

**MEETING**

**CHILDREN, EDUCATION & SAFEGUARDING COMMITTEE**

**DATE AND TIME**

**THURSDAY 29TH NOVEMBER, 2018**

**AT 7.00 PM**

**VENUE**

**HENDON TOWN HALL, THE BURROUGHS, LONDON NW4 4BQ**

**TO: MEMBERS OF CHILDREN, EDUCATION & SAFEGUARDING COMMITTEE  
(Quorum 3)**

Chairman: Councillor David Longstaff,  
Vice Chairman: Councillor Rohit Grover

**Councillors**

Pauline Coakley Webb  
Alison Cornelius  
Val Duschinsky

Anne Clarke  
Reuben Thompstone  
Linda Freedman

Anne Hutton  
Nagus Narenthira  
Felix Byers

**Substitute Members**

Ammar Naqvi  
Stephen Sowerby

Arjun Mittra  
Saira Don

Eva Greenspan  
Kathy Levine

In line with provisions in Article 3 of the Constitution, Residents and Public Participation, requests to submit public questions or comments must relate to a substantive item of business on the agenda and be submitted by 10AM on the third working day before the date of the committee meeting. Therefore, the deadline for this meeting is at 10AM, Monday 26 November. Requests must be submitted to Salar Rida at [salar.rida@barnet.gov.uk](mailto:salar.rida@barnet.gov.uk)

**You are requested to attend the above meeting for which an agenda is attached.  
Andrew Charlwood – Head of Governance**

Governance Services contact: Salar Rida 020 8359 7113 [Salar.Rida@Barnet.gov.uk](mailto:Salar.Rida@Barnet.gov.uk)

Media Relations Contact: Gareth Greene 020 8359 7039

**ASSURANCE GROUP**

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## ORDER OF BUSINESS

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| 1.      | Minutes of the Last Meeting  | 5 - 10    |
| 2.      | Absence of Members   |           |
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| 4.      | Report of the Monitoring Officer (if any)  |           |
| 5.      | Public Questions and Comments (if any)   |           |
| 6.      | Members' Items (if any)  |           |
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| 11.     | Family Services Complaints, Compliments and Comments Annual Report 2017/18   | 279 - 300 |
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phone, may telephone our minicom number on 020 8203 8942. All of our Committee Rooms also have induction loops.

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# Decisions of the Children, Education & Safeguarding Committee

12 September 2018

Members Present:-

AGENDA ITEM 1

Councillor David Longstaff (Chairman)  
Councillor Rohit Grover (Vice-Chairman)

|                                 |                             |
|---------------------------------|-----------------------------|
| Councillor Pauline Coakley Webb | Councillor Linda Freedman   |
| Councillor Alison Cornelius     | Councillor Anne Hutton      |
| Councillor Val Duschinsky       | Councillor Nagus Narenthira |
| Councillor Anne Clarke          | Councillor Felix Byers      |
| Councillor Reuben Thompstone    |                             |

## 1. MINUTES OF THE LAST MEETING

The Chairman of the Committee, Councillor David Longstaff, welcomed all attendees to the meeting.

A Member requested that the minutes of the last meeting be changed to note that the Work Programme section should state the Committee's new name "Children, Education, Libraries and Safeguarding Committee Forward Work Plan"

**RESOLVED** that the minutes of the meeting dated 6 June 2018 be agreed as a correct record.

## 2. ABSENCE OF MEMBERS

None.

## 3. DECLARATIONS OF MEMBERS DISCLOSABLE PECUNIARY INTERESTS AND NON-PECUNIARY INTERESTS

None.

## 4. REPORT OF THE MONITORING OFFICER (IF ANY)

None.

## 5. PUBLIC QUESTIONS AND COMMENTS (IF ANY)

None.

## 6. MEMBERS' ITEMS (IF ANY)

None.

## **7. UPDATE REPORT ON THE PROGRESS OF BARNET CHILDREN'S SERVICES IMPROVEMENT ACTION PLAN AND OTHER CES COMMITTEE PRIORITIES, INCLUDING QUARTERLY PERFORMANCE REPORT UPDATES FOR Q1 2018-19**

The Chairman introduced the report and invited the Strategic Director for Children and Young People, Chris Munday, to present the report. The Committee received:

- The Statutory Direction issued to Barnet Council in June 2018
- OFSTED Monitoring Visit Letter – August 2018
- Family Services Performance Report

Mr. Munday referred to Appendix 2 of the report - the OFSTED Monitoring Visit Letter, which set out the latest findings from the visit, undertaken in July and August. Mr. Munday noted that the report showed ongoing improvement in relation to looked after children. He further noted that he was pleased to see that Quality Assurance was still a strength.

Mr. Munday advised that there was further work to do in ensuring consistency in the quality of assessments of children in care, and noted that this would be a major focus for the next three months. He further noted that a range of issues were being considered on visits and that the progress being made was encouraging. He advised the Committee that no dates had been set for future monitoring visits, and that the Council was looking to see if further visits would take place. The Committee noted that under the new framework, the Council would have an “Annual Conversation Meeting” which would progress from October. Mr. Munday informed the Committee that the Council was continuing to take action to strengthen services across the board.

A Member referred to section 1.15 of the report, which noted that the challenge of Independent Reviewing Officers could be inconsistent and not always effective in achieving improved practice. The Member questioned where the weakness lay. Mr. Munday informed the Committee that the challenge was inconsistencies in individual pieces of work. He stressed the importance of with being clear with both new and existing members of staff of the changes that were being made, and the need to reinforce what good looks like. He highlighted the importance of Team Managers not signing off poor plans or assessments, so that poor work is unable to progress through the system. Mr. Munday further noted that the Council was undertaking a piece of work with Essex County Council to increase the ability of this group of staff to challenge.

Responding to a question from a Member, Mr. Munday informed the Committee that Barnet had an extremely diverse social worker workforce. He also noted that Barnet was able to access provision from outside where necessary to ensure that any cultural issues were understood. He noted that social workers in London were particularly used to working with diversity, and that a result of that, would not necessarily write such points down despite them being considered. He stressed the importance of changing language or approaches in the context of social work.

A Member questioned when the Authority could expect to be out of the “Inadequate” marker, and asked if this could happen at the Annual Conversation that would take place in October 2018. Mr. Munday advised that four good Monitoring Visits had taken place, and that OFSTED were trying to change the arrangements for visits. He noted that the visits had been helpful and that the Council knew what was needed. He advised that he was anticipating the possibility of further visits in November and February, and noted it

was understood that Local Authorities rated as Inadequate would be subject to a Single Inspection Framework, which would last approximately four weeks.

A Member commented that all Members want to move from an “Inadequate” rating to a “Good” rating, and noted that the most important point was retaining a rigorous focus on the improvement plan. The Member expressed the need to keep receiving the OFSTED update reports because the most important thing is to make improvements for children in the Borough. Mr. Munday advised that the Council was absolutely focussed on improvements for children.

Mr. Munday noted that the rate of knife crime in the Borough had dropped and advised that work with the Police was ongoing and assisting in overall levels of knife crime. He advised that whilst knife crime remains low in comparison to other neighbouring boroughs, this was a critical piece of work.

A Member referred to the FS021 Base budget pressure had a residual risk score of 16, increased from 6. Mr. Munday noted that the Council was managing the risks within the budget.

Following the consideration of the report, the Chairman moved to the recommendations as set out in the report. It was unanimously RESOLVED:

- 1. That the Committee note the progress of the Barnet Children's Services Improvement Action Plan as set out in paragraphs 1.4 to 1.58.**
- 2. That the Committee note the content of the Secretary of State's third direction to Barnet Council outlined in paragraphs 1.21-1.22 and included in Appendix 1.**
- 3. That the Committee note details of Ofsted's monitoring visit set out in paragraphs 1.11 to 1.18 and the monitoring visit feedback letter received from Ofsted attached in Appendix 2.**
- 4. That the Committee note and scrutinise the performance information provided in Appendix 3.**
- 5. The Committee is asked to review the budget, activity, performance and risk information in relation to Children, Education and Safeguarding.**

## **8. REPORT ON TACKLING LONELINESS AND SOCIAL ISOLATION AMONG YOUNG PEOPLE**

The Chairman introduced the report, which outlined the work being undertaken to tackle loneliness and social isolation among children and young people in Barnet.

A Member commented that at the last meeting, the Committee had received a Member's Item in the name of Councillor Pauline Coakley Webb, and had subsequently resolved to invite an organisation called “exposure” to attend a future meeting of the Committee and report to the Committee what LB of Barnet is doing to tackle loneliness among young people. The Chairman noted that this was requested and agreed and asked that the Governance Service contact “Exposure” and invite them to the next meeting. (Action)

Responding to a question from a Member about what percentage of schools have someone onsite to talk about loneliness, Mr. Munday advised the Committee that a

Government Green Paper had offered Barnet the opportunity to be part of a trailblazer for Mental Health Services in schools. Mr. Munday further noted that the Council was bidding for Children and Adolescent Mental Health Services in Schools, and that if they were successful with the bid, it would be a large investment. Mr. Munday commented that many schools will have mentors, but noted that not all mentors would be Mental Health Practitioners, and advised the wish for these mentors to be qualified.

Mr. Neil Marlow, Assistant Director, Traded Services and Head of School Improvement. Cambridge Education advised the Committee that children with social and emotional Mental Health Services. He further noted that all schools in the Resilient Schools Programme would have a Mental Health First Aider.

Responding to a question from a Member, Brigitte Jordaan, Operational Director, Corporate Parenting and Disability advised that the Independent Visitor Contract had been recommissioned. She noted that the Council was not satisfied with the previous provider and that the new contract had been awarded to Action for Children.

Responding to a question from a Member, Mr. Munday advised the Committee that he believed that Councillors were not able to undertake the role of an Independent Visitor, but undertook to confirm this with the Committee (Action)

Following the consideration of the report, the Committee unanimously RESOLVED:

**To note the work being undertaken to tackle loneliness and social isolation among children and young people in Barnet.**

## 9. PROPOSED CHANGE TO THE LOCAL AUTHORITY SCHOOL GOVERNOR APPOINTMENTS PROCESS

The Chairman introduced the report, which set out a proposed change to the procedure of nominating school governors. The intention of the proposed changes was to improve the selection and appointment process of appropriately skilled Governors. In response to a question by a Member, it was agreed that the panel meeting should take place early in the term to ensure that vacancies were filled quickly.

Councillor Thompstone MOVED the following motion which was SECONDED by Councillor Val Duschinsky:

*That a review of the process of nominations is undertaken in twelve months' time, with twelve months' data.*

The Chairman moved to the vote. Votes were recorded as follows:

|             |    |
|-------------|----|
| For         | 11 |
| Against     | 0  |
| Abstentions | 0  |

The motion was CARRIED and became the substantive motion.

The Chairman moved to the vote on the recommendations as set out in the report, and on the substantive motion.



It was unanimously resolved that:

1. That the Committee approves the proposal set out in paragraph 1.3 to change the Local Authority (LA) Governor appointment process.
2. That the Committee agrees to delegate authority to nominate LA Governors to the Strategic Director for Children and Young People, following recommendation made by a panel.
3. That a review of the process of nominations is undertaken in twelve months' time, with twelve months' data.

**10. CHILDREN, EDUCATION & SAFEGUARDING COMMITTEE WORK PROGRAMME**

The Committee considered the Forward Work Programme, as set out in the report.

Mr. Munday informed the Committee that they would receive the following reports:

- Business Planning – at the November Meeting
- Regional Adoption Agency Programme – January 2019 Meeting

**RESOLVED that the Committee note the Forward Work Programme.**

**11. ANY OTHER ITEM(S) THAT THE CHAIRMAN DECIDES ARE URGENT**

There were none.

The meeting finished at 7:55 pm.

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# Children, Education and Safeguarding Committee

AGENDA ITEM 7

**29 November 2018**

|                                |  |
|--------------------------------|--|
| <b>Title</b>                   | <b>Petition for debate</b>   |
| <b>Report of</b>               | Head of Governance   |
| <b>Wards</b>                   | All  |
| <b>Status</b>                  | Public   |
| <b>Urgent</b>                  | No   |
| <b>Key</b>                     | No   |
| <b>Enclosures</b>              | None   |
| <b>Officer Contact Details</b> | Salar Rida – Governance Team Leader (acting)<br><a href="mailto:Salar.Rida@Barnet.gov.uk">Salar.Rida@Barnet.gov.uk</a> |

## Summary

This report informs the Committee of a petition which meets the requisite number of signatures for reporting to a Theme Committee. The petition falls within the terms of reference of the Children, Education and Safeguarding Committee. The Committee is therefore asked to note the petition and provide its instructions as set out under the Recommendation.

