing good and outstanding children's services in Surrey.

### **Children's Improvement Update**

15. The service has embarked upon a comprehensive transformation programme with a major restructure of children's services completing last year to support the shift to a model based on early support and prevention. The significant internal and external scrutiny of the improvement programme shows the huge amount of progress made to improve and demonstrates that Surrey's children's services are progressing well on the improvement journey. **Our improvement programme has continued** over the last few months throughout the Covid-19 pandemic and related 'lockdown' and while some resources have shifted to support other parts of the service, improving frontline practice is critical to our journey to providing good and outstanding services for the children, young people and families that we support. **It therefore remains a priority for the CFLLC directorate throughout this pandemic.**

### **Focussing on the Impact of our Improvement Programme**

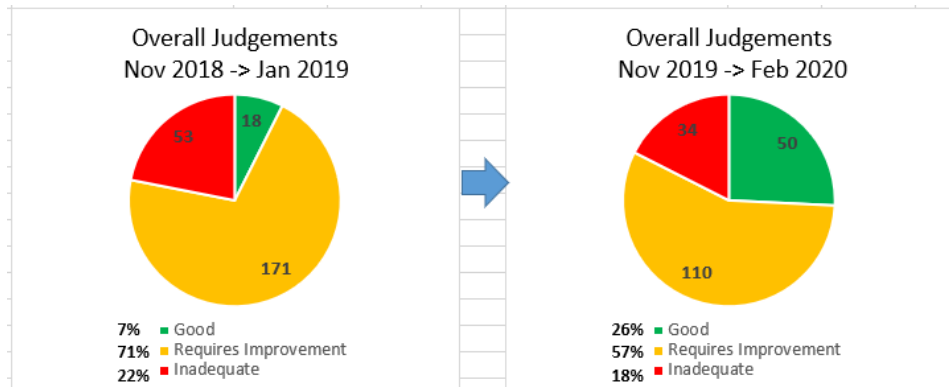
16. As reported in January 2020, delivery of the 'Children's Improvement Plan' actions – to address the 18 Ofsted recommendations from the May 2018 full inspection report – has progressed at a significant pace and the action plan is now fully delivered. Our focus of the improvement work has now shifted to have a greater focus **on the impact of the work** and it was therefore agreed that the Safeguarding Partnership would lead on providing the required oversight and strategic direction from January 2020 onwards.

17. In order to get a detailed understanding of what impact our improvements have had on frontline practice and the lived experience of service users, the directorate is carrying out significant quality assurance activity (working alongside the frontline services), this includes:
- Monthly Case Audit Programme: To review large numbers of children's individual cases to ascertain the quality of practice, identify improvements and work with Social Workers and Managers to improve practice.
  - Themed Auditing: Where significant improvements have been delivered against the Children's Improvement Plan, the Quality Assurance division conduct detailed analysis of the impact of the work to identify further actions to be undertaken where required.
  - Focussed Mock Inspections: 2-day sessions on individual services to identify further improvements, good practice to be implemented elsewhere and key themes to be addressed at a strategic level.

### **Monthly Case Audit Programme**

18. The audit programme introduced in November 2018 provides the opportunity to review the quality of practice and effectiveness of the work being undertaken with children and their families. A selection of cases identified from a cross-section of children's services teams are audited each month along with several re-audits (of cases previously judged to be 'inadequate').
19. There have been **1088 audits completed** within the audit programme to date. Regular highlight reports are produced outlining the findings of the programme and importantly – the actions taken as a result. The most recent highlight report is attached here (see *ANNEX 1 - Audit Highlight Report Nov'18 to Feb'20 FINAL*).
20. There is significant insight gained from this work on the quality of our practice and part of our recent assurance work has been to assess the trends observed in the quality of practice and the impact of the improvement work. Some highlights are included here and further in-depth analysis can be provided to the Select Committee if required:
- 20.1 The first aspect to highlight is the change in average overall audit judgements since the Monthly Case Audit Programme began.
- In the first 3 months of the programme, just 7% of completed audits were judged as good and 22% were

judged as inadequate. In the most recent 3 months of the programme, 26% of audits were judged as good (a significant shift) and 18% were judged as inadequate.



- 20.2 This trend clearly demonstrates that the significant change in the quality of practice has shifted far more children’s cases into ‘good practice’ from ‘requires improvement’. The shift in ‘Inadequate’ practice has not been as evident across the services. We are still finding too much inadequate practice during case audits (a position further evidenced through the Mock Inspection Programme as well).
- 20.3 The service carried out a deep-dive into ‘Inadequate’ audits in each service. This activity showed that there is still variability in the Management Oversight for driving the improvements forward in order to improve practice in individual cases. We have seen that where management oversight is limited or where the audits are not being discussed with managers during Supervision – we are finding that practice is often not improving. The cases where there is good oversight evident on the record and where managers are clearly discussing the improvement plans with social workers tend to show faster and more substantial improvement in the quality of practice and thereby an improvement in the overall judgement (e.g. to ‘Requires Improvement’ or to ‘Good’).
- 20.4 Where cases have experienced multiple lead social workers (and/or Team Managers) this has often led to a reduction in the quality of practice. A common theme for cases judged to be ‘Inadequate’ is high staff turnover and limited handover when this does occur.
- 20.5 It is also important to note that we are still auditing cases where there are significant legacy issues due to long-term poor practice. This impacts a relatively small number of children’s cases however it is being identified during case audits. Our audits review a case for at least the previous 12 months and while a significant amount of improvement work has been delivered in that time, frontline services were just completing the restructure at this time last year and the improvement of services is an ongoing iterative process.

20.6 We have consistently received positive feedback from Ofsted regarding this programme as demonstrated in the Lead Inspector's comments from the latest report:

*“An extensive audit programme continues to provide managers with a comprehensive and accurate assessment of the quality of social work practice and frontline management oversight. The significant time and effort invested in a high standard of quality assurance activity is a cornerstone of continuing effective improvement work. Inspectors agreed with the findings of a small sample of audited cases they evaluated and recognised the rigour and quality of the local authority's auditing work.”*

### **Thematic Auditing**

21. The Quality Assurance and Performance division have committed to deliver a comprehensive programme of thematic auditing to inform and assure ourselves we are delivering an improved standard of practice across the system and to take action where to further improve where necessary. These audits are a critical element in learning and improvement and allow for the better understanding of practice in a specific service area. They provide an opportunity to look at the quality of work that is undertaken with children and families. These consist of an agreed number of audits completed on a bespoke audit tool relevant to the area of scrutiny.
22. To date the following thematic audits have been completed:
- Permanency for Children
  - Private Fostering
  - Pathway Planning for Children Looked After and Children Leaving Care
  - Children Missing from Home, Placement or Education
  - Children Placed at Home with Parents Subject to a Care Order
23. The findings from these thematic reviews are attached here for the Select Committee (*see Annex 2 - Quality Assurance and Inspection Readiness Thematic Report April 2020 FINAL*).
24. The following thematic audits are also underway:
- Placement Stability
  - YOS & Early Help
  - Supervision
  - FGC & Family Network Meeting
25. Findings from the thematic auditing work and other activity across the Quality Assurance division are routinely reported to the Safeguarding Executive as part of their ongoing oversight & scrutiny of the improvement programme for Surrey's children's services. The leads for each service area audited (Service Managers, Assistant Directors and Directors) develop an action

plan in response to the findings and these are tracked and supported with regular updates provided to QA Leads.

#### **Priorities for the CFLLC Directorate**

26. Our purpose is to ensure that Surrey's children and families get the help and support they need at the right time, enabling children and young people to be safe and feel safe, healthy, have great education, skills and employment opportunities and make good choices about their wellbeing. Our ambition is that children and young people can live, learn and grow up locally. The directorate aims to work with all our multi-agency partners and in true partnership with children and families to provide them with access to a range of services that tackle inequalities in outcomes, support independence and enhance their lives.
27. Our services are right at the very heart of achieving the **Community Vision for Surrey in 2030** and **Organisation Strategy 2020-25**, and central to this is strengthening and increasing our early intervention and prevention work, and investing locally, in a planned way, to bring children and young people closer to home. We work with some of the most vulnerable residents in the county, who are experiencing an inequality in outcomes, and are at times in their lives when they need our help and support. We touch almost every community with our support and services, which range from children's social care, services for children with special education needs and disability, through to registration services, and schools and libraries, which are often at the centre of our communities. We are working hard to support residents to help themselves and each other within their community whilst providing more integrated services that are more effective, efficient and seamless for residents.
28. The global Coronavirus (COVID-19) pandemic has seen the communities that we live and work in change overnight and has required us to be resilient and adaptable in our approaches to working with people and the services that we provide. The directorate plan for CFLLC has recently been reviewed and updated to reflect the evolving situation regarding the COVID-19 pandemic.
29. We have seven strategic priorities for 2020/21 alongside our ongoing business as usual responsibilities within the directorate. These are:
  - Response to the Coronavirus Pandemic
  - Starting well: first 1000 days
  - Children's Services Improvement
  - SEND and additional needs transformation

- Emotional Health and Wellbeing
  - Libraries and Cultural Services transformation
  - Enabling our people, utilising our technology and embedding equality and diversity for all
30. The directorate has extensive breadth and depth in the services and support it delivers. As we develop and deliver our seven strategic priorities, we will maintain a relentless focus on:
- Culture, Practice and Outcomes
  - Supervision
  - Developing Front Line Managers
  - Staff Wellbeing
  - Technology, Resources and Systems
  - Partnerships
31. The directorate's priorities are articulated in the attached visual (see *Annex 3 - CFLLC Directorate Plan Visual - May 2020*). Further information on the key activities and 'what success looks like' is included below for each strategic priority.

### **Response to the Coronavirus Pandemic**

32. Planned Activities:
- a) Provide support to enable the most vulnerable people to 'shield' from the virus and ensure their welfare;
  - b) Keep up to date and reflect fast paced National Guidance and Policy changes in our services;
  - c) Address potential workforce capacity issues, including through staff redeployment to business-critical roles;
  - d) Adapt procedures, data reporting, and the way we work, alongside partners, to safeguard children, young people & families, and to ensure staff are appropriately protected;
  - e) Collaborate with all partners to adapt together and provide support to families during the pandemic;
  - f) Where possible, plan and mitigate for pressures on services and staff caused by changes in working arrangements, staff absence and potential surges in demand for services;
  - g) Capture and learn from the positive solutions, to inform improvements to how we work in the future;
  - h) Consider how to empower families and communities to be stronger and support themselves as we move towards recovery;
  - i) Work with educational settings, libraries and cultural services to re-open on a needs-assessed basis to ensure the safety of vulnerable groups, young people and service users;
  - j) Prepare Registrar Offices for adapting to General Register Office (GRO) directives and re-opening to the public.



33. What does 'success' look like: Children, young people and families continue to receive appropriate levels of support throughout the pandemic and can eventually adjust to life beyond the pandemic. The level of usage of quality services by service users is moving towards the level before the pandemic or a level close to i.e. proportion of young people in educational settings and measures for those using registration and library services.

### **Starting Well: First 1000 Days**

34. Planned Activities:
- a) Developing integrated commissioning with health;
  - b) Prevention and early intervention focus such as: immunisations, breastfeeding, accident prevention & first aid, dental hygiene, social communication, emotional wellbeing, weight management;
  - c) A graduated response for early help and SEND support, with multi-partner community hubs;
  - d) Developing family and community resilience, including accessible information;
  - e) Pre-conception strategy;
  - f) Whole system approach to supporting families affected by domestic abuse.
35. What does 'success' look like: Increase in vaccination rates. Improved mental health support surrounding pregnancy. Improvement in school readiness. Reduction in children in need.

### **Children's Services Improvement**

36. Planned Activities:
- a) Implementing the Helping Families Early Strategy in partnership, including a clear offer for practitioners and families;
  - b) Maximising the potential of our youth centres in partnership with the community, voluntary and faith sector;
  - c) With partners, fully embedding the Family Safeguarding model;
  - d) Enabling children to live closer to home through increasing available placements in Surrey including; capital investment in residential homes, Mockingbird programme for foster carers;
  - e) Recruiting and developing our workforce, including being agile;
  - f) Improvements to our youth offending service, responding to issues highlighted in the 2019 HMIP inspection.
37. What does 'success' look like: Reduction in re-referrals to children's services and the number of child protection plans in place.

Reduction in number of Looked After Children placed out of county.  
Vacant posts filled contributing to a reduction in caseloads.  
Confident and skilled workforce.

### **SEND and additional needs transformation**

38. Planned Activities:

- a) Deliver a strong system for children with SEND and additional needs, across Health, LA and Education. Develop SEND System graduated response and early support, which supports mainstream inclusion more. Develop Early Years Intervention Strategy and an Autism Strategy.
- b) SEND Operational Improvements – improvement of casework and caseloads. Workforce development to ensure staff are skilled and confident. Develop Front Door, Local Offer and transport governance arrangements to support decision making.
- c) Commissioning and market management, including capital investment to ensure local, maintained provision is available, and incorporating the needs of this cohort into commissioning of emotional health and wellbeing services.
- d) SEND Transitions – post 16 provision and preparation for adulthood.

39. What does 'success' look like: Timely and effective identification and support that meets needs at the earliest opportunity, reducing the demand overall and specifically on high cost, high need interventions. Promoting resilience and independence to reduce ongoing need for support and delivering improve outcomes. Children, young people and family voices help shape the system to get the best results. Children live, learn and grow up locally and achieve their full potential, due to the right support being available in education settings.

### **Emotional Health and Wellbeing**

40. Planned Activities:

- a) Award of a new Emotional Wellbeing and Mental Health service contract;
- b) Continued transformation work to trial new models of delivery;
- c) Continue to develop system integration that supports collaborative working.

41. What does 'success' look like: New services commissioned providing appropriate services that meet the needs of children and young people in Surrey. Further reduction in overall referrals, back-log and shorter waiting lists. Strong, respectful, trusting and honest

relationships across the system, including all providers and stakeholders.

## **Libraries and Cultural Services Transformation**

### 42. Planned Activities:

- a) Engage residents and partners in the co-design of the future model of library services;
- b) Develop an approach to increase the impact of our services in delivering health, learning, cultural & social well-being and economic prosperity;
- c) New offer from Lifelong Learning and Cultural Services for vulnerable learners, children missing education and NEETs;
- d) Increase in co-delivery across adult learning, libraries, heritage and arts services and with children's and education services;
- e) Identify new partners locally and nationally to co-locate/deliver shared services in our buildings.

