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**TRAFFORD
COUNCIL**

AGENDA PAPERS FOR CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE

Date: Tuesday, 14 January 2020

Time: 6.30 pm

Place: Committee Room 2 and 3, Trafford Town Hall, Talbot Road, Stretford, M32 0TH.

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7.	SCHOOL READINESS	1 - 8
8.	UPDATE ON OFSTED REPORT MAY 2019 - INSPECTION OF CHILDREN SOCIAL CARE SERVICES	9 - 12

SARA TODD
Chief Executive

Membership of the Committee

Councillors D. Western (Chair), T. Carey (Vice-Chair), J. Bennett, Miss L. Blackburn, J. Dillon, J. Holden, S. Longden, A. New, S.B. Procter, D. Acton (ex-Officio), Dr. K. Barclay (ex-Officio) and Mrs. Khan.

Further Information

For help, advice and information about this meeting please contact:

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This agenda was issued on **6th Jan 2019** by the Legal and Democratic Services Section, Trafford Council, Trafford Town Hall; Talbot Road, Stretford, Manchester, M32 0TH

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TRAFFORD COUNCIL

Report to: Children and Young People’s Scrutiny Committee
Date: January 2020
Report for: Information
Report of: Karen Samples

Report Title: School Readiness

Summary

Performance Information

Percentage of Private, Voluntary and Independent (PVI) settings judged good or outstanding	98%
Percentage of childminders judged good or outstanding	97%
Percentage of 2 year old places funded in good or outstanding settings	98%
Percentage of 3 or 4 year old places funded in good or outstanding settings	96%

Attainment outcomes: The percentage of pupils who are school ready (Appendix 1)

Trend data for Trafford demonstrates continued high performance in the overall outcomes at the end of the Early Years Foundation Stage, with attainment above both the national and North West comparative data.

% GLD 2019	Boys	Girls	FSM	PP	SEND All	SEND Support	EAL
Trafford	69 (=)	82 (=)	55 (+5pp)	56 (+5pp)	25 (+7pp)	30 (+10pp)	69 (-4pp)
England	66	78	56	57	25	29	67
North West	62	76	54	54	21	25	61

The performance of groups of pupils shows some significant improvements this year in Trafford, particularly for those at Special Educational Needs support and disadvantaged children. Those groups are now in-line with the national comparative data and above the regional performance.

The Strengths of Trafford Early Years Education:

- There is a comprehensive learning and development programme for early years providers based on evidence from provider audits, Ofsted themes, data and key priorities identified through multi-agency consultation.
- All funded PVI providers continue to receive annual quality assurance visits which focus on the key aspects of the Ofsted framework. Intensive support is implemented in settings judged as requiring improvement and a joint action plan is agreed in partnership with the setting immediately after inspection. Additional support visits are scheduled based on level of need and training opportunities are identified.

- A well-resourced Family Information Service with outreach team support families in the community to ensure eligibility is checked and applications made where appropriate.
- Partnership working between education, health and early help hubs support eligible families into a funded place.
- There is a high level of graduate leaders in the PVI sector alongside a high percentage of good and outstanding settings and schools in disadvantaged areas
- Long term, well-established relationships between the LA and providers and settings exist, enabling strong local intelligence and sought after support from the LA.

Workforce Development Highlights

Trafford remains committed to ensuring a comprehensive package of training and professional development for all its providers and practitioners, utilising Trafford teaching schools as well as Early Years officers to maintain and sustain high performance. This includes:

1. Development of Giving Voice Award: A comprehensive speech, language and communication pathway with competency levels with a focus on embedding the learning
2. Targeted locality work linked to identified needs
3. Graduate Network led by teaching school: A new network with a focus on improving teaching and learning, early years mathematics and SSTEW scales (Quality tool to support practitioner/child interactions linked to sustained shared thinking, extending language and emotional well-being).
4. Early Years Leads network: Key themes for Trafford as defined by the LA and in conjunction with Trafford Teaching School Alliance
5. Special Educational Needs Co-ordinator Forum –A partnership with Educational Psychologists and the SEN advisory service is focusing on the implementation of the Early Years Graduated Response and the pathways of support.