## Officers Recommendation

That the Committee note the petition as detailed in Section 1 and decides on one of the following, to:

- a) Take no action;
- b) Refer the matter to a chief officer to provide a written response to Lead Petitioner within 20 working days; or
- c) Instruct an officer to prepare a report for a future meeting of the Committee on the issue(s) raised with a recommended course of action

## 1. WHY THIS REPORT IS NEEDED

- 1.1 In accordance with the Councils Constitution, Article 3, petitions with 2000-6,999 signatures will be reported to the relevant Theme Committee. The details of the petition are set out in the below table.

**Petition Title:** Oppose London Borough of Barnet's proposal to charge every child in every borough school

**Lead Petitioner:** Simon Moore

**Number of signatures:** 2223\*

*(Only signatures from Barnet residents have been counted towards the overall signature total as per the Council's Constitution, Article 3 – Residents and Public Participation)*

**Details:** Barnet council is launching its consultation with schools on several significant proposals in relation to the Schools Budget in 2019-20.

Namely that they start charging all the schools in the borough per pupil for previously funded support work from the Education Services Grant. In effect this will mean that each school in the Borough suddenly faces paying the council anywhere between £30-50 per pupil. With a school that has 400+ pupils that is a significant amount of money to suddenly find.

Secondly that each school pays a % of its annual budget direct to the council as a one off fee. In essence this means that schools will suddenly face paying a fee of in excess of £40,000 to the council.

This is motivated by a shortfall in the Boroughs budget. Not the schools themselves. So in essence the Borough is looking to address its financial situation by asking for schools to bale them out.

Given that the majority of the Borough's school's are already facing financial difficulty these proposed new payments by the council will force schools into further budget cuts to try to cover these demands (teacher redundancies, support worker lay off, cuts to learning resource budgets and material, cuts to SEN provision, risks to food provision, sports activities etc).

We do not feel it is the responsibility of Head teachers and schools to bail the council out of any financial difficulty or shortfall in its budget provision. This may well be caused by a shortfall in money given by central Government - but why should Schools have to sort this mess out?

We wish to state our opposition as parents and voters to this proposal.

We wish to protect our schools, maintain a proper level of education for our children and support teachers.

## **2. REASONS FOR RECOMMENDATIONS**

- 2.1 The Head of Governance received notification on 15 November 2018 of an e-petition with 3,936 signatures at the of time of submission. Following a review of the 3,936 signatures, against Barnet electoral addresses, the overall signature count from residents within Barnet was 2,223 which meets the 2,000 signatures threshold for reporting to a Theme Committee.

## **3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

- 3.1 Not applicable.

## **4. POST DECISION IMPLEMENTATION**

- 4.1 As per the Recommendations.

## **5. IMPLICATIONS OF DECISION**

### **5.1 Corporate Priorities and Performance**

- 5.1.1 N/A.

### **5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

- 5.2.1 Not applicable.

### **5.3 Social Value**

- 5.3.1 Not applicable.

### **5.4 Legal and Constitutional References**

- 5.4.1 The Council's Constitution, Article 3 states that E-petitions submitted on external websites can be accepted by the council. Petition signatures must be from Barnet residents otherwise they will not count towards the overall signature total.

- 5.4.2 Article 3 of the Constitution also states that petitions with 2000-6,999 signatures which relate to matters outside the remit of an Area Committee, will be reported to the relevant Theme Committee. The Committee, when considering the petition may decide to:

- *Take no action;*
- *Refer the matter to a chief officer to provide a written response to Lead Petitioner within 20 working days; or*
- *Instruct an officer to prepare a report for a future meeting of the Committee on the issue(s) raised with a recommended course of action*

- 5.4.3 Under Article 7 of the Council's Constitution, the responsibilities of the Children, Education and Safeguarding Committee includes all matters relating to children, education and schools.

### **5.5 Risk Management**

5.5.1 N/A.

**5.6 Equalities and Diversity**

5.6.1 N/A in the context of this report.

**5.7 Corporate Parenting**

5.7.1 No direct or indirect impact in the context of this report.

**5.8 Consultation and Engagement**


5.8.1 N/A

**5.8 Insight**

5.8.1 N/A

**6. BACKGROUND PAPERS**

6.1 E-Petition published: <https://www.change.org/p/london-borough-of-barnet-oppose-london-borough-of-barnet-s-proposal-to-charge-every-child-in-every-borough-school>

|   |  |
|---|--|
|  | <p style="text-align: center;"><b>CHILDREN, EDUCATION and SAFEGUARDING COMMITTEE</b></p> <p style="text-align: center;"><b>29 November 2018</b></p>  |
| <p style="text-align: center;"><b>Title</b></p>                                   | <p><b>Update report on the progress of Barnet Children's Services Improvement Action Plan and other CES Committee Priorities, including Quarterly Performance Report updates for Q2 2018-19</b></p>                                  |
| <p style="text-align: center;"><b>Report of</b></p>                               | <p>Chairman of the Committee, Councillor David Longstaff</p>   |
| <p style="text-align: center;"><b>Wards</b></p>                                   | <p>All</p>   |
| <p style="text-align: center;"><b>Status</b></p>                                  | <p>Public</p>  |
| <p style="text-align: center;"><b>Urgent</b></p>                                  | <p>No</p>  |
| <p style="text-align: center;"><b>Key</b></p>                                     | <p>No</p>  |
| <p style="text-align: center;"><b>Enclosures</b></p>                              | <p><b>Appendix 1: Self Evaluation Framework</b><br/> <b>Appendix 2: Family Services Improvement Action Plan</b><br/> <b>Appendix 3: Draft Care Leaver Local Offer</b><br/> <b>Appendix 4: Family Services Performance Report</b></p> |
| <p style="text-align: center;"><b>Officer Contact Details</b></p>                 | <p>Chris Munday<br/> Strategic Director for Children and Young People<br/> <a href="mailto:Chris.Munday@barnet.gov.uk">Chris.Munday@barnet.gov.uk</a></p>  |

### Summary

Children's services in Barnet were judged by OFSTED to be inadequate when OFSTED undertook a Single Inspection Framework (SIF) during April and May 2017. The Council fully accepted the findings of the report and is working collectively with the partnership to drive the improvements needed to transform social care services for children, young people and their families from inadequate to good rapidly. In response to the recommendations and areas for improvement identified by OFSTED, the Barnet Children Services Improvement Action Plan was developed and a final version presented to Committee in November 2017.

The OFSTED Improvement Plan is a corporate and committee priority; this report provides an update on progress of Barnet Children's Services Improvement Action Plan to ensure scrutiny by elected members in improving the effectiveness of the local authority in protecting and caring for children and young people in need and caring for children and young people as a corporate parent. This is the seventh update report to be received by Committee and the reporting period for progress is September to November 2018. The update on progress is structured according to the six improvement themes in the action plan, and Family Services Performance Report has been included in Appendix 1.

The report presents the Q2 2018/19 Quarterly Performance Report, which includes budget forecasts for revenue and capital, an update on key activities, performance of key indicators and high-level service/joint risks. An overall status and direction of travel is presented for each of the Children, Education and Safeguarding Committee's priorities, as per the Corporate Plan 2018/19 Addendum.

### Recommendations

- 1. That the Committee note the progress of the Barnet Children's Services Improvement Action Plan as set out in paragraphs 1.9 to 1.45.**
- 2. That the Committee note the Self-Assessment and Improvement Plan of the Council's children's social care function set out at Appendix 1 and Appendix 2 respectively.**
- 3. That the Committee note and scrutinise the performance information provided in Appendix 4.**
- 4. The Committee is asked to review the budget, activity, performance and risk information in relation to Children, Education and Safeguarding.**
- 5. The Committee is asked to note the update on Barnet's Local Offer for Care Leavers and delegate authority to the Strategic Director for Children and Young People to approve a final version of the Local Offer, in consultation with the Chairman of the Committee. The draft Local Offer is attached in Appendix 3.**

1.1 Children's services in Barnet were judged by OFSTED to be inadequate when OFSTED undertook a Single Inspection Framework (SIF) of these services in April and May 2017.

1.2 The Council fully accepted the findings of the report and is working collectively with the partnership to drive the improvements needed to transform social care services for children, young people and their families from inadequate to good rapidly.



- 1.3 To enhance scrutiny by elected members to support and challenge this continuous improvement, it was agreed at Children, Education, Libraries and Safeguarding (CELS) Committee in July 2017 that an update on the progress of implementing improvements will be a standing item on committee agendas. This is to ensure the local authority is effective in protecting children in need and caring for children and young people as a corporate parent.
- 1.4 Under the Inspection of Local Authority Children's Services (ILACS) Framework, local authorities judged as inadequate are subject to ongoing monitoring activity from OFSTED; in Barnet, this has included an action planning visit, quarterly monitoring visits, and will also entail a full ILACS inspection after February 2019 if there is satisfactory progress in the next monitoring visits.
- 1.5 Since November 2017, OFSTED have conducted four monitoring visits of Barnet Children's Services, which focussed on 'front door' services, Duty and Assessment, Intervention and Planning, Children in Care and work with vulnerable adolescents. During this period, OFSTED have found there to be a steady and strong focus on improving services and the quality of social work practice in Barnet. Although the pace of change has begun to establish improved social work practice over the last year, there is more work to do to ensure consistent quality of practice across all services.
- 1.6 The Council was also subject to an Annual Engagement meeting with OFSTED on the 5th November 2018. In this meeting the Council's self-assessment (Appendix 1) was considered. We are awaiting a letter from OFSTED following on from the meeting.
- 1.7 The Council also participated in a quarterly stocktake meeting with Essex County Council. This was attended by the Department for Education.
- 1.8 A fifth monitoring visit is scheduled for 27 and 28 November 2018, and will focus on the 'front door' services and the Duty and Assessment Teams. A sixth monitoring visit is scheduled for 14 and 15 February 2019 and will focus on the leaving care service, Onwards and Upwards.

#### **Barnet Children's Services Improvement Action Plan update on key activities**

- 1.9 In July 2017 CELS Committee was presented with the recommendations and areas for improvement highlighted by OFSTED along with a draft Improvement Action Plan developed in response to these, which Committee approved for consultation. Committee also delegated authorisation to complete and submit the plan to the Strategic Director for Children and Young People in consultation with the Chief Executive and Lead Member.
- 1.10 The action plan was finalised as *Barnet Children's Services Improvement Action Plan* and submitted to OFSTED and the Department for Education. The Strategic Director received confirmation from OFSTED on 31 October 2017 that "*the plan satisfactorily reflects the recommendations and priorities of the inspection report*".

- 1.11 In September 2018, the Barnet Family Services Improvement Board was presented with a revised improvement action plan covering the year September 2018 to September 2019, and this plan was approved by the Improvement Board in October 2018 (Appendix 2). The new plan reflects the progress we have made over the last year, and includes emerging priorities. It reflects the rigorous focus on assessment and care planning across Family Services.
- 1.12 As with the previous version, the action plan sets out the improvement journey and gives focus to transform services, especially social care, from inadequate to good rapidly. The action plan is in line with the three core strategic objectives that cut across all our plans for children, young people and families and underpin the systemic and cultural change needed to drive improvement within the borough:
- Empowering and equipping our workforce to understand the importance and meaning of purposeful social work assessments and interventions with families
  - Ensuring our involvement with the most vulnerable children in the borough positively impacts on their outcomes
  - Providing Practice Leadership and management throughout the system to ensure progress is made for children within timescales that are appropriate and proportionate to their needs and that practitioners are well supported, child curious and focused
- 1.13 The revised action plan has consolidated the previous turnaround priority and improvement themes into six overarching improvement themes:
1. Systems Leadership for Children
  2. Enhancing Practice Leadership for Children
  3. Right Interventions, Right Time (Thresholds)
  4. Strengthening Assessment for Children
  5. Strengthening Planning for Children
  6. Embedding a Child Centred Culture that Improves Children's Lives

**Update on progress since the last report:**

- 1.14 This is the sixth update report to be received by Committee and the reporting period for progress is September to November 2018.
- 1.15 The update on progress is structured according to the six improvement themes in the action plan, in the same format as for the September 2017-18 improvement plan. Under each improvement theme there is a description of the theme and an update on key activities since the previous update report.