43. What does 'success' look like: Wide range of staff, residents and partners participate in co-design activities. Increasing take up of services. Improvements to library services identified through the co-design are supported by communities and partners. The contribution of libraries, arts, adult learning and heritage in Surrey to health learning, cultural/social well-being and economic prosperity mapped and understood. Evidence of community support for improvements when implemented with a number of new activities/events delivered by community and partners in libraries.

## **Enabling our people, utilising our technology and embedding equality and diversity for all**

### 44. Planned Activities:

- a) Developing our staff and embracing difference;
- b) Embracing agile working;
- c) Recommissioning our education management system;
- d) Equal opportunities recruitment;
- e) Further integration of staff to support close partnership working – particularly between health and social care;
- f) Adapt and be responsive to challenges that emerge and learn from the positive ways of working that evolve from these.

45. What does 'success' look like: Staff feel supported and enjoy working for the directorate. Staff are enabled with the most up to date technology and supported to learn from the agile approach being modelled in the North East Quadrant. Recruitment of a diverse range of skills, experience and backgrounds.

## Conclusions:

46. While the expectation of children's services was to have a 2-day inspection from Ofsted in April 2020 with a full re-inspection taking place before the summer this year, the necessary changes to this forward-plan due to the COVID-19 pandemic have not stopped or significantly affected our improvement programme. Continuing with the activities agreed with the Surrey Children's Safeguarding Executive, the Quality Assurance division has completed a significant amount of work since the last report to the Select Committee in January and this has provided us with:
- The assurance that the delivery of the Children's Improvement Plan through 2018-19 has had a significant positive impact on frontline practice and the lived experience of children and families we support.
  - The insight and detailed understanding of where practice still needs to improve, where we need to further embed the improvements and where targeted quality assurance work needs to be focussed over the coming months.
47. The priorities for the CFLLC directorate remain largely unchanged and despite the impact from COVID-19 pandemic, the children's improvement programme and continuing on our journey to providing good and outstanding services for the children, young people and families that we support will remain a priority for the directorate because our residents deserve nothing less.

## Recommendations:

48. The Select Committee notes the overall findings and feedback from the recent quality assurance activity included in this report and the impact on frontline children's services resulting from delivery of the Children's Improvement Plan.
49. The Select Committee receives a further report at the September 2020 meeting – to include an update on the children's improvement programme and the next steps for the re-inspection of Surrey's children's services by Ofsted.

## Next steps:

The CFLLC leadership team will be meeting with Ofsted representatives on 11 June 2020 for the 'Annual Conversation'. It is not expected that Ofsted will provide confirmed dates for a Monitoring Visit or re-inspection at this point however we do anticipate some indication of when this may happen and what format the next inspection of Surrey's children's services will take.

Oversight and scrutiny of the improvements to children's services will continue to take place at the Surrey Safeguarding Children's Partnership (Executive group).

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**Report contact:** Howard Bromley, Programme Manager - Children, Families, Lifelong Learning & Culture

**Contact details:** 0208 5419 236 / [howard.bromley@surreycc.gov.uk](mailto:howard.bromley@surreycc.gov.uk)

**Sources/background papers:**

- Ofsted Monitoring Visit letter 18.12.2019 ([link to Ofsted website](#))
- 'Update on Ofsted and the Children's Commissioner Inspections' at the 21 January 2020 ([Item 7](#)) meeting of the Select Committee.

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## Audit Highlights Report – November 2018 – February 2020

### 1. Introduction

There have been **1088 audits completed** within the audit programme to date. In total, 1,235 have been allocated and 147 have not been returned, which is an **overall completion rate of 88%**.

In terms of the **January audits**, 96 audits sent out on 31 December 2019 and **72 were completed with an overall compliance of 75%**. In terms of **February's audits**, 76 audits sent out on the 1<sup>st</sup> February 2020 and **62 were completed with an overall compliance of 81.57%**. This is another month-on-month improvement from January's compliance rate (75%) and represents a significant improvement from December's (54%) and November's (60%) compliance rate.

#### January 2020 Further Details:

In addition to the monthly case audits, in January Service Managers and Assistant Directors were asked to complete a **practice observation on supervision**, in order to support on-going work to further understand our strengths and areas of improvement around supervision. There were therefore no re-audits undertaken in January.

- 21 out of a potential 31 supervision observations were completed and of a high standard which has allowed for valuable and evaluative information to be gained.
- The compliance rate was 67%, as 10 supervision observations remained outstanding.
- There were 41 Case Reflection Sheets returned, compliance rate of 57% which is similar to the previous month of 56% in November.

The children selected for auditing were randomly chosen from the following cohorts:

- Children Looked After including our Children with Disabilities
- Care Leavers
- Children in Need

#### February 2020 Further Details:

The re-audits were resumed in February and this was the ninth month where Service Manager's and Assistant Directors were expected to complete a re-audit of a child's case that was judged to be inadequate in previous monthly audits.

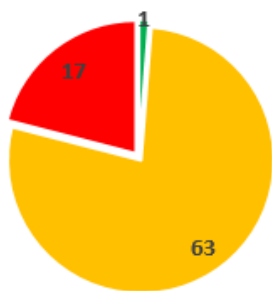
- 29 re-audits were allocated and **22 were returned with a compliance rate of 75.8%**. This is a significant increase from compliance of 56% in November 2019.
- The compliance rate for both audits and re-audits has remained low over the last three months.
- There were 27 Case Reflection Sheets returned, compliance rate of 44.2% which is down from last month's 57%. The reflection sheet should be completed with the allocated worker.

. The children selected for auditing were randomly selected from the following cohorts:

- Mental health / CAMHS / Missing Episodes
- Children Looked After including those placed in Residential Care
- Care Leavers

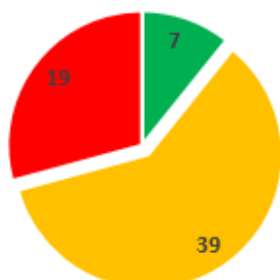
**2. Overall Judgements – November 2018 to February 2020**

Overall Judgements  
November 2018



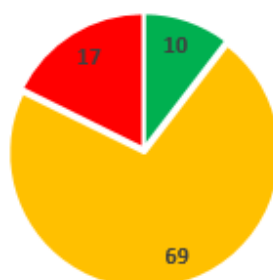
1% Good  
78% Requires Improvement  
21% Inadequate

Overall Judgements  
December 2018



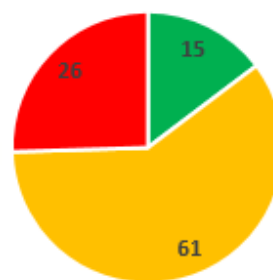
11% Good  
60% Requires Improvement  
29% Inadequate

Overall Judgements  
January 2019



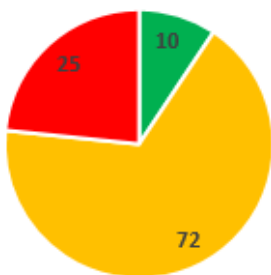
15% Good  
60% Requires Improvement  
25% Inadequate

Overall Judgements  
February 2019



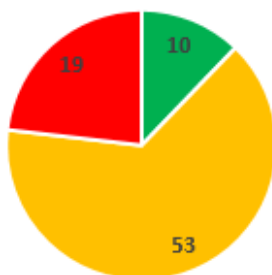
29% Good  
51% Requires Improvement  
19% Inadequate

Overall Judgements  
March 2019



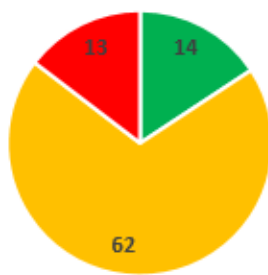
9% Good  
67% Requires Improvement  
23% Inadequate

Overall Judgements  
April 2019



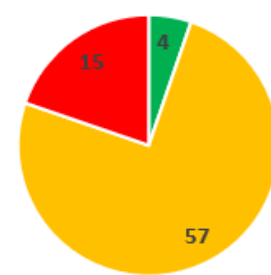
12% Good  
65% Requires Improvement  
23% Inadequate

Overall Judgements  
May 2019



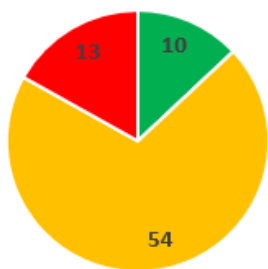
16% Good  
70% Requires Improvement  
15% Inadequate

Overall Judgements  
June 2019



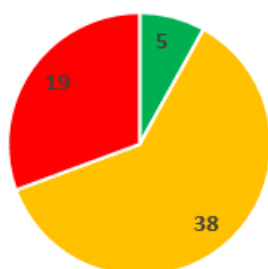
5% Good  
75% Requires Improvement  
20% Inadequate

Overall Judgements  
July/August 2019



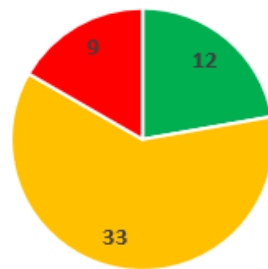
13% Good  
70% Requires Improvement  
17% Inadequate

Overall Judgements  
September 2019



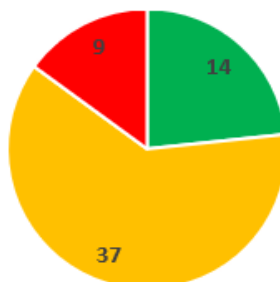
8% Good  
61% Requires Improvement  
31% Inadequate

Overall Judgements  
October 2019



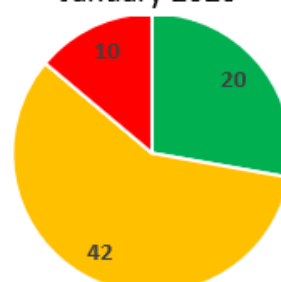
22% Good  
61% Requires Improvement  
17% Inadequate

Overall Judgements  
November 2019



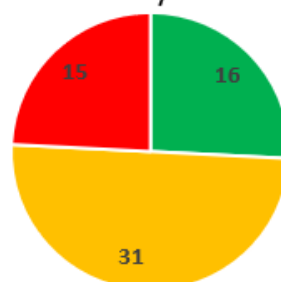
23% Good  
52% Requires Improvement  
15% Inadequate

Overall Judgements  
January 2020



28% Good  
58% Requires Improvement  
14% Inadequate

Overall Judgements  
February 2020



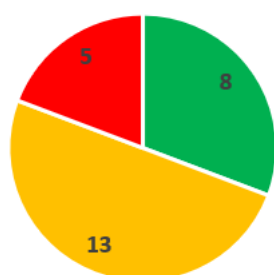
26% Good  
50% Requires Improvement  
24% Inadequate



### 3. Area Breakdown of Overall Judgement Grades – January AND February 2020

**South East:** Total number of children’s cases audited for the NE area were 26. 35 were allocated and 9 were not returned.

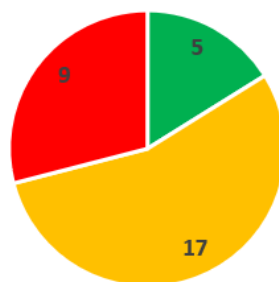
South East  
January & February 2020



31% Good  
50% Requires Improvement  
19% Inadequate

**North East:** Total number of children’s cases audited for the NE area were 31. 39 were allocated and 8 were not returned.

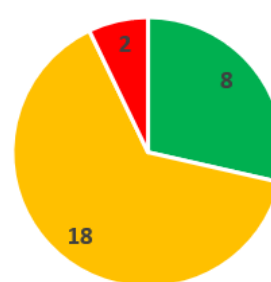
North East  
January & February 2020



16% Good  
55% Requires Improvement  
29% Inadequate

**South West:** Total number of children’s cases audited for the NE area were 28. 34 were allocated and 6 were not returned.

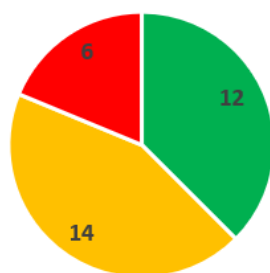
South West  
January & February 2020



29% Good  
64% Requires Improvement  
7% Inadequate

**North West:** Total number of children’s cases audited for the NE area were 32. 38 were allocated and 6 were not returned.

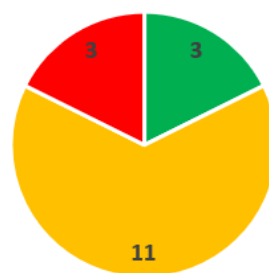
North West  
January & February 2020



38% Good  
44% Requires Improvement  
19% Inadequate

**CWD:** Total number of children’s cases audited for the NE area were 17. 26 were allocated and 9 were not returned.

CWD  
January & February 2020



18% Good  
65% Requires Improvement  
18% Inadequate

### 4. Moderation

#### Approach

As previously reported, the Audit & Practice Standards Team are now moderating at least 25% of case audits each month. While we can be reasonably assured – based on the moderation of audits since November 2018 - that the quality of auditing by managers has improved to a good enough level, the moderation process continues to be a key part of the programme to ensure that this high standard is maintained and to quickly address issues with auditing if they are identified. The

intention is to continue moderating at this rate each month however the team will increase the percentage of moderation if this is deemed necessary.

## Results

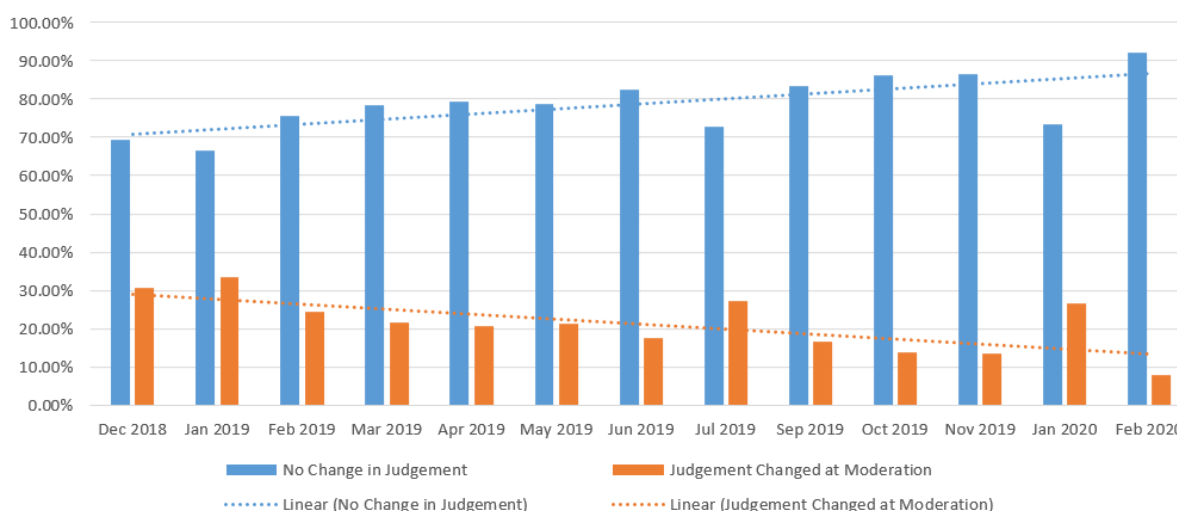
25% of the 96 audits allocated in January and 38% of the 76 allocated in February were moderated by Audit and Practice Standards (APS) Leads.