0-5 Strategic Board: Priorities for 2019-22 (Appendix 2)

This multi-agency board has determined its new priorities for the next 3 years as indicated in Appendix 2 and summarised below:

- ✓ **1001 Critical Days**
 - ❖ Mapped 1001 critical days (from Universal through to targeted and specialist support services)
 - ❖ Funding secured for key Early Attachment Service posts
 - ❖ Developing an integrated Parent & Infant Mental Health Pathway that is grounded in the THRIVE model
- ✓ Universal roll out of **WellComm/Big Book of Ideas** to all early years settings with nearly all foundation stage and group PVI settings trained
- ✓ **Giving Voice accreditation** scheme developed and identified as good practice model

- ✓ Intensive offer developed in localities with high level of need. **Bespoke Speech, Language & Communication improvement plans** in place for all group settings in priority areas
- ✓ **Multiagency locality groups** established to implement locality based plans to improve the attainment of children in areas of highest disadvantage
- ✓ **GM Pathways to Talking**
- ✓ Commission and implement **learning and development offer for early years SENCOs**
- ✓ Build on the success via supporting practice linked to Early Years Graduated Approach to supporting SEND and **roll out of Level 3 SENCo qualification**

Recommendation(s)

Members are asked to note the information outlined in this report.

Contact person for access to background papers and further information:

Name: Karen Samples

Extension:

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Early Learning Goal	National	Trafford	Central	South	North Locality					West			
					All North	Clifford Ward	Gorse Hill Ward	Longford Ward	Stretford Ward	All West	Partington (M31)	Rest West (exc M31)	Out of Area
1. Listening and Attention	85.9%	88.8%	91.8%	89.9%	83.8%	82.2%	86.6%	81.0%	85.1%	88.4%	83.6%	89.7%	89.0%
2. Understanding	85.7%	88.9%	90.9%	90.8%	84.6%	85.5%	85.4%	81.0%	86.5%	87.5%	83.6%	88.6%	89.0%
3. Speaking	85.4%	88.6%	91.0%	90.9%	82.8%	84.2%	83.5%	79.7%	83.8%	88.4%	80.2%	90.6%	86.9%
All Goals Communication and Language	82.2%	85.5%	88.6%	88.0%	79.1%	79.6%	79.3%	76.5%	81.1%	85.0%	77.6%	87.0%	82.8%
4. Moving and Handling	89.2%	91.3%	93.3%	92.2%	88.0%	86.8%	90.9%	82.4%	91.9%	91.0%	86.2%	92.2%	90.3%
5. Health and Self Care	90.9%	92.9%	94.6%	94.8%	90.1%	92.1%	89.0%	87.6%	91.9%	91.3%	86.2%	92.7%	90.3%
All Goals Physical Development	87.1%	89.5%	91.9%	91.1%	85.6%	83.6%	87.8%	80.4%	90.5%	89.0%	81.9%	90.8%	85.5%
6. Self Confidence and Self Awareness	88.5%	91.2%	92.6%	92.7%	87.4%	86.8%	90.2%	83.7%	88.5%	91.0%	89.7%	91.3%	91.7%
7. Managing Feelings and Behaviour	87.3%	89.2%	90.5%	90.8%	85.9%	84.2%	87.8%	83.7%	87.8%	88.8%	86.2%	89.5%	89.7%
8. Making Relationships	89.2%	91.3%	92.6%	92.6%	87.8%	86.2%	89.6%	86.9%	88.5%	91.1%	86.2%	92.4%	91.0%
All Goals Personal, Social and Emotional	84.8%	87.2%	89.4%	89.2%	82.7%	79.6%	86.0%	79.7%	85.1%	86.6%	82.8%	87.6%	85.5%
9. Reading	76.9%	81.2%	86.3%	83.0%	73.7%	69.7%	78.0%	70.6%	76.4%	81.4%	74.1%	83.3%	75.2%
10. Writing	73.7%	77.0%	82.6%	79.2%	68.1%	63.8%	67.7%	65.4%	75.7%	77.6%	69.0%	79.9%	69.0%
All Goals Literacy	73.4%	76.9%	82.4%	79.1%	68.1%	63.8%	67.7%	65.4%	75.7%	77.6%	69.0%	79.9%	68.3%
11. Numbers	79.8%	83.3%	87.5%	86.4%	75.7%	71.7%	78.7%	70.6%	81.8%	83.0%	81.9%	83.3%	75.2%
12. Shape, Space and Measures	81.5%	85.1%	89.2%	88.4%	77.0%	73.7%	79.3%	73.2%	81.8%	84.4%	78.4%	86.0%	80.0%
All Goals Mathematics	78.5%	81.9%	85.7%	85.4%	74.1%	69.1%	76.2%	69.9%	81.1%	81.4%	75.9%	82.8%	74.5%
All Goals Comm, Language and Literacy	72.6%	75.9%	81.5%	78.1%	67.1%	63.2%	66.5%	65.4%	73.6%	76.9%	69.0%	78.9%	66.9%