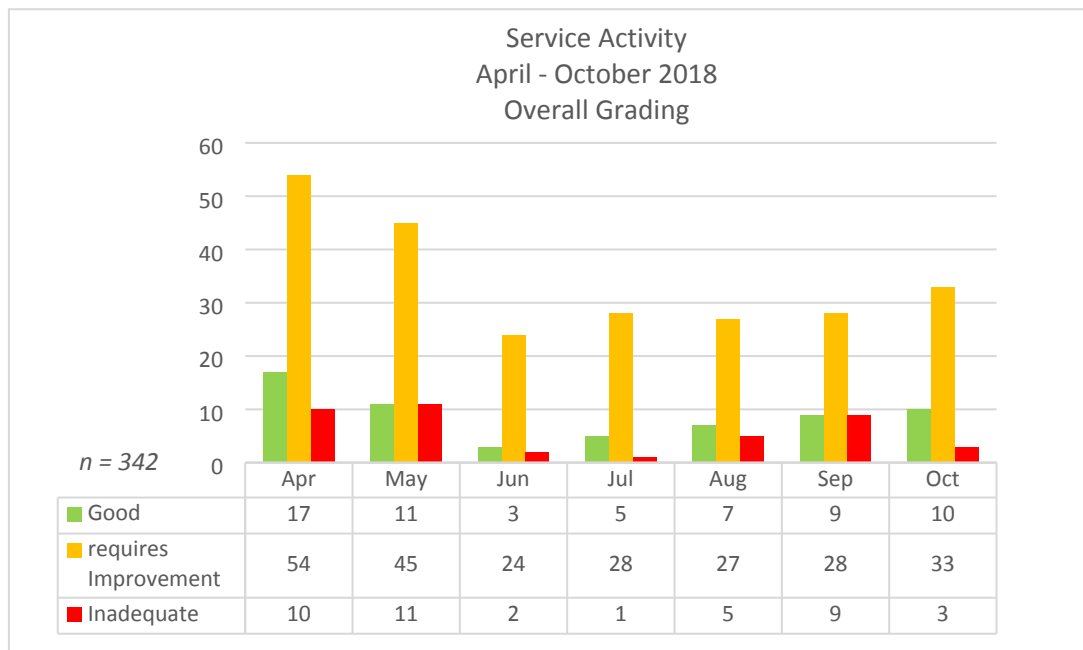
- 1.16 The 6 themes in the updated Improvement Plan align closely with themes 2 to 7 in the previous plan. The main change is that we have removed the Turnaround Priority, theme 1. Of the 8 actions under this theme, 5 have now been completed and focus on improvement of audit systems and processes along with focussed support from our improvement partner, Essex. The remaining outstanding actions under this theme have now been moved to more appropriate sections of the wider improvement plan.
- 1.17 This update report should be read in conjunction with the Self Evaluation Framework which was presented to OFSTED in November 2018, and provides an update on the current Children's Services position and progress since the OFSTED inspection with a higher level of granularity than this report. The Self Evaluation Framework can be found in Appendix 1.

### **Priority 1: Systems Leadership for Children**

- 1.18 This theme focuses on strengthening systems leadership for children, and reflects that collective accountability, ownership, understanding and priority need to be given to improving outcomes for children in Barnet. In their most recent monitoring visit, OFSTED noted that 'senior leaders are aware that improvements are still inconsistent and require further consolidation and focus across all teams before practice is of a good standard'. The actions under this priority are designed to ensure this momentum is maintained and strengthened, and sit under three overarching areas.
- 1.19 Systems Leadership actions seek to ensure that there is sufficient capacity and capability at all levels that prioritises children. This includes lines of sight on dependent partnership activity including the implementation of the Barnet Safeguarding Children Partnership, the tri-Borough police reorganisation and its impact on our work with child protection processes and vulnerable adolescents, and the Virtual School Improvement Plan.
- 1.20 Strengthened Governance focusses on ensuring that governance arrangements drive improvement and add value. We have consolidated several actions from the previous plan into targeted work that will promote the voice of the child in planning and commissioning the delivery of services, as well as implementing the wider service user engagement strategy and new *Working Together* arrangements. The creation of the Friends of the Virtual School charity over the last year has enhanced partnership support for children in care and care leavers, and has been a key achievement to build on work to give children and young people in the care system a voice.
- 1.21 Further improvement activity is underway in corporate support, which encompasses the need for appropriate practical support to be in place such as adequate working space, good ICT systems and strong administrative support to reduce the bureaucratic burdens on social workers and social work managers. This year the relationship between legal services and case-holding teams has been strengthened following a review which identified areas for improvement.

**Improvement theme 2: Enhancing Practice Leadership for Children**

- 1.22 This theme focuses on strengthening professional systems that work together effectively to improve children’s lived experience. This includes that children’s voices are heard and influence decisions being made about them, that these decisions are recorded to a high standard and that this leads to timely interventions from appropriately skilled professionals across the partnership.
- 1.23 The focus for the year ahead will be on ensuring that management oversight and supervision is consistent and rigorous, and that oversight of practice provides sufficient guidance and direction to improve practice for children. In order to support this, over the past year we have designed and implemented a quality assurance framework that OFSTED have agreed is “well established”, and the processes are “a strength”. Case numbers remain low, and Practice Development Workers continue to support managers and staff in improving and developing their practice.
- 1.24 The Family Services’ audit programme has been embedded and provides clear insight into practice and management arrangements; the recent OFSTED report found evidence of this strengthening practice for children looked after. During the period April to October 2018, 342 audits were completed. Of these 18.1% (62) were graded as Good, 69.8% (239) were graded as Requires Improvement to be Good and 11.9% (41) were graded as Inadequate. The chart demonstrates that 88% of work over the past six months is of a Good or Requires Improvement to be Good standard. Following a significant decline in audits graded as Inadequate over June, July and August there was an increase in September which is relative to staffing changes that occurred during that month; lower levels of audits graded as Inadequate were reported in October. The chart below outlines monthly audit activity and gradings which forms the basis for a monthly report provided to Heads of Service that further includes a breakdown of audit outcomes against practice domains i.e. quality of assessment, voice of the child and management oversight.:



- 1.25 The Conferencing and Reviewing Officers team joined the Quality Assurance and Workforce Development Service in February 2018; this has enabled an increased focus on the quality assurance aspect of their role and has strengthened the relationship with wider Quality Assurance activity, creating a more cohesive approach to identifying and supporting areas for practice improvement.
- 1.26 The new conference model is now in place. Work was undertaken with Essex Children's Services colleagues in August 2018, to review these new arrangements and feedback. The review found evidence of challenge of professionals and plans, as well as support being provided in developing processes to solve specific issues being experienced within the service.

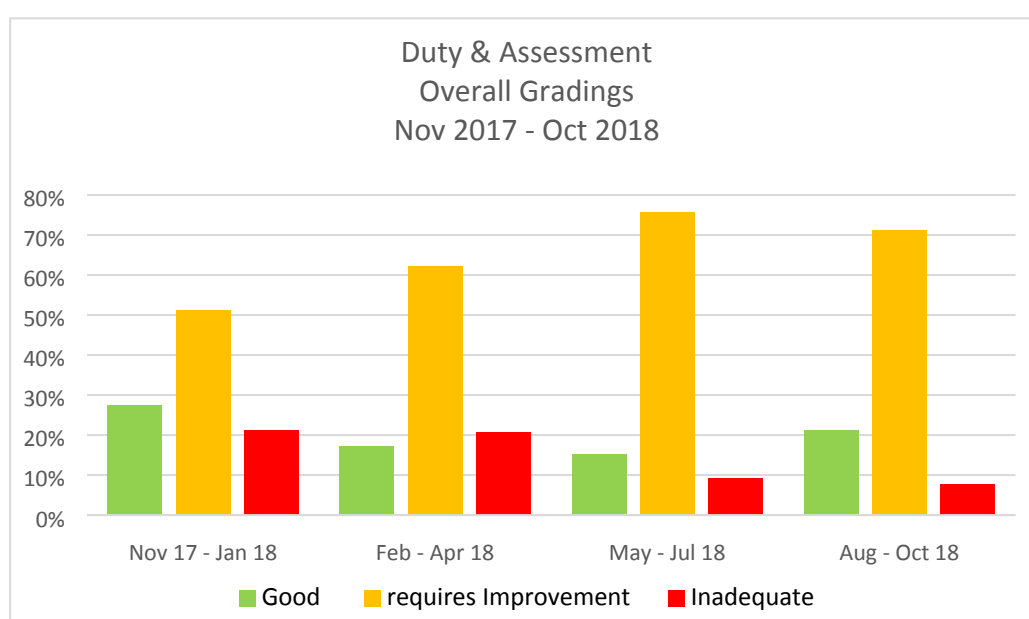
### **Improvement theme 3: Right Intervention, Right Time (Thresholds)**

- 1.27 This improvement theme is focussed on embedding the monitoring and understanding of thresholds across the partnership. The outcomes are to have an effective MASH, effective decision making and joined up Early Help.
- 1.28 This year the MASH steering Group has been established and is well attended by the partnership, providing a forum for the multi-agency partnership to examine the effectiveness of operational arrangements and referrals data and trends. As a result, the MASH team have developed an improved professional relationships and interface with key stakeholders and referrers which is strengthened by allocated links to the Early Help Panel, Multi Agency Risk Assessment Conference (MARAC), Multi-Agency Public Protection Arrangements (MAPPA) and a range of local adult and community based services. We aim to further improve the quality of communication between the MASH and referrers in order to promote information sharing and collaborative working over the next year.
- 1.29 Early Help services have been reconfigured following the successful locality based pilot of 0-19 services in September 2017. The three locality based hubs in the East/Central, South and West of the borough went live on 1st October and are supporting the delivery of integrated working for families of children across the age ranges. The Early Help delivery model supports co-location with a range of agencies providing a 'hub' of support across all Children Centres, Primary and Secondary Schools, Colleges, health providers and community and voluntary services operating in the locality enabling targeted and responsive services to be delivered to meet local need. A workforce development programme will support staff to develop a wider repertoire of skills to enable them to work with children of different ages. The Locality Service Managers are developing the focus and remit of their quarterly board meetings to include local users and parents to shape local services for local communities and respond to changing need.

### **Improvement theme 4: Strengthening Assessment for Children**

- 1.30 This theme focusses on strengthening assessments, ensuring they are child centred, effectively analyse risk of harm to prevent drift in the system and prevent delays to delivering interventions.

- 1.31 Evidence from audits shows that the Duty & Assessment Teams are more consistently using management oversight and Signs of Safety tools to assess and analyse risk, and meaningfully engage children in their assessments; however, this remains too inconsistent. Practice Development Workers have been supporting staff within the teams to build on their repertoire of tools and skills in engaging families using genograms and direct work tools. Greater attention is being paid to cultural context, although there is still work to do to ensure family histories are consistently explored and supervision records better reflect the complex risk analysis and decision-making processes that take place.
- 1.32 The chart below demonstrates the downward trajectory in audits graded as inadequate. All audits graded as Good have been quality assured to test the gradings against over-optimism.



#### **Improvement theme 5: Strengthening Planning for Children**

- 1.33 This theme seeks to ensure that planning across the system is consistently focused on outcomes and is responsive when children's circumstances change or deteriorate. We expect to see plans that are child-centred and that achieve best outcomes, tackling drift and delay.
- 1.34 Audits show evidence of stronger practice for children subject to Child Protection Plans and Looked After Children, and Children's diverse backgrounds and needs are being better considered with the introduction of identity and diversity workshops facilitated by the Practice Development Workers.
- 1.35 There is a focus on scrutiny and monitoring of caseloads in to ensure that cases are closed, stepped down or progressed to permanency without delay. Pre-proceedings assessment frameworks will be strengthened by better mobilising existing resources to ensure that only those children that require their planning arrangements to be agreed in court enter proceedings.

- 1.36 The changes to the Corporate Parenting Advisory Panel are now in place; the refreshed Terms of Reference enables young people to be more effective and part of conversations and planning that take place at the panel. The engagement with councillors is improving and the chair of the children in care council is the co-chair of the panel. The new arrangement is strengthening the voice of the children in the planning and consultation.

### **Care leavers Council Tax Reduction Scheme**

- 1.37 All council tax awards under the newly introduced Council Tax Reduction scheme for care leavers were awarded by the end of September 2018. A total of £13,387 was awarded to 44 care leavers in accordance with the policy. This was awarded to care leavers open to Onwards and Upwards who were eligible for the offer. Further work will continue throughout October and November 2018 to ensure that all care leavers who can apply for exemption are identified.

### **Care leaver local offer**

- 1.38 In April 2017, the Children and Social Work Act 2017 (CSWA) came into force, which aims to improve support for looked after children, especially those leaving care, and introduced various duties for local authorities. Section 2 of the Act requires each local authority to consult on and publish a local offer for its care leavers. The local offer should provide information about all the services and support that is available to care leavers from the local area, including information about both their statutory entitlements as well as any discretionary support that a local authority chooses to provide, in areas such as health, education, employment and accommodation.
- 1.39 The Local Offer requirement came into effect on 1 April 2018, but involves the local authority first consulting young people, before publishing their local offer. Local authorities are required to publish their local offers by 1 January 2019 at the latest.
- 1.40 Since the introduction of the CSWA, work has been underway to develop Barnet's local offer; this has been done in conjunction with the Voice of the Child Team who are creating a new Children in Care website, part of which will feature the published local offer. There have been several consultation and engagement activities undertaken with care leavers across several areas that will be included in the local offer; such as council tax, education, mental health and housing.
- 1.41 A draft version of Barnet's Care Leaver local offer can be found in Appendix 2. This document will be further developed to ensure the full range of support available to care leavers is reflected in the document. Once this has been updated, care leavers will be consulted about the content and format in December 2018, after which point a final version will be developed for publication in January 2019.