To ensure we are moderating a range of completed case-audits, during this period we have focussed on those that were judged to be 'Good' or 'Outstanding' – this enables QA to provide the assurance that we are accurately assessing practice as good in those instances. The team also moderated a small sample of those judged to be 'Requires Improvement' in February.

- January 2020: 26 were graded as good and 1 outstanding
  - After moderation, 1 'outstanding' downgraded to 'good' and 7 'good' downgraded to 'requires improvement'. All other overall judgements remained the same.
- February 2020: 16 were judged as overall good and 7 were judged as requires improvement.
  - After moderation 2 audits that had been judged as overall good were downgraded to requires improvement. All other remaining judgements remained the same.

The moderation activity over the last 2 months has highlighted some issues with audit reports requiring amendments to spelling, grammar, adding rationale for judgements and formatting – these issues have been followed up with the individual auditors.

Quality of Audits: % of Judgements Changed at Moderation



## 5. Re-audits

In February, 29 re-audits were allocated and **22 were returned** with an overall **Compliance rate of 75.8%**. As with Audit compliance rates, this represents a significant improvement from November (55%). Re-audits were not carried out in January as Service Managers and Assistant Directors conducted direct Supervision Observations instead that month.

- 11 children's cases remained inadequate.
  - This was the second re-audit for 8 children's cases, and they remain inadequate. 3 were children's cases held in the North East, 1 was from the North West, 3 were from the South East and 1 from the South East CWD Team. 3 of these children's cases were first subject to audit in May 2019.

- For the remaining 3 children's cases who were judged to still be inadequate, this was the first re-audit. 1 child's case was from the North East, 1 from the north West and 1 from the North East CWD.
- 9 children's cases were judged to have improved in terms of practice and outcomes and graded requires improvement. 2 were children's cases held in the North East, 1 was from the North West, 4 were from the South East and 2 were from the South West.
- 2 children's cases were judged to have improved in terms of practice and outcomes and graded good. 1 child was from the North West and the other from the South West.

**Of the 22 completed Re-Audits, 50% remained 'Inadequate' and 50% improved.**

The key themes identified with the children's cases that continue to be judged inadequate are:

- Supervision and management oversight not addressing the findings of the original audit or following up on identified actions
- Supervision and management oversight still not being recorded for children
- Chronology and case summaries not being up to date or to an acceptable standard
- Timeliness of planning and intervention.

However, the key reason why a re-audit remains inadequate is due to a lack of action taken from the original audit by the case holding team as opposed to new concerns or differing thresholds of auditors.

## **6. Supervision Practice Observations: replaced re-audits in January 2020**

The audit programme has consistently highlighted the importance of improved supervision recording. The Supervision practice observations were intended to gain a better understanding of the following: How supervision is recorded, understand the quality of child and personal supervision, if previous actions are reviewed, reflections from the observer and practitioners being observed.

### **Process**

- Recording style- Almost every observation recorded that the supervision was typed within the supervision and only a 3 that were handwritten and typed later.
- Type observed- There was a good mix of observations that covered both a portion of personal supervision and child supervision.
- Length of Observation- The average supervision lasted around just over an hour. The shortest recorded as 60 minutes and the longest at 2 hours and 45 minutes.
- Previous actions reviewed- 70% reviewed the actions from previous supervision as required. In the instances where it was not recorded, it was due more to issues such as being the first supervision.

### **Principles of Individual Supervision- (Wellbeing, Performance, and Training)**

- When applicable, 100% of the observers reported good practice seen in this area. (5 did not apply)
  - Use of appreciative inquiry observed to help Social Worker see their own development and apply to future situations
  - Good triangulation of a Team Manager's improvement following a recent training course.

- Service Manager discussed the Team Manager's use of Tableau and timely responses to audits.
- Reflective conversation addressing the emotional impact of a child sustaining a bruise during a contact session.

#### **Principles of Child Supervision-** (*Workload, reflective, outcomes-focused*)

- When applicable, 100% of the observers reported good practice seen in this area. (*2 did not apply*)
  - 3 very clear and good examples of the use of Motivation Interviewing (MI)- in one instance, the reflection developed alternative approaches required given the parent's place within the cycle of change and what they were trying to achieve.
  - Clear next steps, review of plans, and use of threshold document
  - Use of open-ended questions and opportunity given to supervisee to tease out their analysis.
  - Appropriate challenge seen when a missed opportunity to report safeguarding concerns with clear management expectations for the future.

#### **Themes from the Observer**

- **Comments in this section tended to focus on constructive criticism**
  - Discussion about children was thorough and captured their voice well but were too long often lasting 30 minutes plus per child.
  - SMs felt that TMs could save time within supervision if they conducted a basic review of children's files in advance of the supervision as time was often taken up with both practitioners getting up to speed on history within the session.
  - We need to empower workers to come up with solutions and analysis as there were several instances where the SM felt the TM was too quick to take over and give their opinion. (*There is of course acknowledge this is likely down to time pressure*)
  - Social Workers need a set structure. When it was not in place the topic often changes quickly and where good discussions started, they quickly jumped to actions.
  - Motivational Interviewing can be used much more. Questions from TMs are often indicative of their own views.
  - TMs need to support workers to enforce statutory requirements such as the role of fathers in No Recourse to Public Funds (NRPF)
- **Most comments were positive while also supporting on-going learning**
  - In one instance, an SM observed positive discussion around direct work with children so they understand our involvement. Follow up questions provided by the observer to support future sessions: *What evidence supports your view? and Who else has seen these changes with the family?*
  - Good professional curiosity observed as well as many positive working relationships between supervisor and supervisee
  - Conversations that were based on Cycle of Change led to plans for future sessions with parents. In this instance, the SW felt able to ask for support on reframing the discussion with parents to get them to agree to an FGC.
  - Where SWs and TMs were prepared and knew their families well it was as you would expect...more efficient and covered more children.

### Themes for the Practitioners being Observed

- Most welcomed feedback and chance to be observed despite needing time to settle into the process
- Most agreed and acknowledged the need to take time to prep in advance
- Many highlighted the need to feel more comfortable with MI- type questions in supervision but welcome and appreciate the need for it.
- One TM highlighted the need to factor in the impact of stress levels on the quality of supervision.
- The review of actions could be clearer and for one worker this was down to their knowledge of what had been completed and not realising skipping this process made it unclear when the final record was reviewed.

### What did we learn from the experience

- The use of MI needs further development. It is being observed not in most of the supervisions within this exercise.
- SMs are more aware of time constraints for reflective case supervision but acknowledge a need to work through this and make prep time for supervision a priority.
- Constructive feedback and appropriate challenge are integral good quality supervision
- There is a training need across the organisation to improve analysis and what good supervision looks like that incorporates MI.

## 7. Social Work Feedback: What Social Workers Are Telling Us

Some of the most important learning, messages about practice, needs for professionals working directly with young people, and our celebrations come from the Case Reflection meetings held with the Social Workers. The Audit & Practice Standards Team are working with managers and auditors to ensure this part of the process is prioritised each month.

A sample of the feedback and learning captured from these meetings is included here:

### 1. What do you think you have done well on this case?

Most practitioner's responses in this section relate to the importance and sense of accomplishment that comes from a good working relationship with the child and family.

- One Social Worker felt good about the relationship she had formed with a child and how she felt that she had really captured this in her case recordings.
- Built good relationship with the child's Residential home, this has ensured a joined up approach that I believe has positively supported the child through a difficult time of separation.

### 2. What have been the challenges in this case?

The usual responses within this section relate to addressing disguised compliance, building a relationship with families where there have been multiple changes of workers, and not having more specialised support for adult-specific issues and high caseloads. The following points have been highlighted.

- Not being able to visit and spend more time with the child to build a relationship due to high caseload.
- Familiarising myself with new systems

- High turn around/change of social workers
- Having the resources to support young people towards independence.

### **3. Do you have sufficient tools to enable you to undertake your role?**

Social Workers generally feel that they have what they need to undertake their role but there were a few points to highlight:

- The social worker said not always because we are dependent on lots of other people, i.e. health who he do not always engage, school, and the placement.
- SW would like some training in CLA processes and has had no induction and no training on either the LCS systems or SCS procedures and policy's.

### **4. If you had a case like this again, what would you do differently?**

A key theme from several social worker's reflection sheets in this section related to early planning for permanency.

- To look at the long-term plan earlier.
- Have network, family meetings earlier in the intervention.

## **8. Audit Findings: Focussing on the 'Good'**

### **When a Good rating was upheld the following was evident:**

- In many instances the audits were of young children where we responded appropriately and achieved permanence in a timely way.
- Use of historical information was a strength and liaised appropriately with OLA to obtain their history.
- Child's needs are paramount throughout the process.
- Quick response to risk and when discussions and decisions are made, they are clearly recorded with analysis
- Case notes are up to date
- Evidence of good quality MO and case discussion in supervision
- Clear link between the direct work with children connecting to the plan and evidence of improved outcomes

### **When a 'Good' became an 'RI' the following was evident:**

- Changes in SW has resulted in drift
- Workbooks are not being filled in appropriately and not covering the multi-agency contribution, in the small number of children within this cohort and is likely down to newness of the recording.
- Supervision was a key factor in all 7 that were downgraded to RI.
- Case summaries are unclear, and chronology does not reflect the child's journey
- The recording of our process is unclear, and we do not record MO to outline the reason for our decisions.
- Life Story work not routinely being considered or completed with UCAS.
- Important documents such as CLA review minutes, CLA plans, and pathway plans not routinely being translated into their first language.

## 9. Audit Themes

### Positives:

- Children are seen regularly and seen alone. Their wishes are generally considered and inform assessment and planning.
- Evidence of good relationships between SW's and children.
- Evidence of well written assessments, one included research about a child's health needs, children's wishes and feelings clear and engagement with parents. Although case notes do evidence that the assessment had been shared with family and what their views were.
- Really good piece of recording of work with a disabled child. The SW understands his communication needs and records them well to ensure his wishes and feelings are clear.
- If threshold criteria is evidenced in the referral this results in a good judgement. However, if we are not able to demonstrate we have analysed threshold, this results in either a RI or IA judgement.
- Evidence that the threshold document is being utilised at the referral stage has increased.
- Where there is evidence that visits are taking place the recordings of the child's wishes and feelings has been identified as good.

### If Undertaken Practice would improve:

- Workbooks being utilised to their full extent, with multi agency contribution.
- Workbooks reflecting visits completed in LCS case notes.
- Management oversights being recorded on a consistent basis to explain overdue actions. I.e. statutory visits.
- Supervision taking place on a monthly basis or as agreed in procedures and evidencing reflective discussion, review of plan and actions and progress of plan.
- Chronologies were up to date and of good quality.
- Recording of direct work tools used and these are signposted within the case note.
- Consideration of ethnic/cultural/religious in assessments, case recordings and plans.
- RHI's include full exploration of why the child has gone missing, where they were, who they were with and what they experience when they were missing is not consistently evident and the plan of intervention addressing these.

## 10. Practice Issues to Take Forward

### From February 2020

- ❖ This month the cohort included CLA, pre-birth assessment, planning for permanency- the findings from the audit demonstrates that intervention and plans for permanency are still not timely- This is supported by the recent thematic audit completed regarding permanency- from March 2020 workshops focusing on permanency will be delivered to all areas by the Practice and Audit Team.

- ❖ Albeit a small percentage, there are audits returned of a poor quality which require them to be sent back for further work. The Practice and Audit Team routinely send induction emails to new starters and also offer a one-to-one session.
- ❖ Timeliness and quality of supervision and management oversights remains an area of inconsistent practice.
- ❖ Recordings in the child's workbook is not consistently reflecting what is recorded in the child's LCS case notes.
- ❖ Consideration of a child's cultural, religious, ethnic and social needs are still not routinely explored in the completion of assessments, audits, plans and intervention. A learning soundbite has recently been sent to all teams to support improvement in this area.

### From January 2020

- ❖ There will be an ongoing review of CLA audits across the year to support practice development and further analyse issues relating to impact of placement breakdown, access to services, and on-going permanence.
- ❖ Ongoing review of issues relating to a continued decline in audit compliance in completion of audits, re-audits and social work reflection sheets.
- ❖ In April, we will be sending a Learning Bulletin, Practice Sound Bite on difficult to engage children and families.
- ❖ Audit and Practice Team will be completing permanency workshops in all the areas that focuses on the following; revisit of the Permanency Policy, explore and review the impact of the Policy and Tracking Panel arrangements, emerging themes from the thematic audit regarding permanency, raising awareness, understanding and implementation of permanence for children at the earliest opportunity, to ensure consistency across all Services, in all areas and to provide an opportunity for workers to share their experiences and highlight areas they feel could be improved
- ❖ Audit and Practice Leads in the areas will work alongside managers to encourage and promote continued review of children's cases who have been judged as either inadequate or requires improvement. Currently managers are recording the initial findings of the audit but there is no follow up to ensure that actions are completed, learning is embedded, and practice improves.

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## Quality Assurance and Inspection Readiness Thematic Overview Report April 2020

### 1. Introduction

The Quality Assurance and Performance division have committed to deliver a comprehensive programme of thematic auditing to inform and assure ourselves we are delivering an improved standard of practice across the system.

Findings from the thematic auditing work and other activity across the Quality Assurance division are routinely reported to the Safeguarding Executive as part of their ongoing oversight & scrutiny of the improvement programme for Surrey's children's services. Feedback and follow-on actions resulting from the Executive meetings are discussed with the relevant Director where required.

This report brings together the key findings from the range of thematic audits that have been undertaken since January 2020 by the Quadrant based Inspection Leads. The focus of the thematic audits was agreed as part of the Inspection Readiness programme.