KEY:
Below National

Good Level of Development (GLD)	National	Trafford	Central	South	North Locality					West			
					All North	Clifford Ward	Gorse Hill Ward	Longford Ward	Stretford Ward	All West	Partington (M31)	Rest West (exc M31)	Out of Area
All children	71.8%	74.7%	79.4%	77.3%	66.5%	63.2%	65.9%	64.1%	73.0%	75.9%	68.1%	78.0%	65.5%
Girls	78.4%	81.7%	87.0%	86.1%	73.6%	66.7%	69.3%	74.4%	84.0%	80.7%	82.4%	80.3%	69.3%
Boys	65.5%	68.5%	73.1%	69.5%	59.6%	59.7%	62.9%	53.3%	61.6%	71.9%	56.9%	76.1%	61.4%
Gender Gap (percentage points)	12.9%	13.2%	13.9%	16.6%	14.0%	6.9%	6.4%	21.0%	22.4%	8.8%	25.4%	4.2%	7.9%
No Special Educational Needs (SEN)	77.0%	79.1%	83.6%	82.0%	71.2%	67.4%	71.0%	68.8%	77.9%	79.2%	71.8%	81.8%	69.8%
SEN Support	29.0%	30.3%	33.3%	26.7%	26.7%	22.2%	23.1%	22.2%	35.7%	34.5%	33.3%	35.0%	42.9%
EHC Plan	5.0%	8.3%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	20.0%	0.0%
All SEN Children	25.0%	25.4%	29.6%	21.1%	21.4%	18.2%	18.8%	14.3%	33.3%	30.6%	27.3%	32.0%	30.0%
SEN Gap (percentage points)	52.0%	53.7%	53.9%	61.0%	49.8%	49.2%	52.3%	54.6%	44.5%	48.7%	44.6%	49.1%	39.8%
Not Eligible Free School Meal	74.0%	76.0%	80.3%	78.0%	68.6%	66.4%	67.1%	66.7%	74.4%	76.6%	68.5%	78.3%	68.7%
Eligible for Free School Meal	57.0%	55.2%	62.5%	53.6%	46.7%	33.3%	53.3%	40.0%	60.0%	68.3%	66.7%	71.4%	35.7%
Free School Meal Gap (percentage points)	17.0%	20.8%	17.8%	24.5%	21.9%	33.1%	13.8%	26.7%	14.4%	8.3%	1.9%	6.8%	33.0%
No English Additional Language (EAL)	74.0%	76.6%	80.7%	78.7%	68.3%	69.2%	66.7%	62.8%	73.6%	76.9%	68.2%	79.3%	66.7%
English Additional Language (EAL)	67.0%	68.6%	74.3%	73.6%	63.8%	59.3%	63.0%	65.2%	72.2%	63.0%	57.1%	65.0%	67.9%
EAL Gap (percentage points)	7.0%	8.0%	6.4%	5.1%	4.5%	10.0%	3.6%	-2.4%	1.4%	14.0%	11.1%	14.3%	-1.2%
Non Black Minority Ethnic (BME)	73.0%	78.0%	80.5%	79.5%	72.7%	70.0%	73.8%	63.2%	80.2%	77.7%	67.7%	80.5%	70.0%
Black Minority Ethnic (BME)	71.0%	68.9%	77.2%	74.2%	62.0%	61.9%	58.2%	64.3%	64.3%	67.4%	64.7%	68.1%	60.9%
BME Gap (percentage points)	2.0%	9.1%	3.4%	5.2%	10.7%	8.1%	15.5%	-1.1%	15.9%	10.3%	3.0%	12.3%	9.1%