### **Improvement theme 6: Embedding a child centred culture that improves children's lives**

- 1.42 This improvement theme will enable and ensure that all staff are fully engaged with the child centred culture and aware of the support available to them from management and senior leaders. This will include building connection via communication within children's services, across partner agencies and corporately.
- 1.43 There has been notable progress in this area; although there is still work to do to ensure consistency of child centred culture, staff morale is generally good, as has been noted in all OFSTED monitoring visits.
- 1.44 In OFSTED's most recent visit, they fed back that:

*"Recent practice for children looked after is improving. Social workers have manageable caseloads, which means that they have time to engage in direct work with children. Those spoken to by inspectors reported that they liked working in Barnet and welcomed the positive shift in culture towards more child-centred practice and relationship working with children and families."*

#### **Quantitative Performance Data**

- 1.45 Quantitative performance data is based on activity in September 2018. Reporting is on indicators that are subject to additional focus through the Improvement Plan, with information about what needs to change and what is being done about it, as well as what is working well. The full Barnet Children's Services Performance Matters report and Director commentary has been included in Appendix 1.

## **2. ADDITIONAL CES PRIORITIES IN THE CORPORATE PLAN**

- 2.1 In addition to the OFSTED update progress reported as part of the priorities in the corporate plan, a brief update is provided against the remaining priorities can be found below.

### **Corporate Priority update: Tackling Gang Activity**

- 2.2 This is a CES Committee priority within the Corporate Plan Addendum 2018/19.
- 2.3 MAC- UK have been working with REACH as a co-located partner since April 2017 following a successful bid to Health Education England (HEE). HEE funding ended in March 2018 and a further six months of reduced service is being funded using Troubled Families reserves. MAC-UK have submitted their report to HEE and this will be publicly available in due course. Research in Practice have also completed a one-year evaluation of the REACH team approach and are due to publish their final report imminently. The draft report indicates that REACH provide a good level of responsive and multi-agency wrap-around to young people at a high risk of criminal and sexual exploitation which is supporting a reduction of entry into care, repeat offending and missing from home episodes.



- 2.4 MAC-UK has used an INTEGRATE approach to support REACH staff to use psychologically informed approaches when engaging young people who are gang-involved or at risk of becoming gang-involved. The development of trusted relationships when working with this vulnerable cohort of young people has been a key area of focus within this work. REACH has worked alongside MAC-UK over the past year to develop psychologically informed approaches to engaging and co-producing with young people. The change in approach has led to some evidence of strong child/professional relationships which has enabled disclosures that have led to targeted disruption activity. The REACH team is multi-professional and facilitates rapid and flexible holistic support from health, education, social work, family support and mental health professionals.
- 2.5 Building on the success of the REACH Team partnership, in June 2018, Barnet submitted a bid for the Home Office's Trusted Relationships funding, which builds on the provision of schools based gang prevention programmes and community based support delivered by the Voluntary and Community Sector in Creative Safe Spaces. The bid, submitted in conjunction with Art Against Knives, Growing Against Violence and MAC UK, was confirmed as one of a small number of successful applications in September 2018. The funding will support the MAC-UK team to further stretch the development of psychologically informed approaches with vulnerable adolescents alongside Art Against Knives workers and the REACH team.
- 2.6 The project will work across a spectrum of services and levels of need, taking an evidence based approach that focuses on relationships and resilience as follows:
- Universal engagement with young people within creative community spaces, providing creative skills training and individual and group support;
  - Targeted / Specialist support in communities based within Art Against Knives creative spaces to provide direct support to those identified through relation working and assessment as at risk of exploitation;
  - Psychologically informed staff at MAC-UK delivering staff learning spaces to the Art Against Knives team and 'hang out' in creative spaces with young people;
  - In-School preventative evidence based programme delivery to young people.

#### **Corporate Priority update: Attainment and progress of children in Barnet schools**

- 2.7 The percentage of primary and secondary schools that were Good or Outstanding in Q2 was 94.3% Two primary and one secondary school moved from Requiring Improvement to Good this school year. Safeguarding in all of Barnet schools inspected by OFSTED was judged to be "effective". The number of 30 hours free entitlement early years (3 and 4-year olds) places taken up by parents/carers that are eligible for a place was 70% in Q2.

2.8 Pupils in Barnet topped national GCSE league tables this year (August 2018). Provisional results released by the Department for Education show Barnet was ranked second highest in the country based on Progress 8 scores which gauge the progress made by each student during their time at secondary school. Barnet was behind only one other local authority and that was the Isles of Scilly, which had only 14 students sitting exams this year. The average Attainment 8 score, which is a way of measuring pupils across eight qualifications including Maths and English, saw the authority ranked fifth highest nationally. Primary school performance in 2018 is the best ever. According to the DfE's published provisional results, the percentage of pupils who achieved 'Expected or above' in Reading, Writing and Maths combined at the end of Key Stage 2 ranks Barnet 8th best out of 151 LAs.

| Indicator  | Polarity         | 17/18 EOY     | 18/19 Target | Q2 18/19 |        |               | Q2 17/18      | Benchmarking           |
|--|------------------|---------------|--------------|----------|--------|---------------|---------------|------------------------|
|  |                  |               |              | Target   | Result | DOT           | Result        |                        |
| The percentage of all schools rated as good or better  | Bigger is better | New for 18/19 | 92.6%        | 92.6%    | 94.3%  | New for 18/19 | New for 18/19 | No benchmark available |
| 30 hours free entitlement early years (3 and 4-year olds) places taken for up by parents/ carers that are eligible for a place | Bigger is better | New for 18/19 | Monitor      | Monitor  | 70%    | New for 18/19 | New for 18/19 | No benchmark available |

### Corporate Priority update: Delivering the family-friendly Barnet vision

2.9 Work has continued on shaping Barnet's new Children and Young People's plan which is underpinned by the Borough's participation in UNICEF UK's Child Friendly Cities programme. The approach, which complements the ambition to be the most 'Family Friendly borough by 2020', will embed child-rights in Barnet's services and delivery.

Contributions are being taken from young people, elected members, council officers, heads of service and partner agencies to ensure the best outcomes. It will enable Barnet Council, its partners and young people to work in a more responsive and empowering way. A draft version of the Plan is due to be reviewed by the CES committee in the next few months

2.10 Barnet's annual Young People's Survey will be conducted in the next few months and provide an important insight into views, opinions and concerns of children and young people living in the Borough. As well as informing the new Plan, responses will assist with better targeting and improvement of services.

## 3. REASONS FOR RECOMMENDATIONS

3.1 Members are asked to note progress to ensure scrutiny by elected members and improve the effectiveness of the local authority in protecting and caring for children and young people as a corporate parent.

#### **4. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

- 4.1 The continued monitoring of progress and impact of Barnet Children's Services Improvement Action Plan is integral to driving the continuation of the Family Services' improvement journey to ensure improved outcomes for children and families. The alternative option of maintaining the status quo will not make the desired improvements or improve outcomes at the pace required.

#### **5. POST DECISION IMPLEMENTATION**

- 5.1 As the primary driver of improvement, the Children's Service Improvement Board will oversee the delivery of the action plan and is ultimately responsible for its delivery. The Children's Services Improvement Board is independently chaired by Dave Hill and will provide scrutiny and challenge as well as measure impact.
- 5.2 Operationally the Improvement Plan is driven and directed by the Operational Improvement Group chaired by the Strategic Director of Children's Services with senior representatives from key partner agencies. The group will oversee the day to day transformation of services and ensure effective communication and engagement with staff, children, young people and their families.
- 5.3 Reports on the progress of the action plan will be received by Children, Education, and Safeguarding Committee, Health and Well-Being Board and Barnet Safeguarding Children's Board.
- 5.4 A draft Local Offer is being developed by Onwards and Upwards and will be completed by the end of November 2018. A consultation schedule has been developed and will be rolled to care leavers across a range of channels, including Barnet's Care Leaver Forum, an online survey and Corporate Parenting Officers Group. The consultation will run for one month in December 2018. The Children in Care website and Care Leaver Offer will then be published by the end of January 2019, and the final version will be presented at the next CES Committee for noting.

#### **6. IMPLICATIONS OF DECISION**

##### **6.1 Corporate Priorities and Performance**

- 6.1.1 The implementation of Barnet Children's Services Improvement Action Plan is a key mechanism through which Barnet Council and its partners will deliver the Family Friendly Barnet vision to be the most family friendly borough in London by 2020.
- 6.1.2 This supports the following Council's corporate priorities as expressed through the Corporate Plan for 2015-20 which sets out the vision and strategy for the next five years based on the core principles of fairness, responsibility and opportunity, to make sure Barnet is a place;
- Of opportunity, where people can further their quality of life
  - Where people are helped to help themselves, recognising that prevention is better than cure

6.1.3 The Barnet Children's Services Improvement Action Plan looks to improve children's participation to ensure that all decisions and planning that affects them is influenced by their wishes and feelings. The action plan also includes actions to strengthen how the views and experiences of children, young people and their families influence service design. This feedback will also help monitor the impact of improvement activity.

## 6.2 **Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

6.2.1 MTFS savings for 2018 - 2020 have been reviewed in light of the Family Services improvement journey to consider achievability. The original CES Committee target for 2018/19 – 2019/20 was £8.303m has been revised to £4.435m in the 2018/19 Policy & Resource Committee Business Planning Report.

### **Budget forecasts**

6.2.2 Family Services budget forecast at the end of September 2018 based on information available is showing forecasting no variance.

6.2.3 Pressures relating to external high cost specialist placements and associated services are being mitigated. Forecast pressures are being offset in the main by additional resources of £2.333m approved by the Policy and Resources Committees of February and June 2018 and additional one-off grant funding.

## 6.3 **Social Value**

6.3.1 The Public Services (Social Value) Act 2013 requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits. Before commencing a procurement process, commissioners should think about whether the services they are going to buy, or the way they are going to buy them, could secure these benefits for their area or stakeholders.

## 6.4 **Legal and Constitutional References**

6.4.1 Local authorities have specific duties in respect of children under various legislation including the Children Act 1989 and Children Act 2004. They have a general duty to safeguard and promote the welfare of children in need in their area and, if this is consistent with the child's safety and welfare, to promote the upbringing of such children by their families by providing services appropriate to the child's needs. They also have a duty to promote the upbringing of such children by their families, by providing services appropriate to the child's needs, provided this is consistent with the child's safety and welfare. They should do this in partnership with parents, in a way that is sensitive to the child's race, religion, culture and language and that, where practicable, takes account of the child's wishes and feelings.

- 6.4.2 Part 8 of the Education and Inspections Act 2006 provides the statutory framework for OFSTED inspections. Section 136 and 137 provide the power for OFSTED to inspect on behalf of the Secretary of State and requires the Chief Inspector to produce a report following such an inspection. OFSTED will have monitoring visits on a regular basis in local authorities found to be inadequate. A new OFSTED framework has been in place from January 2018, however monitoring visits are still undertaken for authorities found to be inadequate. In addition to OFSTED's statutory responsibilities, the Secretary of State has the power to direct local authorities. This power of direction includes the power to impose a commissioner, direct the local authority to work with improvement partners and direct alternative delivery options. Subsequent directions can be given if the services are not found to be adequate.
- 6.4.3 Article 7 of the council's constitution states that the Children, Education and Safeguarding Committee has the responsibility for all matters relating to children, schools and education. In addition to this, the committee has responsibility for overseeing the support for young people in care and enhancing the council's corporate parenting role.
- 6.4.4 Section 1 of the Children and Social Work 2017 Act introduces corporate parenting principles, which comprises of seven principles that local authorities must have regard to whenever they exercise a function in relation to looked after children and care leavers. These principles apply to every part of the local authority, not just to children's services. These are largely a collation of existing duties local authorities have towards looked after children and those leaving care.
- 6.4.5 Section 2 of the Children and Social Work Act 2017 states that local authorities will be required to consult on and publish their local support offer to care leavers and to promote the educational attainment of children who have been adopted or placed in other long-term arrangements. The Council will be required to publish information about all the services and support that is available to care leavers. It should include information about their statutory entitlements as well as any discretionary support the Council might chose to provide. The local offer can include details of other services the Council will offer in relation to health and well-being, relationships, education and training, employment, accommodation and participation in society. When developing their local offer local authorities are required to consult with relevant persons which would include care leavers and organisations or people that support care leavers.
- 6.4.6 The Council has power as a billing authority under S13A (1) (c) of the Local Government Act 1992 to reduce to nil the amount of council tax payable by residents. The power to reduce council tax to nil is limited to those young people living in care in the borough. However, financial support can be offered to meet the cost of council tax that may be payable by Barnet's care leavers who live outside the borough.