These thematic audits are one aspect of our quality assurance activity and should be seen alongside other measures in place to monitor the effectiveness and impact of practice.

Thematic audits (sometimes referred to as "deep dives") are a critical element in learning and improvement and allow for the better understanding of practice in a specific service area. They provide an opportunity to look at the quality of work undertaken with children and families. These consist of an agreed number of audits completed on a bespoke audit tool relevant to the area of scrutiny.

To date the following have been completed:

- Permanency for Children
- Private Fostering
- Pathway Planning for Children Looked After and Children Leaving Care
- Children Missing from Home, Placement or Education
- Children Placed at Home with Parents Subject to a Care Order

The emerging themes from these in-depth reviews are included below.

### 2. Permanency Process Review

2.1. A total of 61 children's cases were audited (North West 15; North East 15; South West 16; and South East 15). The inspection leads have spoken with managers, practitioners, IROs and business support as part of the audit process. The interim report highlighted that the 4 Quadrants were not influenced in their working by the permanency planning and tracking guidance.

2.2. Some of the key findings from the audit are detailed below and include quotes from managers and practitioners on the impact of the work (*for more detailed findings in respect of each Quadrant please see Midway Thematic Report January 2020*).

- Permanency planning meetings are not being managed effectively to ensure drift and delay is limited.
- There is a lack of evidence that permanency policy is followed and driving our planning in respect of children and young people.
- A permanence plan is not always in place by the second looked after review meeting.
- The spreadsheets being used for tracking all children is different in each Quadrant and does not provide a clear overview of what the outcomes/plan/tracking is for children considered at the PPM.
- Tracker PPMs are not routinely booked and are not held within 1 month (for under 5s) or 3 months (for over 5s). This impacted on the progress of parallel care planning being considered, discussed or progress monitored.
- Court timescales are adhered to and the court process appears to drive the permanence planning.
- The voice of the child and parents were not always evident within PPMs.
- Limited evidence of FGC's being used to identify family and friends to be assessed early on in our involvement.
- Limited evidence of supervision and management oversight and only when children are in proceedings the Court timetable is prioritised.
- The Social Worker and Team Manager do not always attend the PPMs.

2.3. What is evident is that the 4 Quadrants are not influenced in their working by the permanency planning and tracking guidance. There is evidence of a lack of understanding amongst some staff around the Permanence Policy and what is expected. This can be improved upon by raising awareness of the requirements and being consistent in the use of key documents across the Quadrants. Within each Quadrant the Inspection Leads have identified practice issues to be addressed and they will continue to work to support the implementation of solutions alongside staff. The statements below come from a range of practitioners interviewed.

- *“The PPM meetings are more robust in terms of the key expectations, with a refined focus on tackling issues of drift and poor planning. The chair is able to hold other Service Managers to account for poor practice issues and will escalate to Assistant Directors if needed.”*
- *“In terms of the social workers’ understanding of Permanency Planning, since the initial discussions that we held with the team after the recent Mock Inspections there has been a significant improvement. Workers are aware of triple planning and can refer to flow charts and guidance which is displayed in their work area.”*
- *“There is an openness to consider alternative views, acceptance of needing to read policies in more detail and following those in practice. Staff have reported back how useful the related policies and procedures are.”*

2.4. The actions identified from the interim thematic audit report (January 2020) have been progressed and include:

- The permanency tracking tool has been revised and it is now possible to automatically book children’s cases for review, and to easily collate and report on information for this cohort of children and young people.
- A revised referral form & minutes form has been devised for PPM.

- Draft terms of reference have been devised outlining the purpose and focus of PPMs. This includes a recommendation for the collation of information on a quarterly basis to be provided to ADs & PLT on the number of children reviewed, the outcomes, themes and any practice issues identified.
- Permanency Workshops were arranged to take place in all quadrants. 3 of the 5 workshops were delivered last month however the final 2 have been postponed due to the impact of Covid-19. An interim solution is to disseminate key information to practitioners, managers and Chairs/IROs.
- All of the above has been shared with ADs for comment (6<sup>th</sup> April 20) and discussed at PLT prior to implementation across the Quadrants.

**Next Steps:** Quality Assurance will undertake a further review in approximately 6 months.

### 3. Private Fostering

- 3.1. 21 children's (12 female and 9 male) private fostering arrangements have been audited. This was based on reviewing children's and adult carer's case records, as well as speaking directly with social workers and meeting with the Team Manager responsible for Private Fostering.
- 3.2. Some of the key findings included:
- Initial visits were primarily completed within the required timescale once a notification had been received but subsequent visits were not routinely carried out in timescale.
  - Children are generally seen regularly and alone.
  - Contact arrangements between the child and their family were clearly identified.
  - Where there were any specific health issues and needs for the child these were addressed with the carers and identified how they would manage and monitor their needs.
  - Educational provision was in place for all of the children audited.
  - Management oversight and supervision was variable in both frequency and quality.
  - There were a small number of cases where safeguarding concerns were not effectively risk assessed.
  - Assessments varied in quality, there was a lack of evidence of analysis, curiosity and challenge. They did not always fully explore the carer's parenting capacity to meet the child's needs, or seek the views of child's parents and involved extended family members.
  - Health and safety checks were referenced as being completed but this was not always supported by a copy of the document being available on the case records.
  - Lack of consistency around undertaking DBS checks on all adults/those over 16 in the household and also tracking and referencing the outcome of the DBS checks on the case records.
  - There was limited evidence of the LA's engagement with parents, or encouraging a written agreement to be made between the parent and private foster carer to set out the expectations.
  - Practice standards need to be consistently applied, for example suitability of accommodation, whether the child or young person has their own room/bed.
  - Where operational teams are involved with a child placed in private fostering arrangement, practice was not always joined up in terms of communication and information sharing and how this informs the plans for the child.

- The need to raise awareness of private fostering both internally and in the wider community.

3.3. The following recommendations were made in response to the audit findings:

- A review of the existing Private Fostering policy will be undertaken - to include a review of the awareness raising letter and a guidance document for initial visits and assessments.
- To review and agree a clear set of practice standards to assist practitioners in their role of assessing carers and determining the carers' suitability and that of the accommodation.
- For the Family & Friends Team to agree a protocol of joint working where children are allocated in the Family Safeguarding teams.
- To agree an escalation process to alert of any safeguarding concerns.
- To devise an 'awareness raising programme' that targets those organisations that regularly refer international students, and internally with social work teams.
- To ensure there is oversight from the Children's Workforce Academy in providing any relevant training for practitioners within the Family and Friends Team.
- To identify ways to meet any training/support needs of private foster carers.

**Next Steps:** The Service Manager has implemented an action plan in taking into account the recommendations:

1.	<b>Review of policy and procedures across fostering and assessment teams.</b>	<b>Clear structure and procedure across the county and to enable accountability. It is clear who should escalate concerns and how these are escalated.</b>	<b>SM / Team Managers/ SSW</b>	<b>09/09/2020</b>
2.	<b>Agree practice standards and implement a Private Fostering Panel to review assessments.</b>	<b>Implementation of PF panel to ensure consistent quality and expectations of assessment. Panel member will include safeguarding SM.</b>	<b>SM / Team Managers/ SSW</b>	<b>09/09/2020</b>
3.	<b>100 % of IV and assessments are to be compliant and met within time scales. To be added to the assessment tracker with Business support.</b>	<b>Assessment to be added to monthly tracker, so that SM is able to track by compliancy and Business Support are able to track and ensure all checks are followed through.</b>	<b>Business Support Manager/TM and SM.</b>	<b>09/09/2020</b>
4.	<b>PF awareness programme to be part of the wider strategy for Fostering.</b>	<b>A rotating programme of raising awareness in the community and locally to be</b>		<b>01/04/2020</b>

		<b>included in the wider marketing Strategy.</b>		
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#### **4. Pathway Planning for Looked After Children and Children Leaving Care**

- 4.1. A thematic audit focusing on pathway plans has been undertaken to review how practitioners prepare young people once they turn sixteen to help them make the transition from care to independent life and into adulthood.
- 4.2. A cohort sample was undertaken from each Quadrant (including Looked After, Care Leaver and CWD Teams). A bespoke audit tool was devised and the audit process included consulting with social workers, personal advisers, managers and where appropriate young people. A total of 91 pathway plans were audited as part of the thematic process.
- 4.3. The key findings from the audit are as follows:
- Majority of the plans are undertaken with young people but there was a lack of evidence that the completed plans are routinely shared with young people.
  - The quality of pathway plans was variable, the focus was not always on actually preparing them for independence in sufficient detail.
  - A range of young people of differing needs, was captured in the cohort sample, there was evidence of some young people progressing well and coping with living independently be they in further education, training or working; care leaver parents (both as mothers and fathers) and those struggling with managing the transition.
  - A difference was observed in the quality of plans completed for those under 18 and those over 18 completed by personal advisers (PAs). In general, the PAs were more confident in talking about the young person's needs and the pathway plan process than social workers from the looked after teams.
  - Plans would benefit from clearly setting out the young person's needs and capabilities so that it additionally informs for example, any recommended move into semi-independent or supported lodgings.
  - There was limited evidence that young people were being supported to take ownership of their plans and level of understanding around the purpose of the plan. There was limited understanding of the young person's history and how this impacts on them as young adults.
  - Plans should be more personalised and limit the use of generic phrases and links. Plans did not always evidence an analysis or partnership working to show that work completed will be meaningful and support young people through the transition to adulthood. Plans should evidence the incremental steps taken to supporting the young person to acquire the range of life skills will need.
  - The management oversight in respect of quality assuring plans and authorising them was variable.
  - For IROs to have a more prominent role in quality assuring that young people are involved in completion of their plans and the purposefulness of those plans.
  - For young people with limited leave to remain the pathway plans did not consistently incorporate planning on the basis if they remain in the UK and equally if they are refused leave to remain.
  - Preparation for independence needs to start earlier, as there were examples where care leavers did not have the requisite skills to manage and sustain living independently even as they approached the ages of 21 and 25.

- For plans to include contingency planning, for example, young people know what to do and where to go in an emergency, or if do not pursue further education but decide to take a gap year in the event they do not obtain their required results.
- Clarity is not always provided across the care leaver teams about how and when to end our involvement with care leavers post 21, leading to inconsistencies in practice.

#### 4.4. Recommendations:

- i) For the report to be shared with the Service Manager Children's Workforce Academy to consider the audit findings to feed into the wider training offer to social workers and personal advisers in respect of preparation for independence.
- ii) Inspection leads to dip sample the quality and purposefulness of plans in 4 months' time.

### 5. Children Missing from Home, Placement or Education:

5.1. This thematic audit focussed on children who had reports as being missing from home and placement with an additional cohort of children who are 'missing' from Education due to no school placement. Ten percent of children who had a missing episode during this time were randomly selected for the audit.

5.2. The key findings from this audit included:

- When the missing episode was 'started correctly', the process in terms of completing the RHI was consistently completed, including the management oversight. There were gaps observed in the consistency of recording key information within the missing episode which creates difficulty in terms of understanding whether practice standards were followed.
- Quality of safety plans was variable and not consistently recorded within the missing episode. Supervision did not consistently develop the safety plans further, address or review action points. When safety plans were of good quality the family and professional network were able to get a clear understanding of how to safeguard the child.
- The threshold for holding a strategy meeting where there had been 3 missing episodes within a 90 day period was not consistently understood or followed.
- For children who are looked after an intervention meeting commonly takes place when there are longer/significant absences and for children who repeatedly go missing.
- This audit found that the response to and service provided to children who are missing from home and placement, and in some instances no education placement, continues to be inconsistent and compliance with practice standards it not always met.
- RMM's are mostly taking place for children when threshold is met, and the recording of these meetings is easy to locate within case notes.
- Professional curiosity and triangulation of the reasons why children are missing will assist the analysis, however there is more work needed to consistently achieve this. When more professionals are involved, such as the IRO this area of practice was stronger.
- Recording and monitoring of children missing from education was assessed to require a lot of improvement. The auditors formed the view from reading children's records that the right level of priority is not placed on education, creating drift and limited understanding of the role that social workers have had in improving educational outcomes for these children.

### 5.3. Areas for Practice Improvement:

- Safety plan to be clearly outlined in the RHI, specifically within management oversight.
- Safety plan to be reviewed on a regular basis and analysed within supervision and updated within the child's case summary.
- Ensuring relevant information following missing episodes are correctly recorded in Missing Episode case notes.
- It is important to record who is the first person to see the child in the RHI, whether it is the Police officer, worker at the residential unit etc.
- If the child does not engage with the RHI, clear evidence about the reasons behind this and analysis of the impact on the child is essential. Policy states that all attempts should be made to engage the child including completing the RHI at a statutory visit if necessary.
- If RHI is allocated to a worker who is not allocated to the child there should be analysis within management oversight as to why that decision has been made and any discussions had with the allocated social worker to understand the needs of the child.
- Keep safe work to be undertaken with children. This was provided by an independent fostering agency and would appear a valuable piece of direct work when engaging children and managing risk.
- There should be a clear education pathway to shore up the gaps to ensure that children's education is not disrupted to prolonged periods of time.
- There should be clear plans in place, and reviewed at regular intervals, to discuss and agree a way to address and manage education issues.
- There needs to be standardised recording of intervention meetings to ensure that it is possible to track the timeliness of these meetings in line with practice standards.

## 6. Children Placed at Home with Parents Subject to a Care Order

6.1. This audit is based on a cohort of 10 children and is in the process of being concluded. Alongside the case audit, there was consultation with social workers, IROs and managers.

6.2. The key themes include:

- Social workers listened to the views of the child/young person about returning home.
- Supervision frequency and quality was variable and does not consistently guide and reflect on the work being progressed.
- Where the return home was unplanned the Local Authority's initial response was timely.
- Where overnight contact was in place prior to the child's return home this provided the family to begin making adjustments and address the impact on the child and the rest of the family in the home.
- Where children have returned to parents in an unplanned way with a subsequent assessment this tends to ratify placement rather than assess its suitability in terms of meeting the child needs.
- There was an absence of written agreements with parents, addressing how they intend to safeguard their child once home.

- There was an absence of contingency planning in the event of placement breakdown, practice in this area was noted to be more re-active to situations and with less of a focus on forward planning.
- Agency checks are not consistently evidenced as being completed in respect of the parent/carer and adults within the household, or for those in regular contact with the child.
- Where there was information on mental health or substance misuse this tended to be self-reported by the parent/carer with a lack of verification to follow up the information.
- The need to evidence the detail of the direct work and preparation undertaken with the child/ young people for their return home.