KEY:
Below National
Bigger Than National Gap

Demographics	National	Trafford	Central	South	North Locality					West			
					All North	Clifford Ward	Gorse Hill Ward	Longford Ward	Stretford Ward	All West	Partington (M31)	Rest West (exc M31)	Out of Area
No.Children	638,946	2,961	757	889	617	152	164	153	148	553	116	437	145
% SEN (EHC and SEN Support)	10%	7%	7%	6%	9%	7%	10%	9%	10%	7%	9%	6%	7%
% Free School Meals	14%	6%	5%	3%	10%	10%	9%	10%	10%	7%	23%	3%	10%
% English Additional Language (EAL)	19%	18%	15%	15%	37%	53%	28%	43%	24%	5%	6%	5%	19%
% Black Minority Ethnic (BME)	25%	30%	24%	26%	54%	74%	48%	55%	38%	16%	15%	16%	32%

KEY:
Larger Proportion Than National

Locality Areas

Central – Sale, Sale Moor, Ashton-on-Mersey **South** – Altrincham, Timperley, Hale, Hale Barns, Timperley, Broadheath
North – Stretford, Old Trafford, Gorse Hill, Firwood **West** – Urmston, Davyhulme, Flixton, Partington (M31), Carrington (M31)

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Strategic outcomes

1001 critical days	Speech, language and communication	Social and emotional wellbeing	Being healthy	Special educational needs and disability	Integrated working and family support	Successful and thriving places
To promote good parent infant relationships and early child development	Children communicate well	Children have healthy relationships	Children achieve their best possible physical health	Needs and strengths are identified and supported at the earliest opportunity	Working together to achieve better outcomes and be safe	Place based approach building on community assets

What are we going to do?

<p>Map service provision across the 1001 critical days</p> <p>Quality assure the 1001 critical days pathway.</p> <p>Develop an integrated Parent & Infant Mental Health Pathway in line with the THRIVE model</p> <p>Establish an Early Attachment Service</p>	<p>Deliver a Wellcomm assessment for all vulnerable children.</p> <p>Develop and evaluate interventions for lower level targeted support support.</p> <p>Develop 0-5 early intervention SLC pathway with shared ownership.</p> <p>Implement data collection systems for monitoring and tracking linked to triage processes.</p> <p>Improve outcomes for SLC in our priority areas.</p>	<p>Map service provision against NICE guidelines</p> <p>Develop and deliver a social and emotional pathway pre-birth to 5.</p> <p>Develop and deliver a 'Feel Good Early Years' approach across early years provision</p> <p>Strengthen our parenting offer for families with young children</p> <p>Develop practitioners' awareness of Adverse Childhood Experiences (ACEs) and understanding of how these can affect children's social and emotional development</p>	<p>Develop a physical development pathway.</p> <p>Improve and reduce inequalities in the uptake of childhood immunisations across Trafford.</p> <p>Promote healthy weight across the partnership.</p> <p>Improve oral health for young children.</p>	<p>Develop an equitable approach to identifying and providing SEND support.</p> <p>Strengthen the early help offer for families of young children with SEND.</p> <p>Develop person centred approaches linked to preparing for adulthood.</p> <p>Improve outcomes for children with SEND.</p> <p>Improve transition for children with SEND.</p> <p>Improve support for children on the autism social communication pathway and their families.</p>	<p>Work with partners to ensure the quality and equity of contacts with families – make every contact count.</p> <p>Develop and implement the early help strategy</p> <p>Develop key messages and communication strategy for families and professionals.</p> <p>Development of a locality parental engagement model.</p> <p>Offer for 0-5s intensive family support.</p> <p>Develop, implement and review integrated reviews.</p>	
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Early years workforce strategy	Achieving the vision; working together (enablers)			Fair and sustainable finance		
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<p>GM Pathways to Talking Project</p> <p>Giving Voice Accreditation Award</p> <p>Joint Commissioning Board</p> <p>Graduated Approach to Supporting SEND</p>	<p>Early Help Strategy</p> <p>Parenting Review/Strategy</p> <p>Graduated Approach to Supporting SEND</p> <p>Early Years Learning and Development Programme</p> <p>Healthy Young Minds Strategy</p>	<p>GM physical development pathway</p> <p>Oral health strategy</p> <p>Healthy weight pathway</p> <p>Immunisation assurance group</p> <p>Commissioning strategy</p>	<p>Graduated Approach to Supporting SEND</p> <p>Early Years Learning and Development Programme</p> <p>Trafford Autism Social Communication (TASC) Pathway</p>	<p>GM Early Years Workforce Academy</p> <p>Early Help Strategy</p>	
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**Director of Children's Services
Report on progress – Jan 2020**