## 6.5 Risk Management

### Children's Services Improvement Action Plan

- 6.5.1 The nature of services provided to children and families by Family Services manage significant levels of risk. An inappropriate response or poor decision-making around a case could lead to a significant children's safeguarding incident resulting in significant harm. Good quality early intervention and social care services reduce the likelihood of children suffering harm and increase the likelihood of children developing into successful adults and achieving and succeeding. The implementation of the Barnet Children's Services Improvement Action Plan based on inspection findings and recommendations reduce this risk and drive forward improvements towards good quality services.
- 6.5.2 There is one high level risk linked to the OFSTED Improvement Action Plan priority. This is a strategic (STR) risk.

#### **STR021 - Delivery of OFSTED Improvement Action Plan (residual risk score 16).**

The Improvement Action Plan is monitored regularly and overseen by a Board chaired by the Chief Executive. In July 2018, OFSTED conducted a fourth monitoring visit of Children's Services, which focused on children in care. The feedback from this visit was reported to CES and Policy and Resources Committee in Quarter 1 2018/19. A fifth monitoring visit is scheduled for November 2018.

## 6.6 Equalities and Diversity

- 6.6.1 The 2010 Equality Act outlines the provisions of the Public-Sector Equalities Duty which requires Public Bodies **to have due regard** to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
  - advance equality of opportunity between people from different groups
  - foster good relations between people from different groups
- 6.6.2 The broad purpose of this duty is to integrate considerations of equality into day business and keep them under review in decision making, the design of policies and the delivery of services
- 6.6.3 Equalities and diversity considerations are a key element of social work practice. It is imperative that help and protection services for children and young are sensitive and responsive to age, disability, ethnicity, faith or belief, gender, gender, identity, language, race and sexual orientation. Barnet has a diverse population of children and young people. Children and young people from minority ethnic groups account for 52%, compared with 30% in the country. The percentages of children and young people from minority ethnic groups who receive statutory social care services account for 61% of Children in Need cases, 56% of child protection cases and 60% of all Children in Care. The proportion of children and young people with English as an additional language across primary schools is 44% (the national average is 18%).

- 6.6.4 Social workers practice in relation to inequalities and disadvantage is inconsistent. Learning from audits and practice week has highlighted attention to diversity and the cultural context in assessments is an area of practice in need of immediate support from management, the Practice Development Workers and targeted training. The action plan addresses the additional work which needs to be done to ensure that children's diversity and identity needs are met; "5b(ii) Strengthen consideration of diversity in assessment so that assessments thoroughly explore and consider family history including the influence of cultural, linguistic and religious beliefs, norms and expectations", and training is ongoing to ensure this work is embedding.
- 6.6.5 Additional equalities and diversity information and data in relation to service improvements that have, and continue to be made following the 2017 OSTED inspection, are outlined within the Self-Evaluation Framework (Appendix 1). For example, a new programme of diversity training for social workers has been introduced, which has resulted in improvements in this domain of practice, as evidenced by audit grades. Further analysis of Family Services equalities and diversity data, and its impact on service delivery, will be undertaken in December 2018; an update on this will be included in the January 2019 CES report.

## 6.7 Corporate Parenting

- 6.7.1 In July 2016, the Government published their Care Leavers' strategy *Keep on Caring* which outlined that the "... [the government] will introduce a set of corporate parenting principles that will require *all departments* within a local authority to recognise their role as corporate parents, encouraging them to look at the services and support that they provide through the lens of what a reasonable parent would do to support their own children.'
- 6.7.2 The corporate parenting principles set out seven principles that local authorities must have regard to when exercising their functions in relation to looked after children and young people, as follows:
1. to act in the best interests, and promote the physical and mental health and well-being, of those children and young people;
  2. to encourage those children and young people to express their views, wishes and feelings;
  3. to take into account the views, wishes and feelings of those children and young people;
  4. to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners;
  5. to promote high aspirations, and seek to secure the best outcomes, for those children and young people;
  6. for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and;
  7. to prepare those children and young people for adulthood and independent living.
- 6.7.3 As part of the OFSTED improvement journey and to ensure that Barnet has due regard to the Principles and improves on the delivery of corporate parenting to its children in care and care leavers:

- Barnet have committed to supporting children and young people to achieve their best in childhood, adolescence and adulthood within the Corporate Parenting Pledge for children in care and care leavers, as approved by full council on 29 January 2016. The Pledge can be found in section 6.3.
- Learning and development for elected members and senior officers has and will continue to be delivered, to ensure that there is a clear understanding of their duties and responsibilities to children and care and care leavers and ways in which the Principles can be embedded and sufficient challenge provided regarding work and decisions of the council. The last training session for members was delivered on 31 May 2018.
- A Local Offer for care leavers is being developed as per the Children and Social Work Act 2018 requirements. Care leavers will be consulted with to ensure their views are considered and incorporated as the Local Offer is developed; a final version will be published by January 2019. The Local Offer will be reviewed and updated bi-annually to ensure that the services and information outlined within it are up to date and help young people gain access to and make best use of local services.
- To ensure that Barnet has due regard to the Principles and improves on the delivery of corporate parenting to children in care and care leavers in Barnet, the administering of council tax relief was approved at Full Council on 31 July 2018. This scheme will help care experienced young people have a more successful transition to independence, through the provision of guaranteed relief in their first two years of independent living.

Young people, key services and senior officers developed the policy, which was amended based on feedback received from the care leavers that responded to the public consultation.

The introduction of the care leavers council tax policy will help improve the emotional and physical health of care experienced young people and contribute to the achievement of the best outcomes for this cohort.

- A Care Leaver Participation Coordinator has been recruited to lead on a targeted project which seeks to improve the education, employment and training (EET) outcomes of Barnet's Care Leavers. The Coordinator's role includes working with key stakeholders to develop and implement an appropriate and accessible EET Pathway for Barnet Care Leavers, action EET related tasks within the Corporate Parenting Plan and work with staff and care leavers to increase skills and opportunities available to care leavers. This project has been funded by the Council's Chief Executive.
- We ensure elected members, senior officers and partners can monitor and challenge the performance of the council and its partner agencies pertaining to consideration of the Principles and outcomes for children in care and care leavers through the appropriate channels. This includes the Children, Education, and Safeguarding Committee (bi-monthly), Corporate Parenting Advisory (quarterly) Panel and Corporate Parenting Officers' Group (monthly).

## 6.8 Consultation and Engagement



- 6.8.1 Consultation and engagement with children and young people is central to social work practice and service improvement across the Safeguarding Partnership. A service user experience strategy has been developed and was launched on 19th February 2018. The strategy ensures that how we work with children and young people is child centred, that we know, understand and can capture the lived experience of children and feed lessons learnt into service improvement. We have nominated Voice of the child champions across partner agencies and within Family Services to promote and lead on the Service User Engagement agenda within their respective areas.
- 6.8.2 Our Voice of the Child Strategy Group enables the wider engagement of children and young people in service design and commissioning of provision across the partnership. This includes youth forums such as Barnet Youth Board and Youth Assembly, the SEN forum (to co-design services) and Children in Care Council (to improve the support children in care receive). The team have been working closely with UNICEF UK to deliver the Child Friendly Communities and Cities initiative. This is a global programme that aims to advance children's rights and well-being at the local level. More recently the team have had a change in staff with a newly appointed Voice of the Child Coordinator and Child's Rights Lead. The team are reviewing the current Youth Voice Offer to develop a structured action plan to focus on increasing reach and impact for children and young people in Barnet.
- 6.8.3 The Barnet Children's Services Improvement Action Plan looks to improve children's participation to ensure that all decisions and planning that affects them is influenced by their wishes and feelings. The action plan also includes actions to strengthen how the views and experiences of children, young people and their families influence service design. This feedback will also help monitor the impact of improvement activity.
- 6.8.4 Improving the quality of services to children is a key partnership and corporate priority and collective work is needed across the partnership and the council to drive improvements. The action plan was completed in consultation with various stakeholders. Staff engagement activities have included monthly staff briefings, team meetings, staff conference. Partners have been engaged through the safeguarding partnership board. Senior leaders are members of the Improvement Board and their continued engagement is assured through core multiagency groups and specific forums such as head teacher's forums.

## 6.9 Insight

- 6.9.1 Insight data will continue to be regularly collected and used in monitoring the progress and impact of Barnet's Children's Services Improvement Action Plan and to shape ongoing improvement activity.

## 7. BACKGROUND PAPERS

- 7.1 Single Inspection of services for children in need of help and protection, children looked after and care leavers and Review of the effectiveness of the Local Safeguarding Children Board report, OFSTED, 7 July 2017  
[https://reports.OFSTED.gov.uk/sites/default/files/documents/local\\_authority\\_reports/barnet/051\\_Single%20inspection%20of%20LA%20children%27s%20services%20as%20pdf.pdf](https://reports.OFSTED.gov.uk/sites/default/files/documents/local_authority_reports/barnet/051_Single%20inspection%20of%20LA%20children%27s%20services%20as%20pdf.pdf)
- 7.2 Barnet's Corporate Parenting Pledge to Children in Care and Care Leavers (2016)

[https://www.barnet.gov.uk/dam/jcr:c33f12a5-86d9-4215-9c89-a8c82675fba4/Pledge%20for%20Children%20in%20Care%202016%20\(digital\).pdf](https://www.barnet.gov.uk/dam/jcr:c33f12a5-86d9-4215-9c89-a8c82675fba4/Pledge%20for%20Children%20in%20Care%202016%20(digital).pdf)

# Barnet Family Services Self Assessment

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## Introduction

### About Barnet

#### Our population

- Barnet is the largest Borough in London by population and is continuing to grow. The highest rates of population growth are forecast to occur around the planned development works in the west of the Borough, with over 121% growth in Golders Green and 115% in Colindale between 2017 and 2032.
- The west of the Borough has the highest levels of deprivation, particularly in Burnt Oak, Colindale, Childs Hills and West Hendon.
- Christianity is the largest faith community in Barnet accounting for 41% of the total population.

- 1 in 5 of all Jewish people in England and Wales live in Barnet. 15% of Barnet’s population is Jewish, compared to an average of 0.4% of the population in our 7 statistical neighbours.

### The children and young people we work with

- There are approximately 99,000 children and young people under the age of 19 years living in Barnet, representing 26% of the Borough’s total population of 387,803. The population of children and young people in Barnet is estimated to grow by 3% between 2018 and 2025, when it is projected to reach 101,875
- We know we have a large universal population that is doing well, but a small percentage (2%) need a targeted and specialist service to meet their needs and improve their outcomes in line with their peers.
- The proportion of children entitled to free school meals:
  - in primary schools is 16.7% (the national average is 14.5%)
  - in secondary schools is 13.1% (the national average is 13.2%)
- 19% of children under five (5,000 children) live in low income families.
- Barnet has a notably higher proportion of children in care aged 16+ compared to the national average (+91% as at November 2017). Part of this increase is in line with averages across London due to the number of newly arrived Unaccompanied Asylum-Seeking Children.
- Children and young people from Black and minority ethnic groups account for 52% of all children living in the area versus 30% nationally.
- In the 0 – 9 age group there are more children from BAME groups than in any other age group.
- The largest minority ethnic groups of children and young people in the area are Indian and Black African.
- The proportion of children and young people with English as an additional language in primary schools is 48.7% (the national average is 20.1%). In secondary schools, this is 38.8% (the national average is 15.7%).
- An in-depth analysis of Barnet’s rates of demand per 10,000 population for social care services highlighted an underrepresentation of Jewish children in Barnet’s social care services.

### About Family Services

Barnet Council and its partners are committed to the vision to be the most family friendly borough in London by 2020. At the heart of this journey is the building of resilience in children and their families enabling them to bounce back from adversity.

We are aspirational for our children and are setting high standards to drive improvements across the Borough. We want to ensure that our work with vulnerable children aligns to our philosophy of “It’s all about me” – child centred assessment, planning and direct work improving outcomes.

We know that we have failed to deliver this aspiration and have let children and families down. Our drive in both the Council and its partners is to work hard in a focussed and consistent manner to consolidate and embed practice improvements.

This self-assessment considers the Ofsted 'Inspection of services for children in need of help and protection, children looked after and care leavers, and review of the effectiveness of the Local Safeguarding Children Board' which took place in Barnet between 24 April 2017 and 18 May 2017. It builds on the work completed during the previous year, and is informed by evidence collected against actions in the 2017-18 Improvement Plan, the 4 Ofsted monitoring visits, our quality assurance and performance management information throughout the year, and feedback from the Department for Education.