### 6.3. Recommendations:

- Supervision and management oversight to be delivered in line with procedural guidance to limit drift and delay, review the plan and guide work, quality assessments that include agency checks, risk assessment, focus on parenting capacity and the ability to safeguard and promote the child’s welfare, IRO consultation; as well as ensuring that due process is followed and authorisation obtained by Assistant Director.  
[https://www.proceduresonline.com/surrey/cs/using\\_this\\_manual.html](https://www.proceduresonline.com/surrey/cs/using_this_manual.html)

## 7. Future Thematic Audits

The following thematic audits are underway:

- Placement Stability – led by the Inspection Leads
- YOS & Early Help – led by the Practice Audit and Standards Team
- Supervision – led by the Principal Social Worker
- FGC & Family Network Meeting – led by the Practice Audit and Standards Team

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**Document Date:**

**13<sup>th</sup> May 2020**



# CFLLC Directorate Plan 2020/21 Strategic Priorities

*These are the key strategic priorities for the CFLLC directorate and many of us will contribute to these throughout the year. The significant work maintaining important business-as-usual services for our residents are in addition to these priorities.*

## LIBRARIES & CULTURAL SERVICES

### Transformation

- ✓ Develop our **future model of library and cultural services** with residents, to ensure **sustainable, joined up and accessible** services that **support the community**, and in particular some of **those more vulnerable** in society.

## EMOTIONAL HEALTH & WELLBEING

### Commissioning

- ✓ Continuous **transformation of the current Child and Adolescent Mental Health Service (CAMHS)**, and **re-commissioning the CAMHS contract** ready for April 2021

## RESPONSE TO COVID-19 PANDEMIC

- ✓ Working with partners to ensure that **families remain safe**, have **access to essentials** and to support services if required. Working to ensure **children can access education in as safe a way as possible**, balancing against the risks.



## STARTING WELL IN LIFE

First 1,000 days

- ✓ Working with partners in an **integrated** way particularly with health colleagues to ensure that **every child has an optimal start**

## SEND & ADDITIONAL NEEDS

Transformation

- ✓ Deliver a **strong system** across Health, the Local Authority and Education, for children and young people with special educational needs, additional needs and disabilities, with a focus on **inclusion in mainstream education** with the **right support at the right time**, and **access to education provision within their own community and within Surrey**

## CHILDREN'S SERVICES

Improvement

- ✓ Continuing our journey of improvement and responding to, and preparing for, Ofsted and other inspections. This includes **embedding the Family Safeguarding Model** and **addressing ongoing staff recruitment and retention.**

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## Children, Families, Lifelong Learning and Culture Select Committee



**TUESDAY 28 JULY 2020**

### **UPDATE ON THE SCHOOLS ALLIANCE FOR EXCELLENCE (SAfE)**

#### **PURPOSE OF THE REPORT:**

- To outline the purpose and impact of SAfE
- To provide assurance that SAfE is meeting the council's core statutory duties for school improvement, as well as steering the changes needed to support the achievement of a sector-led education partnership
- To provide a summary of the role of SAfE during the current COVID-19 crisis,

#### **INTRODUCTION: THE ESTABLISHMENT OF SAfE**

1. On 31 March 2019, Surrey County Council ended its contract with Strictly Education (previously Babcock 4S). The contract had previously delivered the council's core statutory duties for school improvement and schools causing concern. At this point, the activity transferred back to the Local Authority.
2. On 16 July 2019, Cabinet approved Surrey County Council's partnership with Schools Alliance for Excellence (SAfE), a schools-led company which provides a number of services relating explicitly to school effectiveness.
3. The design and establishment of SAfE signalled a change in the council's relationship with schools, bringing about a more collaborative endeavour between the council and key partners, and with Surrey schools taking greater responsibility for their collective performance and for ensuring that sector-led school improvement leads to better outcomes for children and young people.
4. SAfE is a not-for-profit, schools-led company (both maintained schools and academies) working in partnership with the council and other key partners in the education community. It is limited by guarantee and the directors of the Board include two members from Surrey County Council (the Director of Education, Lifelong Learning and Culture and Assistant Director of Education) as well as representation from Primary, Secondary, Special School and EYFS Phases, the Diocese, a representative from the Surrey Teaching Schools Network (STSN) - who is currently acting as Chair of the Board - and three additional co-opted directors.
5. The company was formally incorporated at Company's House on 13 September 2019.
6. SAfE's mission is 'to create an inclusive partnership where all children and young people have the opportunities to flourish, enjoy learning and achieve the

best possible outcomes through excellent education'. This aligns with the council's Vision 2030.

7. Surrey County Council discharges its statutory duties in relation to school effectiveness and schools causing concern through the company, as agreed by Cabinet on 16 July 2019. A memorandum of understanding is currently in place to support delivery and management against a set of key performance indicators and an agreed contract value. This takes into account the government's statutory guidance (Schools Causing concern Ref: DFE-00013 – 2018).
8. Surrey County Council's formal contract with SAfE is being finalised and will be set up to run, initially, for three years until 2022. The council will monitor progress against the contract with monthly informal meetings and formal six-monthly contract reviews. The formal contract reviews are led by the council's commissioning leads. Annex 1 (presented to Cabinet on 16 July 2019) sets out the outcomes and performance indicators for the next three years and targets for the first academic year (2019/2020).
9. Surrey County Council committed £27,000 as seed-funding to SAfE to support the set-up of the company. In addition, they provided support from an external consultant, Christine Gilbert. The school improvement commission is a total of £583,158 in addition to 0.8 of an advisor who is seconded to SAfE. Lately Surrey County Council have added to the commission, with SAfE delivering SENCO networks. SAfE also trades services and schools are asked to pay a commission equivalent to 89p per pupil. Two thirds of schools have so far subscribed.
10. A termly meeting takes place with the Cabinet Member for All-Age Learning and the Assistant Director for Education to discuss work streams and the intervention work in schools causing concern and to ensure accountability.
11. The council continues to deal with any related Ofsted complaints in respect of schools sent directly to the Executive Director for Children, Families, Lifelong Learning and Culture Services and with safeguarding issues or concerns in schools. A data sharing agreement enables the council to share any relevant and appropriate information with SAfE to facilitate them to properly risk assess schools.

## **SAfE's PRACTICES**

### **VISION AND OBJECTIVES**

12. SAfE has developed an informative and professional website which can be viewed on <https://schoolsallianceforexcellence.co.uk>.
13. SAfE's promotion of partnership and collaboration between schools is supported by its underlying principle, that "all Surrey children are our collective

responsibility". SAfE refers to itself as the 'glue' that supports this approach between schools so that no school is left behind.

14. SAfE has established four key objectives that are aligned with the council's expectations. Details of SAfE's actions to date in meeting these objectives are found in [Annex 2](#):
  - 14.1 **Engagement and Partnership:** Strong partnership working across and between schools and stakeholders (including Surrey County Council) impacts positively on outcomes for children and schools.
  - 14.2 **Professional Learning:** To provide the very best support and professional development delivered by system practitioners with expertise and track record.
  - 14.3 **Vulnerable Groups:** To improve outcomes and progress for identified vulnerable groups including disadvantaged and pupils with special educational needs and disabilities.
  - 14.4 **School Improvement:** To maintain Surrey pupils' top quartile performance at the Early Years' Foundation Stage (EYFS), key stage one, two and four. To increase the proportion of schools judged as good or outstanding, with the aspiration that no school will be placed in an Ofsted 'inadequate' category within the next 18 months.
15. SAfE produces a regular Newsletter which keeps schools up to date with developments and professional learning opportunities.

#### **METHODS OF SUPPORT**

16. Working with schools and partners, a risk assessment process has been put in place for all maintained schools. Following risk assessment, all schools are allocated to one of the four levels of support as noted below. Attached to each level are packages of school improvement support. A more detailed explanation of the definitions of each category and the level of offer is found in [Annex 3](#) and on SAfE's website:
  - 16.1 **Light Touch** (where a school is securely good or outstanding)
  - 16.2 **Light Touch +** (where a school is good or outstanding but has some identified needs under 2019 Ofsted Inspection Framework)
  - 16.3 **Support & Challenge** (where a school is judged by Ofsted as 'Requires Improvement' [RI] or is judged as good or outstanding but identified as vulnerable to a decline in Ofsted grading but not at risk of being Inadequate, under the 2019 framework)
  - 16.4 **Support & Challenge +** (where a school is judged by Ofsted to be Inadequate or at risk of being judged to be Inadequate under the 2019 framework at next inspection)
17. SAfE has undertaken an initial risk assessment for all 184 maintained primary schools, followed up by two 'School Categorisation' meetings so far with school representatives and officers from Surrey County Council in attendance. As a result, there are currently 30 maintained schools, with the highest percentage being Primary, which have been categorized as needing Support and Challenge

(see Table 1). Risk assessment is a continuous process overseen by SAfE’s Board.

TABLE 1: SUPPORT & CHALLENGE (S&C) SCHOOLS PER PHASE

Primary & Nursery schools	26/183	14.2%
Secondary schools	2/12	17%
Special Schools and PRUs	2/22	9%
<b>Total S&amp;C schools</b>	<b>30/217 (of total mainstream schools)</b>	<b>13.8% of all schools</b>

18. Each Support and Challenge School is allocated a SAfE Adviser and a Support Partner (SP). SPs are Headteacher colleagues who have National Leader of Education (NLE) status or other Headteachers with significant leadership experience. The role of the SP is to support the school with the development of an action plan and broker appropriate support. Progress towards improvement is regularly evaluated and monitored by the allocated SAfE advisor.
19. Additionally, whilst SAfE is not responsible for working with the 179 academies across Surrey, SAfE has undertaken internal risk assessments of these schools. Senior leaders from SAfE will meet at least annually with representatives of all multi-academy trusts and standalone academies and will raise any concerns about outcomes with them. Where a trust has at least one school identified as meeting the criteria for Support and Challenge, SAfE will meet with the trust termly. The CEO of SAfE and the Executive Director of Education, Lifelong Learning and Culture also meet with the Regional Schools Commissioner on a termly basis and will raise concerns as appropriate.

#### **SAfE’s role during the COVID-19 crisis**

During the current Coronavirus pandemic SAfE has been working in close partnership with the Directorate of Education, Lifelong Learning and Culture and Phase Councils to provide a co-ordinated education response for Surrey. During the early stages SAfE took on specific responsibility for ensuring that schools had clear support and guidance on home-learning, monitoring the offer provided by schools, coordinating FAQs for schools and providing support for governors.

Since the beginning of the summer term SAfE has continued with their support for home-learning both for individual schools and more widely through case studies and subject network opportunities. In addition, they have provided a number of webinars and other training opportunities including a Bereavement webinar, remote recruitment webinar, governor webinars and headteacher webinars.

SAfE is leading on two of the four strands of the Surrey Schools and Settings COVID-19 Recovery Plan: Organisation and People and Learning and Narrowing the Gap. These include planning in terms of the implications for capacity, recruitment and development of school/setting staff, the mental health and well-being of staff

including heads, transition for pupils from one key stage to another and supporting vulnerable and disadvantaged learners to ameliorate the growing education gap,

### **Conclusions:**

20. SAfE has been established at pace since the council decision in July 2019 and has already started to make in-roads into addressing the council's key performance indicators (as recorded in [Annex 4](#)). Its website is helpful, focusing on the partnership element, and directs schools to a range of support elements. A regular newsletter keeps schools in touch and initial feedback reported from schools is positive, with, for instance, at least 50% having completed and returned their own self-evaluations - an essential starting point for schools to record where they believe are their strengths and weaknesses.
21. SAfE has been involved in all inspections since the Autumn Term 2019 and timely interventions in a small number of schools have resulted in a positive inspection outcome.
22. Two formal school categorisation meetings have taken place to categorise each school according to the four levels of support system and to ensure consistency between all SPs (support partners) involved in risk assessing schools. All primary schools have been risk assessed in detail and shared with the Assistant Director of Education; the same level of scrutiny for secondary schools and special schools is being completed this term. SAfE has demonstrated the skill and confidence to accurately categorise schools.
23. SAfE has set up a range of programmes (as recorded in Annex 2) which demonstrates that the council's expectations are being addressed.
24. SAfE is addressing the needs of vulnerable groups and the council's 2030 Vision by setting up SEND training programmes over the Autumn and Spring Terms entitled '*Zooming in on SEND opportunities for whole-school improvement and why it matters*' and the Disadvantaged Primary Project starting in January 2020.
25. SAfE has been a lead partner in developing the coordinated response to the COVID-19 crisis in schools.
26. SAfE is developing the partnership as an organisation run by schools for schools and the mutual benefits which can be achieved across the county.
27. SAfE leaders are working with Support Partners (colleagues/headteachers from schools) to ensure consistency and transparency.

### **Recommendations:**

The Committee note the formal methodology of measuring progress against KPIs in the twice-yearly contract monitoring meetings and to be assured that monthly

meetings between SAfE and the Assistant Director of Education identify and remedy any issues affecting the efficiency and impact of the model.

**Next steps:**

- a) February 2020: Agree a formal contract monitoring visit
- b) February 2020: Ensure that by this time all secondary schools, special schools and PRUs will have had a school-based risk assessment
- c) February 2020: Ensure that data sharing and dissemination is in place so that it is used effectively to inform action planning
- d) April 2020: Update on current Support and Challenge schools

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**Sources/background papers:**

- SAfE Data Dashboard (presented to SAfE Board on 6.12.2019)
- SAfE website; SAfE Newsletter (October 2019 Issue 2)
- DfE Schools Causing concern Ref: DFE-00013 – 2018)
- Annex 1 (see below)

**Annex 1:** Document presented as Annex 2 to Cabinet on 16 July 2019 outlining SAfE's outcomes and targets

**Annex 2:** SAfE's objectives and work completed to date

**Annex 3:** Risk assessment – Four Level tiered support offer for all maintained primary and secondary schools

**Annex 4:** Ofsted Inspection outcomes. Progress and Attainment

**Annex 5:** Presentation: Schools Alliance for Excellence Update



## **Annex 1:**

### **DOCUMENT PRESENTED AS ANNEX 2 TO CABINET ON 16 JULY 2019 OUTLINING SAfE's OUTCOMES AND TARGETS**

#### **Draft output specification for SAfE 2019/20**

##### **Background and context**

Council officers are seeking Cabinet approval for the Local Authority (LA) to be a partner in a new private company limited by guarantee, which is to be called *Schools Alliance for Excellence (SAfE)*. This is a partnership – between schools, both maintained schools and academies, the Surrey Teaching Schools' Network (STSN), the Dioceses operating in Surrey and Surrey County Council - to continue to improve the quality of education in Surrey.