Key Messages



- The Children's Improvement Programme has now completed 4 months of its 2 year cycle since its formal launch in Aug 2020. As has been evidenced over previous Board meetings, many of the agreed key activities required to mobilise and respond to the requirements of Ofsted are either completed or underway. As our knowledge of both ours and our partner's services matures, we are becoming more aware of the areas which require continued improvement and also those areas which present new challenges, which also demand a response. Focus will now shift toward embedding change, quantifying impact and planning for a sustainable legacy of continuous improvement
- As preparation begins to welcome and transition in the new DCS , so too does the work around reviewing both the successes and challenges of our improvement journey so far. Work is already underway to better understand where Trafford is positioned against the milestones it set out in the improvement plan and to acknowledge whether key tasks are in the responding, strengthening or embed phase of the improvement arc. The next few months represent a key stage in not only consolidating what improvements we have but also being able to evidence the impact and target those areas which still remain a challenge
- Progress continues across the 9 work-streams with the majority of tasks either complete, on target or being managed within agreed tolerance levels. Where there have been delays or issues around delivery, these have been noted in either the highlight report itself or in the risk summary

Highlight Report





- Our performance clinics are now reporting on the use of liquid logic for capturing children cultural, religious and identity needs.
- The First Response Team have split their front door resource into a screening team and assessment team . The impact of this has being monitored and outcomes are positive
- A multi- agency group from health, police, schools, commissioning and VCSE are attending various forums to consult on a series of proposed Early Help Offers
- New monthly reports on the outcome from Early Help triage in First Response enable analysis of timescales, decision making against levels of need, referrers and number of families in each neighbourhood – all analysis to be shared at DCS Quality and Performance
- Results of the Aftercare Survey have been shared with Service Managers who will share with the team. This will be fed into and embed within the new team plan
- Commission completed for Gorse Hill Studios to facilitate the Aftercare Forum and develop the group




Performance



Doing well

- Despite the 'volatility' at CP, we continue to see lower numbers of episodes starting at the higher levels of intervention whilst maintaining the numbers of episodes ending. The consequence is that in recent months we have seen reductions in the number of children & young people subject of a Child Protection Plans and latterly, the number of LAC, which is now at its lowest level since August 2018 
- CP plans open for more than 2 years and the current rate of CP re-plans are both performing well, at levels not seen for a number of years and on current levels, better than comparators 

Could do better

- There has been some month-on-month volatility with regard to the number of CP Plans since August, moving up and down month to month & ranging between 192 and the 215 at the end of November. 
- Some LAC health measures, most notably the timeliness of Initial Health Assessments, continue to perform below the levels we would expect. Whilst the proportions in time have been much better in October and November, the numbers involved are small (3 & 4 respectively) and so the 12 month rolling figure continues to decrease. 
- The Agency headcount remains very high. This is the number of agency staff used in the month NOT a count of the number as at the end of the month. As a consequence spend in this area is high. Staff turnover is at a level higher (worse) than target and continuing to deteriorate 
- Team caseloads are below the levels we want to achieve long-term. The aim is to have 1 manager, with 6 workers holding 20 cases each. 