We have developed a revised Improvement Plan for 2018/19 which includes a series of actions that sit under six improvement themes:

1. Systems leadership for children
  - a. Strengthened systems leadership for children with sufficient capacity and capability at all levels
  - b. Strengthened governance arrangements that prioritise children and add value to improvements
  - c. Corporate support which understands the role of social workers and reflects a collective ambition for children in the borough
2. Enhancing practice leadership for children
  - a. Strengthen practice leadership through effective management oversight and increased capacity
3. Right interventions, right time (thresholds)
  - a. Effective MASH
  - b. Proportionate, effective and timely decision making
  - c. Joined up Early Help
4. Strengthening assessment for children
5. Strengthening planning for children
6. Embedding a child centred culture that improves children's lives

Our passion and commitment to Barnet's vulnerable children is to deliver services that give children and young people the platform to succeed and thrive. We will work closely together with focus and drive to deliver timely and effective services, achieving good outcomes for children and young people in Barnet.

To realise our ambitions for children and young people, we will not compromise:

- on the quality of staff we need to improve the experience of children who need our help,
- the rigour applied or,
- on the pace needed to drive the improvements

We have three core strategic objectives that cut across our plans for children, young people and families and underpin the systemic and cultural change needed to drive improvement within the borough:

- Empowering and equipping our workforce to understand the importance and meaning of purposeful social work assessments and interventions with families

- Ensuring our involvement with the most vulnerable children in the borough positively impacts on their outcomes
- Providing effective practice leadership and management throughout the system to ensure progress is made for children within timescales that are appropriate and proportionate to their needs and that practitioners are well supported, curious and child focussed

## Ofsted Recommendations

The 19 recommendations for improvement of Children's Services made by Ofsted are:

1. Ensure a continued and sustained focus on improving core social work practice, strategically and operationally, to equip practitioners and managers to deliver good-quality services to children and their families.
2. Ensure that partners work together in the multi-agency safeguarding hub to ensure timely and accurate information sharing and a consistent application of thresholds for all children referred to children's services.
3. Ensure that social work practice and decision making for children focus on understanding their lived experiences and incorporate their wishes and feelings.
4. Ensure that all children identified as being at risk of harm benefit from effective child protection enquiries.
5. Ensure that strategy discussions include information gathered from all partners, and result in clear planning and recording of actions and the rationale for decisions.
6. Ensure that all written records are clear and up to date, and accurately reflect the circumstances of children and their families.
7. Ensure that the quality of assessments is sufficient to enable an accurate evaluation of the risks posed to children, and that this is regularly updated.
8. Ensure that management decision making is effective and leads to clear, timely and effective care planning that safeguards children and focuses on improving outcomes for them.
9. Ensure that children who are victims of chronic long-term neglect and emotional abuse, and who are subject to long periods of child protection planning, have appropriate risk assessments and plans made for them.
10. Ensure that timely action is taken to understand and reduce risk to children who go missing from home or care and who are vulnerable to child sexual exploitation. When risk does not reduce, or increases, ensure that effective additional safeguarding action is taken.
11. Improve the standard of social work to families under the pre-proceedings phase of the Public Law Outline and ensure that, when there is no improvement within a timescale that is right for children, the local authority issues timely court proceedings to protect them and avoid drift and delay in achieving permanence.
12. Ensure that connected carers are thoroughly assessed within regulatory timescales.
13. Ensure that all children who are privately fostered and their carers are regularly visited, that all work is compliant with minimum standards of good practice, and that the awareness of private fostering is raised in the workforce.
14. Ensure that homeless 16- to 17-year-olds are thoroughly assessed and that appropriate ongoing support is offered to them to meet their needs.

15. Ensure that the oversight of practice by all operational directors, heads of service, team managers, child protection chairs and independent reviewing officers is child focused and effective in achieving positive change for children.
16. Improve children's participation in all decisions and planning that affect them and in future service developments, including their stronger involvement in corporate parenting.
17. Ensure that all children receive help to understand their histories, and that social workers write life-story books and later-life letters sensitively, in a child-focused way.
18. Ensure that children's diversity and identity needs are met and that they are supported to retain their birth language. Ensure that interpreters are used to communicate with them and their families, when needed.
19. Improve care leavers' ownership of pathway plans and the quality and timeliness of targets, to improve their lives. Ensure that care leavers have the tools, such as money management, to cope with life's challenges and are fully aware of the 'Pledge' and their entitlements.

In addition to these, Ofsted made specific recommendations for the Barnet Safeguarding Partnership Board:

1. Ensure that a programme of quality assurance is established to monitor the quality of frontline practice across statutory work and early help.
2. Ensure that all partner agencies and their staff are aware of thresholds for intervention.
3. Increase scrutiny and challenge of practice for privately fostered children and raise awareness of the notification process.
4. Ensure that the effectiveness of multi-agency safeguarding training is monitored and evaluated.
5. Review the function of the child sexual exploitation and missing sub-group, and align this with other strategic forums to incorporate children at risk of youth violence and gang affiliation.

## Leadership

The service is led by committed, resilient and experienced professionals in social care and service development and improvement. We work with Essex County Council and Dave Hill CBE to critically challenge the development of quality provision through stocktakes and a regular Improvement Board.

The Council has prioritised improvement in children's services and made significant financial investment to drive that. This has been led by the Council Leader, Lead Member and Chief Executive. They hold the service to account through both the Improvement Board and monthly performance meetings.

Work with partners is improving. Health partners have responded appropriately to the CQC inspection of safeguarding and looked after children with action plans monitored through the safeguarding board. We have strengthened relationships with schools through the secondment of an experienced headteacher to support the development of safeguarding across schools. All schools inspected by OFSTED have been rated good for safeguarding since the Inadequate judgment for children's social care.

Our work with the police has improved operationally and we are working together through the challenges of the Metropolitan Police restructure.

## Knowing ourselves - Safeguarding, Quality Assurance, Workforce and Development

As evidenced in the Monitoring Visits, we know ourselves. Our refreshed approach to Quality Assurance and Performance Management is embedded and bringing about improvement. Close attention is paid to performance management across Family Services. This is monitored in using quantitative and qualitative data, including more recently feedback from service users and staff. In the feedback from their most recent monitoring visit, Ofsted commented that:

“Quality assurance processes are a strength. The use of auditing is well established, with more than a third of all children in care cases having been subject to a detailed audit since January 2018. Audits accurately identify practice improvements and determine appropriate actions for staff, who are open to learning to improve their practice.”

### Quality Assurance Framework

#### Audit

The audit programme has embedded and is aligned to the Practice Standards and uses a model of Appreciative Inquiry. Between September 2017 and January 2018 regular audits were being ‘triple locked’ by Essex to ensure consistency and accuracy of audit gradings. Essex also provided a ‘triple lock’ of the 6 cases selected for audit in the November 2017 Monitoring Visit. By January 2018 the audit process had become increasingly consistent and reliable and Essex only ‘triple locked’ cases that were graded as Good or Requires Improvement for the January 2018 Monitoring Visit and made no changes to any of the audit grades submitted. During this Monitoring Visit, Ofsted noted an increase in audit activity across Family Service and commented that this is providing useful information for managers in monitoring progress and improvement. The case audits completed for the visit were found by Ofsted to be thorough and accurate, and set out clear expectations for practice improvement.

The audit programme has continued to embed and is now well established and effectively identifying practice strengths and areas for continued improvement focus. This has been consistently recognised by Ofsted during the third and fourth Monitoring Visits undertaken in April and July 2018. In their most recent monitoring visit feedback, Ofsted noted that managers have made “considerable progress in widely embedding the quality assurance framework and particularly the use of audits...”

The Quality Assurance Team provides monthly reports for Heads of Service that detail audit findings against practice domains, including quality of assessment, quality of planning, voice of the child, engagement with parents and management oversight. The reports provide insights into areas of practice that are improving and those that require focused workforce development activity to be undertaken. The reports inform the focus of the Workforce Development Team and enables



mobilisation of the Practice Development Workers to provide bespoke training tailored to individual, team and service area need, for example an ongoing programme of diversity training for social workers has improved audit grades against this domain of practice.

## Workforce

We want social workers to work in an environment where they can do their jobs well. Following the inspection outcome Members invested in additional capacity across the system. The Council has also been able to target additional staffing resources when needed for example in Duty and Assessment Teams and 0-25 service. Our agency rate of 26% is similar to many outer London Boroughs. We have a continued focus on recruitment and retention of permanent social workers through agency transfer opportunities (13 since July) and a 'grow your own' approach through ASYE and student recruitment. We have recently appointed 12 NQSWs and have recruited 18 students from three different London Universities who have chosen to do their placement in Barnet. Recruitment therefore remains a focus for the service

Staff morale is generally good, as noted by Ofsted in all monitoring visits, and who in their latest visit found that:

“Recent practice for children looked after is improving. Social workers have manageable caseloads, which means that they have time to engage in direct work with children. Those spoken to by inspectors reported that they liked working in Barnet and welcomed the positive shift in culture towards more child-centred practice and relationship working with children and families.”

One of our key priorities moving forward is to ensure that all Social Workers receive regular, good quality supervision that is recorded on file to support improved practice. As Ofsted noted in July 2018:

“Inspectors found that supervision and management oversight is evident on case files, but this is not always regular, and, in some cases, lacked reflection and challenge. Social workers reported to inspectors that they valued informal supervision and management direction. However, this was not often recorded on case files in order to inform a full understanding of children’s progress or plans.”

## Workforce Development & Practice Development Workers

Four Practice Development Workers are located across the service areas to provide hands on support to Social Workers and Team Managers through a range of activities including delivery of bespoke workshops and training sessions for individuals, teams and services areas and one to one support using social learning theory approaches of practice modelling, feedback and observation. When performance issues are evident, Team Managers can commission individualised support from Practice Development Workers to work alongside Social Workers by drawing up agreements for a period of informal support aimed at improving practice. This approach has led to some positive developments in social worker confidence and skills, feedback to Team Managers informs personal development plans and can also feed into formal capability procedures where improvements are not achieved in agreed timescales.

In their most recent monitoring visit, Ofsted noted that:

“The use of the practice development workers to support social workers to improve their practice and facilitate direct work is effective and is leading to more recent stronger practice. However, the variability of practice means that while some children are assisted well to communicate their wishes and feelings, and these inform their plans, plans for other children are made without their full involvement.”

Workforce Development activities are becoming increasingly targeted towards areas of practice that require improvement and there is more focused commissioning of training that supports the embedding of resilience based practice.

Identity and Diversity workshops are run by the Practice Development Workers across the service areas to ensure staff are aware of expectations around the consideration of family history when undertaking assessments. The Workforce Development Team have delivered specific training on Working with Fathers, which we had identified along with feedback from Ofsted as an area for development. The Practice Development Workers have been introducing Systemic Group Supervision, and have led a Corporate Parenting Service day on the theme of Direct Work with Children: Systemic Ideas in Practice.

Signs of Safety training has been provided to the children’s workforce across early help and social work teams as a tool for risk assessment and planning activities and Graduate Certificate and Post-Graduate Certificate in Systemic Practice training has been commissioned from the Institute of Family Therapy on a rolling 5-year programme. The senior leadership team recently completed a one year Systemic Leadership course and in September 2018 the first cohort of 20 staff, mainly comprising of Team Managers and Advanced Practitioners started the Graduate Certificate course.

## Data

The central monthly reporting data is reported through ‘Performance Matters’, and reports are provided to the Children, Education and Safeguarding committee, the Safeguarding Partnership Board, the Improvement Board and the Council’s own Corporate Management Board, to enable effective strategic oversight of service delivery. Data is presented alongside commentary from the service areas identifying what is going well, what needs to improve, and the actions in place to address areas of concern. Further challenge is in the system through the monthly CEO, lead member, DCS and Independent Chair of the BSCP challenge meeting with Operational Directors and Divisional Directors for Family Services.

Performance data on outstanding actions in the system for Child Protection and Children in Care cases is regularly shared with Team Managers to drive the completion of tasks that have been identified as part of the CP and CiC processes and enable workflows to progress without delay and minimise data reporting errors occurring.

The monthly data is supported by daily and weekly trackers per service area to support HoS performance management oversight. the data is reviewed with Team Managers in recently introduced performance management and quality meetings which promote whole system ownership of data and performance.

Joining audit findings with management information is enabling Heads of Service to assess and respond to identified gaps, resolve system reporting issues and engage in the use of management information to inform decision making, performance management and service development.

### Conference and Review

The Conferencing and Reviewing Officers team was joined with the Quality Assurance and Workforce Development Service in February 2018; this has enabled an increased focus on the quality assurance aspect of their role and has strengthened the relationship with wider QA activity creating a more cohesive approach to identifying and supporting areas for practice improvement. The Safeguarding Team engaged in a programme of activities, in collaboration with Essex County Council, to develop and strengthen the quality of Child Protection Conferences and Looked After Children Reviews. The improvement work aimed to ensure that children's Plans are developed in accordance with identified need with clear and measurable outcomes and to ensure that children and families are fully engaged in planning and review processes. Child Protection Conference Chairs and Independent Reviewing Officers observed Conferences in Essex County Council during December and January and attended a training day with Essex. Essex observed 8 'mock' multi-agency Child Protection Conferences during February and March to embed learning and, supported the roll out of a new model of Conferencing in April 2018. The new conference model is now in place. Working with colleagues in Essex to feedback and review these arrangements in August showed evidence of confident challenge and some support in developing processes to solve specific issues we have experienced in a Barnet context.