The Council intends to commission SAfE to provide a number of services previously provided by Babcock 4S. In the first instance, these services are those relating explicitly to school effectiveness but as SAfE establishes itself, it is likely this commission will be extended to other areas.

This document sets out an initial outline of outcomes and performance indicators for the three-year period of the commission and for the first school year (2019/20). These are consistent with the council's ambition to have a world-class education system in Surrey.

##### **2019 to 2022: 3-year outcomes and targets**

As most children in Surrey succeed without intervention from the council, there needs to be a focus on those not so well served by the system. This entails an overall focus on the progress and outcomes of potentially vulnerable children, including disadvantaged pupils, pupils with special educational needs and children who are looked after or were previously looked after, with the aim of increasing overall educational engagement and achievement as well as closing the gap in attainment levels.

Over the three-year life of the strategy, the proposed outcomes are to:

- maintain Surrey pupils' top-quartile performance at the early years foundation stage (EYFS), key stage one, two and four;
- increase the percentage of schools judged as good or outstanding, with the aspiration that no school will be placed in an Ofsted 'inadequate' category within the next 18 months;
- increase the percentage of disadvantaged pupils achieving the expected standards at KS2 and at KS4;
- increase the percentage of disadvantaged learners making good progress in Writing and Maths between the ages of 7 and 11;

- grow the percentage of disadvantaged pupils making expected or better progress against the progress 8 measure at KS4;
- reduce the percentage of vulnerable pupils' absence and exclusion from school; and
- increase the percentage of disadvantaged learners who enter higher education (HE) by age 19.

**Council officers will work with SAfE to agree how these translate into annual outcomes so they are in place for September 2019.**

### **Key Deliverables: 1 September 2019 to 31 August 2020**

#### **INTELLIGENCE GATHERING AND INFORMATION SHARING**

- Collate and analyse, on a half-termly basis, a range of agreed data at school, area and phase levels for all Surrey schools and to share this with the LA as commissioner;
- Share responsibility with the LA for the organisation of a half-termly evidence gathering meeting to identify not only schools needing additional support but also areas of good practice and expertise;
- On a termly basis, provide the local authority (LA) with a risk assessment of all schools, based on an as agreed approach to categorisation
- Alert the LA immediately to any concerns that could impact on safeguarding and pupil welfare;
- Provide the LA with a comprehensive annual assessment of the performance of the education system in Surrey, highlighting strengths, priorities and key areas for development. This annual review will include a focus on the progress and attainment of potentially vulnerable groups, including disadvantaged pupils, pupils with special educational needs and children who are looked after or were previously looked after;
- As requested by the LA, obtain and collate other intelligence (for example, on safeguarding, behaviour and attendance matters) at school or system level on and to compile appropriate reports for the LA;
- Provide an anonymised summary of provisional GCSE results to the LA in August each year;
- Agree a data sharing protocol LA which includes an agreed approach to the dissemination and use of schools' data;

- Support the LA in producing council reports; and
- Support the LA in responding to freedom of information requests, members and MPs enquiries, investigations and so on.

### **SCHOOLS CAUSING CONCERN AND AT RISK**

SAfE will support the LA to meet its statutory duties as set out in the February 2018 Guidance **Schools Causing Concern** – see [here](#), and particularly chapter 6 page 33 (school performance) – and page 34 – safeguarding. The specific duties are 1, 56, 57, 64, 79, 80, and 81 as set out in **attachment 1** to this document. The key performance indicators (KPIs) for 2019/20 are:

- Unless there are exceptional reasons, any maintained school judged 'requires improvement' or worse following an inspection by Ofsted should be on an appropriate support package;
- Support each maintained school causing concern as defined in the DfE guidance in producing an action plan that will ensure rapid improvement;
- Ensure that an effective support programme for each maintained school causing concern is in place and work with those schools to secure progress, reporting on the effectiveness of that support to the LA on a half-termly basis;
- Support each maintained school at risk are supported and monitored
- Take prompt action in cases where any maintained school goes into an Ofsted category, supporting any local authority intervention using statutory powers;
- Support each maintained school in preparation for any Ofsted monitoring visits;
- As appropriate, prepare bids for additional resources; and
- Provide information to support the LA in the writing of letters of concern, warning notices, consultation with governing bodies about an IEB proposal and the response to Ofsted qualifying complaints.

### **LA STATUTORY DUTY TO PROVIDE GENERAL SUPPORT AND PROMOTE HIGH STANDARDS**

- SAfE will work closely with the LA, other local partners and statutory bodies to ensure all schools have the support they need to improve;
- Acting on behalf of the LA, support headteacher appointments in maintained schools at all stages of the recruitment process;
- Work with the LA, the dioceses and academy trusts to facilitate interim leadership arrangements in Surrey schools;

- Signpost and broker high quality continuous professional development(CPD) for staff in schools;
- Signpost and broker support and development opportunities for governors; and
- Establish good relationships and effective communications with the key partners in the educational community, ensuring they recognise the successes of Surrey schools and have an understanding of current educational issues.

### **SAFEGUARDING**

- Work in partnership with SCC officers to ensure an integrated approach to discharging the LA's responsibility to safeguard children.

### **MEETINGS WITH THE DfE, OFSTED AND THE RSC**

- Establish cordial and effective relationships with the DfE, Ofsted and the RSC; and Support the Director of Education, Lifelong Learning and Culture, or their representative, in any of Surrey County Council's meetings with the DfE, Ofsted and the RSC.

### **SUPPORT FOR INSPECTION**

- Support schools in their preparation for inspection and, in exceptional circumstances, during inspections;
- Speak to Ofsted lead inspectors, on behalf of SCC, during the course of an inspection; and
- Attend Ofsted feedback meetings as appropriate.

### **STATUTORY ASSESSMENT AND MODERATION**

**The Board should consider whether SAfE could take on this responsibility from April 2020. This decision is not urgent.**

If SAfE assumes this responsibility, it must ensure that all compliance checking is undertaken relating to early years and key stage assessments as follows:

- moderate assessment in at least 25 per cent of schools to ensure consistency of standards in key stage 2 (see attachment 1, duty 51);
- report key stage 1 data to the DfE for school performance monitoring purposes (see duty 52);
- ensure schools are equipped to run key stage 1 teacher assessment and capture/submit results (see duty 53);
- ensure the security of assessment documents (see duty 54);

- visit 10 per cent of schools during test week to ensure key stage 1 tests are being administered correctly (see duty 55); and
- ensure head teachers fulfil their statutory duties in administering key stage assessments (59).

#### **CONTRACT MONITORING**

- Meet informally with the LA, as commissioner, on a monthly basis to report progress and raise issues about the delivery of the commission; and
- Provide a formal report of the commission's progress on a termly basis which will be discussed in detail with the LA, as commissioner, and with the SAfE Board.

## **Annex 2:**

### **SAfE's OBJECTIVES AND WORK COMPLETED TO DATE**

#### **A. Engagement and Partnership:**

*Strong partnership working across and between schools and stakeholders (including Surrey County Council) impacts positively on outcomes for children and schools*

- 276 schools attended SAfE's inaugural conference on 11 October 2019 where the overall feedback was positive
- There are currently 40 members and 192 'subscribers'
- All maintained primary schools are 'subscribers', having de-delegated the 89p per pupil subscription. SAfE have now invoiced all maintained secondary and special schools, in addition to all new academies
- There is a growing number of partners, as found on the website

#### **B. Professional Learning:**

*To provide the very best support and professional development delivered by system practitioners with expertise and track record*

- Each school was asked to complete a Self-Evaluation to identify schools' curriculum areas of strength and development as well as to identify where schools could offer support and expertise. This information will be used to update SAfE's directory of learning in February 2020 as well as informing what professional learning offer is needed. Currently, a total of 203 schools have returned their completed self-evaluations (159 Primary, 22 Secondary and 23 Special and PRU)
- There has been a range of Professional Learning provided by SAfE so far or planned for Spring Term, such as: Ofsted briefings (150 participants); the first SEND workshop (100 participants); interest in the Locality SEND Peer Review for January 2020 (75 schools); network meetings (SENCo, English and Maths) have been commissioned and are being led by Teaching Schools, Multi Academy Trusts (MATs) or Federations; Disadvantaged Primary Projects (150 schools).
- As the majority of Professional Learning will continue to be 'For Schools by Schools' and to ensure consistent high quality, SAfE has drafted a Quality Assurance (QA) process for schools to follow.

#### **C. Vulnerable Groups:**

*To improve outcomes and progress for identified vulnerable groups including disadvantaged and pupils with special educational needs and disabilities*

- SAfE's own analysis of disadvantaged pupils confirms outcomes at all key stages being significantly below those for similar groups nationally with gaps widening in 2019 in some cases
- Curriculum design and early reading have been identified as areas that have the potential to make a difference. SAfE is therefore launching a significant project to raise outcomes for Primary disadvantaged children in January 2020

(funded for maintained primary schools through the de-delegated school improvement fund)

- SAfE is working with the Council to support its vulnerable groups with SEN/D by supporting schools to build capacity within their school system by introducing a stepped approach to SEN/Inclusion support that will also include new programmes ranging from what all schools can expect, to where focused support might be required and to the most targeted SEND support, including support and challenge schools

#### **D. School Improvement:**

*To maintain Surrey pupils' top quartile performance at the Early Years' Foundation Stage (EYFS), key stage one, two and four. To increase the proportion of schools judged as good or outstanding, with the aspiration that no school will be placed in an Ofsted 'inadequate' category within the next 18 months*

- SAfE has implemented a robust risk assessment process for primary schools which takes into account a wide range of quantitative and qualitative data and information working with Primary Phase Council and the council
- All schools which have been categorised as 'Support and Challenge' schools have been allocated a SAfE adviser and a school system lead, either a National Leader in Education (NLE) or a strong headteacher to support the development of an action plan and brokerage of support
- 50% of all action plans have been received back from schools and have been approved, with a process in place to support funding of the support where necessary
- Maintained 'Light Touch' schools are in the process of having an SP allocated, prioritising the schools that are due an Ofsted visit over the next two terms
- All maintained 'Light Touch' schools will receive a half-day visit to support self-evaluation and identify support where requested
- All Special schools and Pupil Referral Units (PRUs) will have a one-day risk assessment visit by a specialist NLE consultant

SAfE is working with a specialist consultant to review all units attached to schools (Additional Resource Provisions – ARPs)

## Annex 3:

### **RISK ASSESSMENT- FOUR LEVEL TIERED SUPPORT OFFER FOR ALL MAINTAINED PRIMARY AND SECONDARY SCHOOLS**

#### **A. Level of Support: Light Touch**

Definition of Light Touch:

- Securely good or outstanding (and likely to remain so under 2019 framework)
- Outcomes for disadvantaged and SEND pupils in line with comparable schools or rapidly improving.
- Safeguarding is secure
- School is outwardly facing and engaged in partnership working with systems that enable accurate self-evaluation
- Strong governance
- Capacity to provide external support

Support offer per academic year:

- Named Support Partner
- 0.5 day visit to discuss self-evaluation, discuss capacity to offer support and signpost support
- Hotline phone or email support
- Ofsted support (for inspection) where necessary; Ofsted feedback attendance, where required
- Newsletters
- One Conference per year

#### **B. Level of Support: Light Touch +**

Definition of Light Touch +:

- Good or outstanding schools but with some identified needs under 2019 Framework
- Outcomes for disadvantaged and SEND pupils need some improvement
- Good or outstanding schools where self-evaluation needs support
- Capacity to provide external support may be limited, perhaps due to a new head teacher, temporary staffing issues or inexperienced governance.
- Good or outstanding schools that are not outward facing

Support offer per academic year:

- As Light Touch above plus:
- Support for self-evaluation normally as part of a cluster approach
- Where necessary an additional 0.5-day visit

#### **C. Level of Support: Support & Challenge**

Definition of Support & Challenge:

- Schools judged by Ofsted as 'Requires Improvement' (RI) but not at risk of being inadequate (under 2019 framework)
- Good schools likely to be judged by Ofsted as 'Requires Improvement' (under 2019 Framework) including all schools that get an Ofsted Section 8 that states next inspection will be a full inspection



- Schools with declining performance measures or where performance is significantly below standards of comparable schools
- Outcomes for disadvantaged and SEND pupils are significantly lower than similar groups nationally.
- Attendance and Persistent Absence (PA) is a concern.
- Exclusions, off-rolling, or provision for vulnerable groups is a concern.
- Schools where leadership and/or governance need support to drive rapid improvement
- Schools with financial concerns
- Schools with some safeguarding concerns

Support offer per academic year (per school):

- One-day initial meeting with SAfE consultant and identification of SP (NLE or other expert system leader)
- One SP day's support in producing an action plan, developing a support plan and brokering support
- Five days additional support from SP to support school, gather evidence to inform C&S group, support preparation for Ofsted or transition to academy
- Termly Challenge and Support Group chaired by SAfE consultant to hold school to account for school improvement and identify effective intervention.
- Maintained Primary schools up to £5000 of improvement support
- Plus Light Touch Support

#### **D. Level of Support: Support & Challenge +**

Definition of Support & Challenge+:

- Schools judged by Ofsted to be inadequate
- Schools at risk of being judged to be inadequate (under 2019 framework) at next inspection
- Schools with complex weaknesses which require significant improvement with limited capacity to improve
- Consistently weak outcomes with little improvement over time
- Safeguarding significant concern
- Significant financial concerns

Support offer per academic year (per school):

- One-day initial meeting with SAfE consultant and identification of SP (NLE)
- One SP days support in producing an action plan, developing a support plan and brokering support
- Six days' additional support from SP to support school, gather evidence to inform Challenge & Support (C&S) group, support preparation for Ofsted or transition to academy
- Half-termly Challenge and Support Group chaired by SAfE consultant to hold school to account for school improvement and identify effective intervention.
- Primary schools Up to £8000 of improvement support
- Plus Light Touch Support

## Annex 4:

### OFSTED INSPECTION OUTCOMES, ATTAINMENT AND PROGRESS

#### OFSTED UPDATE

- A. There have been 20 Ofsted published reports since 1 September 2019, with several schools awaiting publications of reports or undergoing inspections. The new inspection framework introduced in September 2019 is a demanding one with a clear focus on the quality of the curriculum and safeguarding and inclusion. The majority have been Section 8 (short) Inspections, with all but one school retaining a 'Good' judgement. Additionally, three schools, whilst retaining a 'good' outcome, have had concerns identified (see Table 2 below):