The Independent Reviewing Officers have engaged a group of Looked After Children to co-produce a new model for LAC Reviews that promotes the facilitation of child-led meetings that reflect their unique circumstances and their wishes and feelings. The changes were reviewed with young people during September, who gave feedback about developing a flexible approach, including facilitating young people chairing meetings where they wished to do so. 98% of initial meetings and reviews are currently in timescale, and interviews for permanent staff are taking place during October. A new Safeguarding and Quality Assurance Manager post has been established along with a Principal IRO so that there can be a targeted focus on the IROs, ensuring they are a truly independent service aligned with our QA framework, and that there is specific IRO expertise embedded in the leadership of service.

In their most recent monitoring visit, Ofsted noted that:

"The independent reviewing officers are engaging with children midway between reviews, and there is evidence of their involvement seen in children's case files. However, their challenge to care plans is still inconsistent and is not always effective in achieving improved practice or the timelier progression of children's plans."

### Child Criminal and Sexual Exploitation

The April 2018 Ofsted Monitoring Visit focussed on the progress made on vulnerable adolescents. The inspectors found that:

"For vulnerable adolescents at high risk of exploitation, regular and effective strategic multi-agency sexual exploitation (MASE) meetings and

operational 'Pre-MASE' meetings provide effective scrutiny, advice and guidance to multi-agency partners and social workers. This is leading to improved safeguarding practice. Recent plans to broaden the scope of these meetings to become a vulnerable adolescent risk panel is positive. The Safeguarding Adolescents at Risk Group (SARG) was formed in 2017 to broaden the scope of strategic planning and operational practice. The new vulnerable adolescent strategy, launched in April 2018, provides the foundation for a new vulnerable adolescents' at-risk panel (VARP), which is a positive development. However, these developments are still relatively new and are not yet embedded to influence frontline practice."

The Sexual Exploitation and Missing (SEAM) tool is providing a framework for practitioners to consider and manage children's and young people's vulnerabilities and risk of exploitation. Training has been provided to all staff and SEAM strategy meetings have been held for those children and young people that need them, the actions from these are now being tracked to ensure planning reflects support for vulnerability and protection against risk.

Quality assurance undertaken in April 2018 found 83.3% of vulnerable adolescent cases when audited, were requires improvement or better. A multi-agency audit on the theme of vulnerable adolescents took place in June and showed that the child's voice and multi-agency collaboration and understanding of risk related to vulnerable adolescents was strong and well-evidenced across most audits. There is still work to do in ensuring that the positive impact of interventions is clear.

The development of trusted relationships with vulnerable adolescents has been a key area of focus. REACH has worked alongside MAC-UK over the past year to develop psychologically informed approaches to engaging and co-producing with young people, following a successful bid to Health Education England. The change in approach has led to some evidence of strong child/professional relationships which has enabled disclosures that have in turn enabled targeted disruption activity. The REACH team is multi-professional and facilitates rapid and flexible wrap-around from health, education, social work, family support and mental health professionals. The work of the team has been evaluated by Research in Practice which has evidenced the positive impact of the approach on outcomes for children and young people.

Barnet successfully bid for Home Office Trusted Relationships funding which builds on the provision of schools based gang prevention programmes and community based support delivered by the Voluntary and Community Sector in Creative Safe Spaces. The funding supports MAC-UK to further stretch the development of psychologically informed approaches with vulnerable adolescents by locating alongside Art Against Knives workers supporting young people in the community. The Programme is linked to 0-19 Early Help delivery framework.

Young people at risk of gangs and criminal exploitation are now held in a single Vulnerable Adolescents at Risk Panel (VARP) which replaces the Pre-MASE and brings together cross-cutting intelligence and focused safeguarding and disruption activity for this group of young people.

## Domestic Abuse, Parental Substance Misuse and Mental Health

### Domestic Abuse

Barnet Community Safety Partnership have identified Violence Against Women & Girls (VAWG) as a key priority. A new VAWG strategy was launched this year supported by a clear action plan where partners have agreed to a focus on how services are offered to households where domestic abuse, parental substance misuse and mental ill-health are a factor.

Voluntary and Community Domestic Abuse Services are commissioned and are co-located in Early Help and MASH which enables early and rapid identification and responses to families where domestic abuse is present. Early Help Family Support Workers are trained to deliver interventions for children affected by domestic abuse and Family Services have commissioned domestic abuse perpetrator risk assessments and programmes. This suite of services and interventions recognises the need to support children and victims of domestic abuse and to also intervene to stop perpetrators engaging in violent and abusive behaviours.

The MASH has developed named link workers to attend and interface with MARAC and MAPPA meetings; this enables a flow of two-way information into and out of risk management forums and ensures case holding social workers are clear on decisions made.

The multi-agency domestic abuse audit undertaken in May found that no child was at risk of imminent harm and no cases were graded as Inadequate. Overall the grading was in the domain of Requires Improvement to Good with some strong evidence of Good practice in some cases. The multi-agency understanding of domestic violence and abuse and the impact on the wellbeing of children was well understood in case discussion and evidenced in some audits. In order to achieve an overall grading of Good, multi-agency safeguarding practice and its impact would be strengthened by: more consistent and timely sharing of information between agencies; improved analysis of historic and contextual information within risk assessments; closer coordination with the MARAC, and; increased consideration and utilisation of specialist services, such as Solace and Westminster Drug project, to offer additional expertise and to support more robust and effective care planning and implementation. Multi agency training is offered through VWARP and the Partnership Board is monitoring partnership take up of specialist services. This links to the Improvement Plan under the themes of 'strengthening assessment for children' and 'strengthening planning for children'.

### Parental Substance Misuse

Westminster Drugs Project (WDP) Hidden Harm workers are co-located in the MASH to support the identification and mobilisation of support services for parents and young people affected by substance and alcohol misuse. The workers provide weekly drop in sessions to the social work teams to discuss cases where substance and alcohol misuse is present. The MASH Hidden Harm worker interfaces with their counterpart in Adult Services to discuss referrals and promote joined up delivery.

WDP have established links into the Youth Offending Service and Early Help Services and have set up parents support groups which meet on a weekly basis. Partners such as Barnet Carers give talks regularly to support groups about their services and how children can be supported.

Troubled Families Transformation Grant funding has created additional WDP and Domestic Abuse capacity, and has further supported the development of seconded partnerships posts from Adult Mental Health, Probation (NPS/CRC), Education and Health services. These new arrangements are aimed at ensuring targeted support is provided to families meeting the programme criteria in early help and children's social care services. The Probation and additional WDP posts are now operational and co-located with Early Help Services; the remaining posts are on track for recruitment in the coming months.

## Performance and Outcomes by Service Area

### Early Help

#### Summary

The overall intention of the Resilience based model is to intervene at earliest stage of identified need so that family's problems are resolved without the need for escalation into statutory services and interventions. In September 2017, a pilot for locality based hubs for children aged 0-19 was launched with the aim to improve the journey of families in the Early Help system, reduce the number of times families have to repeat their story to professionals and, to bring professionals closer together to reduce siloed working. The East-Central Locality was first to launch and introduced the first Multi-Agency Early Help Panel in September 2017. The West Locality Hub and Panel launched in January 2018 and the South Locality Hub and Panel launched in the summer.

A 0-19 Early Help Partnership Board has provided senior management steer to the development of the integrated 0-19 Early Help Hubs with each locality pilot being overseen by a locality lead who chairs a monthly Multi-Agency Development Group which facilitates localised identification of community needs and partnership engagement. The group seeks to build a strong commitment and ownership by key stakeholders, including adult services, housing and the Police, in working together to deliver a 'whole family' approach to families with multiple needs.

Children and families identified as needing targeted multi-agency support at an early help level are referred to the weekly locality Early Help Multi-Agency Panels which are comprised of over 20 key stakeholders with decision making capacity for their respective agencies. Children and Families are primarily processed via the MASH and referred to Panel with parental consent; schools and local providers can also refer to the Panel. Diverse membership at the Panel meetings facilitates sharing of relevant and proportionate information as well as rich discussion that enables services to be swiftly mobilised with an agreed Lead Practitioner and Team Around the Child/Family.

The Early Help Panels have been received well by key stakeholders who have maintained consistent attendance and commitment to the approach. Family feedback has reported prompt responses that immediately put the right professional system around the family, reducing the negative impact of a 'referral-on' culture that creates multiple layers of uncoordinated professional input.

In each locality a multi-agency Hub has been created for professionals to co-locate in Children's Centres and Youth Centres., Each Hub has satellite buildings which accommodate flexible working arrangements and brings services closer to where children and families need them. The Hubs and satellites link with Early Years, Primary and Secondary and Health providers delivering in the locality area to ensure coordinated responses based on local need.

The Early Help workforce was restructured over the summer to bring together professionals for under 5's, primary school children and adolescents as a single 0-19 service. The restructure was implemented on 1<sup>st</sup> October 2018 with early years, family support and youth workers being assigned to work across the three locality hubs.

Early Help data is monitored and compared to national outputs which help inform our baselines and KPI's. Barnet delivers a successful Troubled Families Programme which is integrated into the Early Help offer and provides additional expertise from welfare rights advisors, employment advisors and the newly developed seconded partnership posts.

### Strengths and Achievements

- The 0-19 Early Help Hubs pilot have informed the development of whole system change in the provision of Early Help. The Panels have successfully engaged key stakeholders who recognise the benefits of coordinated and collaborative efforts to prevent problems from escalating. The implementation of the 0-19 Locality Based Hub Model in October is consolidating the approach into business as usual.
- The 0-19 Multi-Agency Early Help Panels continue to demonstrate positive partnership commitment to attend and engage in the formulation of solutions to address need early through Early Help Assessment and Plans coordinated by the rapid mobilisation of resources creating a Team Around the Family.
- Each hub panel now has around 6-8 cases for discussion each week (18- 24 across all panels) with over 250 cases now being discussed at panel.
- The 0-19 Early Help locality based model provides and coordinates a range of expertise at a local level including social workers that support the management of complex cases at risk of escalation or stepping down from Children's Social Care
- Co-located Early Help CAMHS services including school based clinicians and children's wellbeing practitioners. These roles closely align to the Resilient Schools Programme that has been piloting Mental Health First Aid training and dedicated access to psychotherapy trainees from a local training provider that are based within schools.
- The creation of the Early Help IT system has enabled managers to have stronger oversight of children referred and allocated to Early Help Services. The system enables multi-agency reporting and recording on children's records. It is being further developed enable tracking of group work and Family Support at the Universal Plus level.

### Focus for the year ahead

- To implement and embed co-located and integrated working within the new 0-19 Locality Hubs. This and other areas of focus link to the Improvement Plan themes 'systems leadership for children', 'enhancing practice leadership for children' and 'right interventions, right time' (thresholds).
- Provide training to the Early Help workforce that facilitates the development of skills in working with children across the age range of 0-19.
- To work with key stakeholders to agree resourcing and contributions in relation to the use of shared space.
- To engage with local communities through representative membership at locality Steering Groups and user forums to develop the locality model in response to local need.

- To implement the Barnet Creative Spaces Project (funded through the Home Office Trusted Relationships grant) and align intelligence and interventions for vulnerable adolescents.
- To deliver preventative programmes through early years settings, primary and secondary schools, aimed at prevention and diversion from exploitation, criminality and violence.
- To develop and embed a traded services model for alternative education and Duke of Edinburgh Awards.
- Work with the performance and systems team to develop reporting/dashboard for the hubs that includes universal plus work.

## MASH

### Summary

The Ofsted SIF inspection found that not all children receive the right help at the right time. Thresholds were not consistently applied resulting in delays for children and in some cases left risk unassessed for too long. Ofsted completed a monitoring visit in November 2017, and during this visit inspectors acknowledged that senior leaders understand the improvements required to raise the standard of social work practice. They noted that the pace of change has been consistent and focussed, with evidence that Barnet has started to make progress to improve services for children and young people, including:

- increased use of, and findings from, quality assurance activities, that are verified by Barnet's improvement partner Essex County Council;
- positive staff morale, with staff reporting that they have benefited from increased training, staff conferences and communications from senior leaders;
- structural changes within the MASH, including additional levels of staffing including business support, which has increased capacity, and in turn, improved and consolidated partnership working;
- improved application of thresholds and management oversight in the MASH and Intervention and Planning Teams

Improvements in the MASH were noted by Ofsted in the January Monitoring Visit to have been consolidated, with staff increasingly confident in their roles, and systems and processes to manage workflow better aligned. This has meant that arrangements for signposting cases to Early Help services are appropriate for children and their families. The next monitoring visit in November 2018 will once again focus on the front door, with audit activity currently in process to assist in forming a narrative.