TABLE 2: OFSTED OUTCOMES (1 SEPTEMBER – 31 DECEMBER 2019)

Number of published Ofsted inspections since 1 September 2019	20
Number of schools downgraded from Outstanding/Good to Requires Improvement/Inadequate	1
Schools remaining Good but with concerns	3
Schools improved to Good/Outstanding from Requires Improvement/Inadequate	0

- B. Two outstanding secondary schools inspected under Section 8 converted to Section 5 and were judged Good (though these schools are not included in the statistics as the reports were not published by 31 December 2019.) This reflects in part the shifts in focus in the inspection from examination outcomes to the curriculum.
- C. All maintained schools that were inspected have been supported by SAfE throughout their inspections, with feedback from schools being very positive.
- D. Nine schools in Surrey are currently graded as Inadequate; six of these have now converted to academy status.
- E. SAfE has supported schools with the new Inspection Framework by running a series of five workshops, a session at the Launch Conference and posting relevant news reviews on the SAfE website.
- F. As an authority, Surrey scores highly in its Ofsted outcomes against all schools, and against individual primary and secondary phases (see Tables 3, 4 and 5):

TABLE 3: OFSTED INSPECTION OUTCOMES (ALL SCHOOLS) %

Area	Outstanding	Good	Requires Improvement	Inadequate
England	20	67	10	4
South East	20	71	7	2
<b>Surrey</b>	<b>29</b>	<b>64</b>	<b>5</b>	<b>2</b>

*Ref: Ofsted Management Information 31 December 2019*

TABLE 4: OFSTED INSPECTION OUTCOMES (PRIMARY) %

Area	Outstanding	Good	Requires Improvement	Inadequate
England	17	70	10	3
South East	17	74	17	2
<b>Surrey</b>	<b>26</b>	<b>68</b>	<b>4</b>	<b>2</b>

*Ref: Ofsted Management Information 31 December 2019*

TABLE 5: OFSTED INSPECTION OUTCOMES (SECONDARY) %

Area	Outstanding	Good	Requires Improvement	Inadequate
England	21	55	17	7
South East	22	65	11	2
<b>Surrey</b>	<b>33</b>	<b>60</b>	<b>7</b>	<b>0</b>

*Ref: Ofsted Management Information 31 December 2019*

## CURRENT ATTAINMENT AND PROGRESS

G. SAfE's assessment of attainment and progress in 2019 highlights that whilst overall results across the key stages in Surrey are strong, there is, however, a variation between schools, particularly at Primary (see Table 6 below):

- a. 69 schools are below national benchmark in Phonics screening (that takes place at the end of Year 1)
- b. 18 schools are below 50% for the percentage of children meeting national expectations at the end of KS2
- c. Progress between KS1 and KS2 in writing and maths places Surrey in the bottom half of all authorities.

TABLE 6: 2019 RANKINGS – NATIONAL & STATISTICAL NEIGHBOURS

Attainment or progress Key stage/area of focus	National Ranking of Local Authorities (total 150)	Statistical Neighbour rankings (total 11)
EYFS (Early Years Foundation Stage)	4	1
Phonics	21	4
KS1 Reading	11	4
KS1 Writing	28	3
KS1 Maths	29	4
KS2 Reading/Writing/Maths	18	2
KS1- KS2 Reading progress	58	5
KS1- KS2 Writing progress	125	8
KS1- KS2 Maths progress	88	1
KS4 Progress 8	26	2
KS4 Attainment 8	23	4
Maths and English % attainment Level 5+	16	3

## CURRENT ATTAINMENT AND PROGRESS: VULNERABLE GROUPS

- H. Whilst most Surrey children succeed without the need for targeted support, a key challenge for SAfE is addressing the unfavourable outcomes for Surrey’s vulnerable pupils that are categorized as disadvantaged, i.e. those in receipt of the Pupil Premium Grant - PPG (see Table 7 below).
- I. The national ranking figures shown in Table 7 clearly demonstrate that Surrey’s PPG pupil outcomes fall in the 3<sup>rd</sup> and 4<sup>th</sup> quartile of all LAs in every measure across the key stages.
- J. Even though KS4 Progress 8 and Attainment 8 scores for Surrey pupils achieve in the top 17% of all LAs as demonstrated in Table 6, the disadvantaged cohort in Table 7 is lagging behind, achieving at around 50% ranking of all LAs.
- K. Discrepancies in outcomes are clearly evident at EYFS and KS1, achieving in the top quartile for all Surrey pupils, compared to third quartile and bottom quartile respectively for disadvantaged pupils, as found in Tables 6 and 7.
- L. Surrey’s national ranking for PPG pupils has worsened in some areas compared to 2018, notably KS1 writing and maths and KS4 Attainment 8.
- M. When considering Surrey’s PPG pupils and bridging the gap, it is worth noting that over 75% of disadvantaged pupils are in schools that have less than a 20% intake of disadvantaged children and therefore, the small numbers can not only skew statistics but, more importantly, schools need to work more effectively with the grant for these – in some cases – one or two pupils across a school. The challenges to improve outcomes for this group are therefore different for different schools.
- N. SAfE has launched a large scale, longitudinal Primary Disadvantaged Programme to support schools in helping to ‘narrow the gap’. The programme is focussed on improving curriculum design and early reading. It is supported by national figures and organisations such as Christine Counsell, the Education Endowment Foundation through a national Research School as well as Ofsted. The project follows on from a project named ‘Premium Learners’ that is supporting secondary schools.

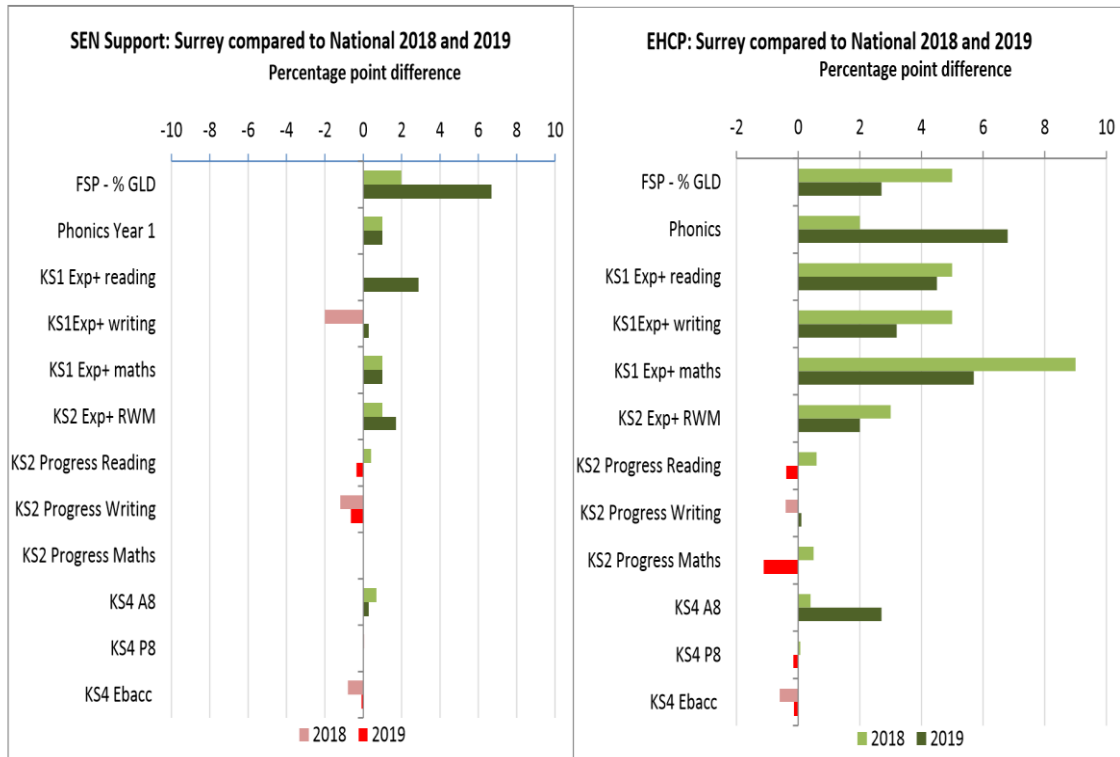
TABLE 7: 2018 RANKINGS – NATIONAL & STATISTICAL NEIGHBOURS FOR VULNERABLE GROUPS: DISADVANTAGED PUPILS IN RECEIPT OF PPG

Attainment or progress Key stage/area of focus	National Ranking of Local Authorities (total 150) 2018	Statistical Neighbour rankings (total 11) 2018
EYFS	92	3
Phonics *	136 (2019)	4 (2019)
KS2 Reading/Writing/Maths	103	4
KS1- KS2 Reading progress	85	2
KS1- KS2 Writing progress	137	7
KS1- KS2 Maths progress	100	2
KS4 Progress 8	76	7
KS4 Attainment 8	74	6

- O. Conversely, as evidenced in Table 8 below, the vulnerable group determined by a child's Special Educational Needs and/or Disabilities (SEN/D) status generally reflects favourably in line with national statistics, with pupils on SEN Support and in particular those in receipt of an Educational Health Care Plan (EHCP), achieving better than similar groups nationally.
- P. At the end of KS2 and KS4, pupils with SEN Support or who are in receipt of an EHCP attain more highly than similar groups nationally and in comparison, to Surrey's statistical neighbours. Whilst progress scores at the end of KS2 are lower than national, this is in line with Surrey's progress scores for all children.
- Q. Whilst the figures for each performance indicator in Table 8 are not necessarily consistent between the two sets of pupils, a common area of scores declining since 2018 to below the national average is KS2 progress in reading. Even though the Surrey pupils with EHCPs are demonstrating a greater percentage point difference above national average than those with SEN Support, there has been a reduction of the percentage point difference in their 2019 scores in almost all areas, except for Phonics and the Attainment 8 KS4 scores (recorded as KS4 A8 in Table 8) which have improved further since 2018.
- R. The SEN Support pupils in Surrey, whilst demonstrating a smaller percentage point difference above national scores (compared to those with EHCPs), in 2019 have either remained at the same percentage points above national compared to 2018 or have increased their percentage point difference above national even further across more performance indicators.
- S. The KS4 Attainment 8 scores were just above national average in 2018 for both sets of pupils, although SEN Support pupils have reduced their points difference above national average for 2019 whilst those with EHCPs have increased by almost 2 percentage points. Progress 8 scores (recorded as KS4 P8 in Table 8) remain at national levels for SEN support pupils but for those with EHCP the figure of just above national for 2018 has now fallen below national average for 2019, albeit small. The KS4 Ebacc scores for 2019 have improved compared to 2018 for both sets of SEN pupils, where they now sit just below the national average outcome for similar pupils.
- T. SAfE is promoting a thematic approach on whole school SEND, supporting Surrey's ambition to ensure that all schools are welcoming of children with SEND and have a better understanding of their needs.
- U. All pupils with SEN Support are in mainstream schools, as are many with EHCPs. To build additional capacity within the school system in order to better understand the needs of pupils so that offer matches pupil needs, SAfE has introduced a stepped approach to SEN/Inclusion support that also includes a number of new programmes such as the SEND peer review project, SENCo Conferences and workshops.
- V. SAfE is promoting its partnership development by establishing, for instance, joint conferences with the Council and Strictly Education.

W. As part of providing the best support for schools, the local authority with SaFe are also reviewing governance support to ensure governance across our schools is strong, effective and makes a positive contribution to school improvement and sustainability.

TABLE 8: OUTCOMES FOR VULNERABLE GROUPS ACCORDING TO SEN





# **SCHOOLS ALLIANCE FOR EXCELLENCE UPDATE**

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SELECT COMMITTEE 28<sup>TH</sup> JULY 2020

MARIA DAWES - CEO

# OUR MISSION

To create an inclusive partnership where all children and young people have the opportunities to flourish, enjoy learning and achieve the best possible outcomes through excellent education.



*We are the glue that connects the system*





# OUR OBJECTIVES

## Engagement and Partnership

- *strong partnership working across and between schools and stakeholders (including Surrey CC) impacts positively on outcomes for children and schools*

## Professional Learning

- *to provide the very best support and professional development delivered by system practitioners with expertise and track record*

## Vulnerable Groups

- *to improve outcomes and progress for identified vulnerable groups including disadvantaged and pupils with special educational needs and disabilities*

## School Improvement

- *to maintain Surrey pupils' top-quartile performance at the Early Years' Foundation Stage (EYFS), key stage one, two and four*
- *to increase the proportion of schools judged as good or outstanding, with the aspiration that no school will be placed in an Ofsted 'inadequate' category within the next 18 months*

# ENGAGEMENT AND PARTNERSHIP

- Every Surrey school and academy is eligible to become a Member of Schools Alliance for Excellence for no cost.
- Two third of schools have paid an initial subscription fee.
- Strategic partnerships with all the Dioceses working in Surrey, Surrey CC, Surrey Teaching Schools Network, The Surrey Plus Maths Hub, The White Knights English Hub, The Science Learning Partnership, Surrey Arts, The Chartered College of Teaching, The Education Policy Institute and the Education Endowment Foundation.



# SCHOOL IMPROVEMENT

**Light Touch:** Good and outstanding schools with no known concerns

**Light Touch +:** Schools judged as good or outstanding but recognized that capacity to provide external support may be limited, perhaps due to a new Headteacher or temporary staffing issues, or specific targeted support is needed

**Support and Challenge:** Schools judged by Ofsted to require improvement (RI); schools judged as good or outstanding identified as vulnerable to a decline in Ofsted grading; schools where analysis of performance data places them at serious risk of decline

**Support and Challenge +:** Schools judged by Ofsted to be inadequate or likely to be judged by Ofsted as inadequate at the next inspection or where there are serious and significant other concerns.

	Number of Support and Challenge (inc +) Schools	Total Number of Maintained schools
Primary	26 (14%)	183
Secondary	2 (17%)	12
Special and PRU	2 (9%)	22

# COVID-19 - Working in close partnership with the Directorate of Education, Life-long Learning and Culture and Phase Councils to provide a co-ordinated education response for Surrey



HOME COVID-19 SUPPORT ABOUT SCHOOL IMPROVEMENT STRATEGY NEWS & RESEARCH CONTACT

## HOME LEARNING INFORMATION FOR SCHOOLS

### Adjusting to new approaches for teaching and learning in Surrey schools

SAFE recognise and applaud the excellent job that Surrey Schools have done in responding to the Covid-19 crisis. Creating the infrastructure and resources for students across Surrey to continue their studies remotely has happened at high speed and quality. Thank you to all of you to all you have done and continue to do for our children and young people.

This 'home learning' section of the SAFE website aims to support teachers and leaders as they move to phase 3 of the Covid-19 response. This phase will cover the summer term. The home learning section is phase specific with bespoke areas for **Special, Primary** and **Secondary** schools. We hope that what you find here is useful and invite you to visit our website regularly as we intend to develop and refine our work next term. A key priority is that we work collaboratively to avoid duplication and repetition.

Under each phase, you will be able to navigate to the 'approaches' tab. This focuses on **how** we approach the challenge of supporting children to learn at home. You will also find the 'Curriculum Resources' tab. This is where you will find lesson content information or **what** to teach.

[CLICK HERE TO BOOK PLACES ON THE SECONDARY SUBJECT SPECIALIST SESSIONS](#)

In the last few weeks in response to the Coronavirus crisis and the requirement for home schooling, there has been a plethora of websites, links and advice made available to schools. This could feel overwhelming for Head Teachers and staff in devising an appropriate home learning offer for children and young people, particularly in responding to parents' expectations and differences in circumstances.

In response to this SAFE is attempting to highlight some of the most useful sites for schools and to organise these in an accessible way in one place. In addition to the SAFE website, schools can contact us for help in designing a curriculum offer if this would be helpful.

There is a great deal of information which is being directed at parents. We feel it is particularly important that schools act as the conduit for their pupils' education and retain the responsibility and overview during this period.

It is also crucial that any home learning offer reflects the needs of disadvantaged pupils. With this in mind, we have provided suggestions for both on-line and off-line learning opportunities. It may be unavoidable that hard copy learning packs are created by schools for use for those pupils with limited or no access to technology.

Please use the graphic links below to jump to your specific area of interest. We have collated resources under specific subject areas.



On line resources

ERROR

HOME COVID-19 SUPPORT ABOUT SCHOOL IMPROVEMENT STRATEGY NEWS & RESEARCH CONTACT



## General Resources and Support

### Explaining Coronavirus to children

Released this week (Monday April 6) - a free information book explaining the coronavirus to children, illustrated by Gruffalo illustrator Axel Scheffler

<https://nosyncrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/>

### Autism Outreach

Freemantles has produced 'A guide for supporting children with ASD at home.'

In addition they have a webpage set up to collate and share resources. <https://www.freeoutreach.org.uk/Resources-for-working-from-home/>

### Resources for Online Safety

Keeping children safe online is a key challenge as we adapt to home learning. There are a number of organisations that have compiled resources and guidance to help support safeguarding and safe remote learning which we have compiled below.

LGfL - guidance and tools to support safeguarding and online safety.

National Online Safety - basic membership to this service is free.

UK Safer Internet Centre - guidance on safe remote learning.

London Grid for Learning - guidance on the use of videos and livestreaming.

Internet matters - for support for parents and carers to keep their children safe online.

London Grid for Learning - for support for parents and carers to keep their children safe online.

**Supporting pupils bereaved by COVID**  
from Schools Alliance for Excellence

Supporting pupils bereaved by COVID-19

- This Webinar aims to offer support to schools or settings and parents and carers on how best to support children and young people who have experienced loss at this uncertain time

1:00:39

SURREY COUNTY COUNCIL jigsaw vimeo

JOIN OUR SUBJECT NETWORK MEETINGS

## Working with you as you prepare for phased reopening

[Joint Letter from SCC, SaFe and Phase Council Chairs 22.05.20](#)

Dear Colleagues

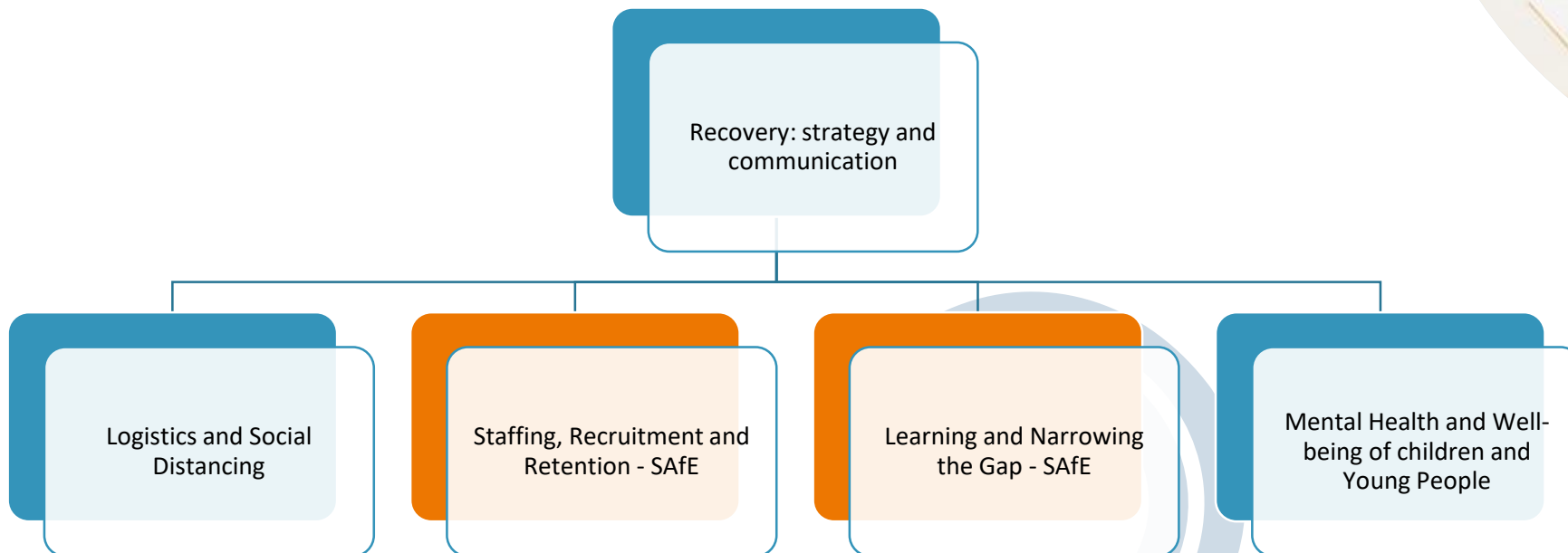
As we come to the end of this half-term we have been reflecting that the last few weeks have certainly been one of, if not the most, intense and challenging periods in our careers. We are all in discovery mode, having never done anything like this before and the decisions required in opening schools and settings for more children and young people, will impact on a large number of people. We are all dealing with this at pace, with a great deal of passion.

On behalf of all members of the education partnership, we are overwhelmed by the outstanding leadership you have shown during this period.



# SURREY SCHOOLS AND SETTINGS COVID-19 RECOVERY PLAN

A joint response across the education partnership to support early years setting, schools, colleges and alternative providers to deliver their statutory duties in line with the Government guidance relating to COVID-19.



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## **Children, Families, Lifelong Learning and Culture Select Committee**

*28 July 2020*

### **Recommendation Tracker and Forward Work Programme**

The Committee is asked to review its recommendation tracker and forward work programme, including the forward work programmes of the other Select Committees which are attached.

#### **Recommendation:**

That the Committee reviews the attached forward work programme and its recommendations tracker, making suggestions for additions or amendments as appropriate.

#### **Next Steps:**

The Select Committee will review its work programme and recommendations tracker at each of its meetings.

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**Report contact:** Benjamin Awkal, Scrutiny Officer

**Contact details:** Benjamin.Awkal@surreycc.gov.uk

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# Children, Families, Lifelong Learning and Culture Select Committee Forward Work Programme 2020

## Children, Families, Lifelong Learning and Culture Select Committee (Chairman: Mrs Kay Hammond, Scrutiny Officer: Benjamin Awkal, Democratic Services Assistant: Bryony Crossland Davies)

Date of Meeting	Scrutiny Topic	Description	Outcome	Cabinet Member / Officer
<b>21 SEPTEMBER 2020</b>	Children's Educational Attainment in Surrey	The Committee to review most up to date statistics on the attainment of children in Surrey's schools and review trends.	Assurance that Surrey's schools are continuing to perform well; and to identify strengths and areas for improvement.	Julie Iles, Cabinet Member for All-Age Learning  Liz Mills, Director – Education, Learning and Culture
	Scrutiny of school governing body support for vulnerable learners including LAC and children with SEN (based on the annual corporate parenting board report)	The Committee to understand the level and type of support offered to vulnerable children and young people in schools and any gaps in service.	Assurance that students are getting the support they need in schools.	Mary Lewis, Cabinet Member for Children, Young People and Families  Julie Iles, Cabinet Member for All-Age Learning  Liz Mills, Director – Education, Learning and Culture

				Tina Benjamin, Director – Corporate Parenting
<b>JANUARY 2021</b>	Corporate Parenting Annual Report	The first annual report of the council's work with looked-after children following the adoption of a new strategy.	Assurance that the council is performing against the aspirations included in the Corporate Parenting Strategy	Mary Lewis, Cabinet Member for Children, Young People and Families  Tina Benjamin, Director – Corporate Parenting
<b>SEPTEMBER 2021</b>	CAMHS/EWMHS	To scrutinise the new CAMHS/EWMHS which is to commence in April 2021, having particular regard to the efficacy of early intervention.	To review the implementation and first six months of the new service to seek assurance that it is efficient and improving outcomes for service users.	Mary Lewis, Cabinet Member for Children, Young People and Families
<b>Items to be Scheduled</b>				
<b>TBC</b>	Library Transformation	Scrutiny of changes to the council's library offer to ensure value for money and benefit to residents.	<i>In development</i>	Julie Iles, Cabinet Member for All-Age Learning  Liz Mills, Director – Education, Learning and Culture
	Outcomes of Family Resilience Service	To review the impact of the change in service approach following a period of embedding.	<i>In development</i>	Mary Lewis, Cabinet Member for Children, Young People and Families

				Jacquie Burke, Director – Family Resilience & Safeguarding
<b>Task Groups</b>				
<b>No Wrong Door</b>	Scrutiny of a new service delivery model proposed for children’s services.	To critically evaluate the No Wrong Door model proposed for introduction in Surrey and recommend whether it should be adopted and in principle and, if so, how it should be developed and implemented locally.	Mary Lewis, Cabinet Member for Children, Young People and Families  Tina Benjamin, Director – Corporate Parenting	

**Standing Items (to be considered at each formal Select Committee)**

- **Update on Cabinet Member priorities** - For the Select Committee to receive an update on work that has been undertaken by Cabinet Members and areas of priority work/focus going forward.

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**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE  
ACTIONS AND RECOMMENDATIONS TRACKER – JUNE 2020**

The actions and recommendations tracker allows Committee Members to monitor responses, actions and outcomes against their recommendations or requests for further actions. The tracker is updated following each meeting. Once an action has been completed and reported to the committee, it will be removed from the tracker.

<b>Date of Meeting</b>	<b>Item</b>	<b>Recommendations/ Actions</b>	<b>Update/ Response</b>	<b>Responsible Officer/ Member</b>
12 JUNE 2019	SAFEGUARDING OF CHILDREN IN SURREY	That the Committee's Performance Sub-Group monitors the quality of social work practice, service user experience and the performance of the new Family Resilience model via its regular scrutiny of the Children's Service compendium and feeds back to the Committee as appropriate e.g. future agenda item.		Performance Sub-Group.
21 January 2020	SCRUTINY OF REVENUE AND CAPITAL BUDGET 2020/2021 [Item 5]	The Committee was content with the budget and had no identifiable disagreements with it. Therefore, the Committee were agreed to recommend the budget to the Committee on Friday 24 January.		
21 January 2020	CORPORATE PARENTING STRATEGY [Item 6]	<ul style="list-style-type: none"> <li>i. The Select Committee endorses the corporate parenting strategy.</li> <li>ii. The Committee to review progress against aspirations in the strategy via an annual report in January and take evidence from partners.</li> </ul>		

**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE  
ACTIONS AND RECOMMENDATIONS TRACKER – JUNE 2020**

The actions and recommendations tracker allows Committee Members to monitor responses, actions and outcomes against their recommendations or requests for further actions. The tracker is updated following each meeting. Once an action has been completed and reported to the committee, it will be removed from the tracker.

		<p>iii. For the Committee to use the corporate parenting principles to inform its scrutiny of the council’s services for children who are looked after.</p> <p>iv. For the Cabinet Member for Children, Young People and Families to consider the addition of the following: “the Chairman/ Members of the corporate parenting board would take a lead role in promoting awareness of the way of applying the corporate parenting principles for looked after children and care leavers, among the elected members in Surrey more widely” to the document.</p> <p>v. For the Cabinet Member for Children, Young People and Families with officers to review how the partnership aspect of the strategy could be strengthened in the future.</p> <p>vi. For the Cabinet Member for Children, Young People and Families to insert additional words to further emphasise</p>		<p>iv. Mary Lewis, Cabinet Member for Children, Young People and Families</p> <p>v. Mary Lewis, Cabinet Member for Children, Young People and Families</p> <p>vi. Mary Lewis, Cabinet Member for Children, Young People and Families</p>
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**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE  
ACTIONS AND RECOMMENDATIONS TRACKER – JUNE 2020**

The actions and recommendations tracker allows Committee Members to monitor responses, actions and outcomes against their recommendations or requests for further actions. The tracker is updated following each meeting. Once an action has been completed and reported to the committee, it will be removed from the tracker.

		how integral foster parents are to the corporate parenting board and more widely in looking after children.		
21 JANUARY 2020	UPDATE ON OFSTED AND CHILDREN'S COMMISSIONER INSPECTIONS [Item 7]	<ul style="list-style-type: none"> <li>i. The Select Committee notes the overall findings and feedback from the recent Children's Commissioner Visit and the fourth Ofsted Monitoring Visit.</li> <li>ii. The Select Committee receives a further update at the 25 June 2020 meeting on the delivery of the children's improvement programme and the findings from the April 2020 Ofsted Monitoring Programme.</li> </ul>		
21 JANUARY 2020	RECOMMENDATIONS TRACKER AND FORWARD WORK PROGRAMME [Item 8]	<ul style="list-style-type: none"> <li>i. The Committee reviews the attached forward work programme and recommendations tracker.</li> <li>ii. Many items need to be further scoped in terms of purpose and timing – would welcome the Committee's views on these.</li> </ul>		Democratic Services

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