The MASH has strengthened consistency in decision making which has been supported by the development of clear operational protocols, practice standards and a revised continuum of help and support that has been agreed by the multi-agency partnership.

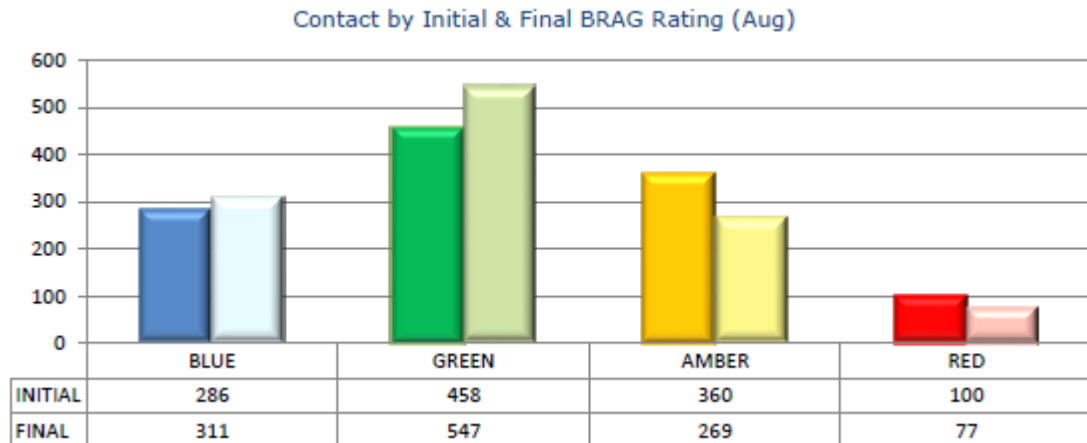
The MASH Steering Group is providing a forum for the multi-agency partnership to examine the effectiveness of operational arrangements and referral data and trends, which is enabling targeted threshold discussions with referring agencies. As a result, the MASH team have improved professional relationships with key stakeholders and referrers, which is strengthened by putting in allocated links to the Early Help Panel, MARAC, MAPPA, and a range of local adult and community



based services. Positive feedback has been received from schools, community providers and health services about the improvements in the service.

### Strengths and achievements

- Continued evidence of better working relationships with partners including more confidence and challenge in these relationships. We have concentrated on identifying who our referrers are and where more support and an understanding of the MASH is needed. Providing feedback to referrers is now embedded practice in the MASH.
- Audits provide evidence of more robust decision making and curiosity in MASH. There is an improved analysis of contacts underpinned with signs of safety. Analysis of performance information has shown that decision making thresholds in MASH have improved. This is evidenced in the comparative data between Initial and Final BRAG ratings which remains low.
- Close collaboration and co-location of MASH social workers within Barnet Homes to ensure homeless 16/17 year olds are jointly assessed and/or diverted to Early Help provision for targeted support at home
- Improved understanding across the partnership of the services available at universal, universal plus, targeted and statutory levels, which is supporting an improvement in the quality of referrals to the service.
- The daily tracker has been embedded for Team Managers to track the timeliness of work completed by Social Workers. This is monitored daily by management and data shows that this has had a clear positive impact on performance.



### Focus for the year ahead

- Monitor the increase in contacts to MASH and the management of this within the current staffing levels. This and other areas of focus link to the Improvement Plan themes 'systems leadership for children', 'enhancing practice leadership for children' and 'right interventions, right time (thresholds).
- Further monitoring of application of threshold in MASH, and how this contributes to achieving the right outcome of our children and their families. This will include developing a service user feedback process.

- Build a renewed interface between the MASH and newly implemented 0-19 Locality Based Hubs that strengthens understanding of the full range of resources available within Early Help.
- Analysis and further monitoring of the information gathering visits undertaken in DATS, ensuring that learning from this feeds in to learning and development of the MASH.

## Duty and Assessment

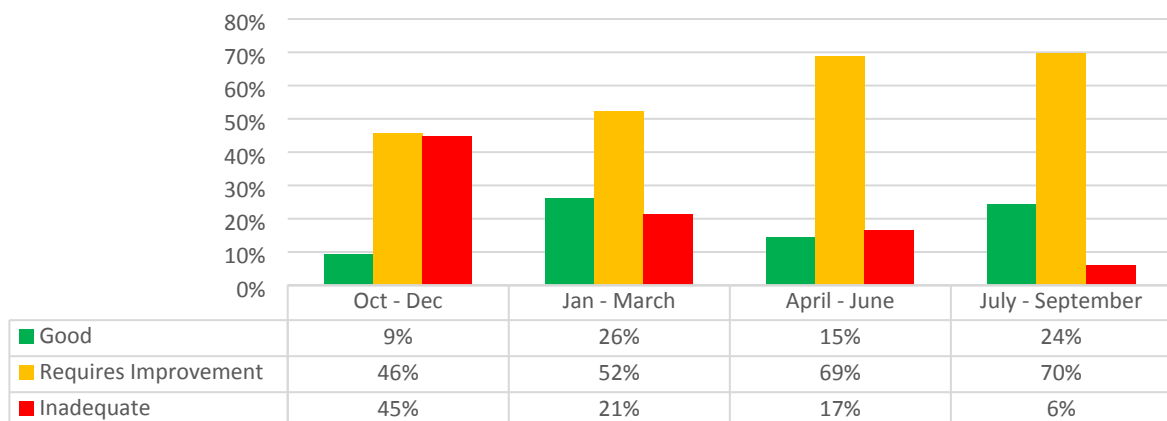
### Summary

Improving the quality of assessments was identified by Ofsted as a recommendation following the full inspection in 2017. Poor quality assessments did not effectively analyse risk of harm and lead to reassessment and poor planning. Too many children were reassessed meaning they drifted in the system and were delayed in receiving intervention. This had an adverse effect on their outcomes. Over the past year, there have been a number changes within the Duty & Assessment Service to improve the quality and timeliness of assessments, aided by additional social work and management capacity to assist with throughput of the high volume of cases held within the teams. . An assessment ‘double lock’ was introduced using the additional management capacity to quality assure assessments. This ensured that assessment quality was not further compromised whilst case volume was higher.

In consultation with Essex County Council, information gathering visits were introduced within the Duty & Assessment Teams where families met the threshold for a statutory response based on referral information. The visits have ensured that children are seen by social work professionals and are safe and well, and has also determined whether a statutory assessment is required to meet the child’s needs. The visits have enabled families to swiftly exit from statutory services into targeted and early help provision, thereby reducing unnecessary scrutiny in their lives.

Case numbers at manageable levels has released additional capacity of social workers and managers and the quality of work held within the service has been steadily improving. There is increasing stability in the workforce either through permanent staff or a cohort of agency social workers who have remained committed to Barnet.

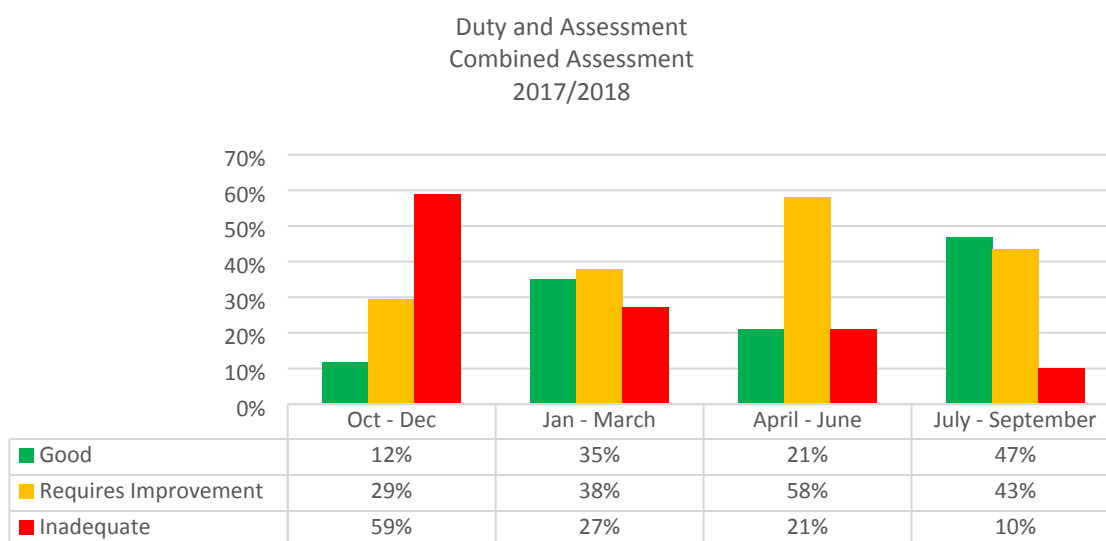
Duty and Assessment Overall Gradings 2017-2018



The quality of practice audited in the combined assessment domain in the chart below shows a significant improvement in the quality of assessment from the end of year position in 2017 to the audit grades reported across July – September 2018; the graph below evidences a movement from 12% of assessments graded as Good to 47% over the period.

The Duty & Assessment Teams are more consistently using evidencing management oversight as well as using Signs of Safety tools to assess and analyse risk and to meaningfully engage children in their assessments. Practice Development Workers have been supporting staff within the teams to build on their repertoire of tools and skills in engaging families using genograms and direct work tools. Greater attention is being paid to cultural context although there is still work to do to ensure family histories are consistently explored and supervision records better reflect the complex risk analysis and decision-making processes that take place.

Pre-birth assessment and planning needs to be smarter; a joint Health & Family Services Protocol for unborn children has recently been launched providing guidance to health and family services professionals on practice expectations, more recent audits of work with unborn children is demonstrating a positive shift in practice as a result.

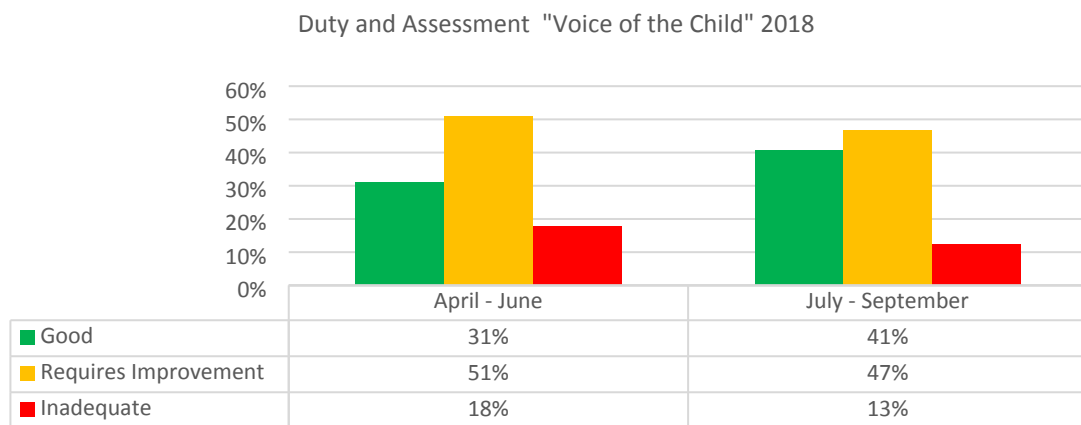


The consistency of statutory partner contributions to Strategy Discussions is better; flexible communication approaches and continued focus discussion in partnership forums is improving dialogue for managing, embedding and monitoring required practice changes. In their January Ofsted visit, inspectors noted that strategy discussions are timely and that there had been improvements in police attendance – our data now shows 100% police attendance and high levels of attendance from both health and education colleagues.

### Strengths and achievements

- The service is maintaining manageable caseloads and is providing timely responses to children following the reintroduction of 'business as usual' staffing levels.
- The quality of assessment is improving.

- Staff morale is good.
- There are now 3 permanent, confident and competent Team Managers who are making a positive contribution to the improvements needed in the service; the 4<sup>th</sup> post was recently vacated and is filled by a strong interim manager who is committed to joining the permanent workforce.
- The ‘grow your own’ approach to recruitment and retention has enabled newly qualified social workers appointed last year to progress into vacant social work posts this year.
- The Practice Development Workers are providing valuable and welcomed individualised and team support which is creating positive practice change.
- Embedding integrated Clinical Service will support greater join up of social work and clinical assessments/interventions provided to children and their families. The integrated model provides opportunities for consultation and training that will enhance social workers skills and knowledge in working with vulnerable children and families.
- Inspectors commented on improvements in the involvement of children in their assessments evidenced by children contributing their views, aspirations and feelings; this has been tracked through audit activity.



### Focus for the year ahead

- Our focus for the year ahead falls under the improvement themes of ‘enhancing practice leadership for children’, ‘right interventions, right time (thresholds)’, ‘strengthening assessment for children’, and ‘strengthening planning for children’.
- Recruitment and retention of good quality social work staff, building on the ‘grow your own’ approach which is proving successful.
- Achieving consistently good quality assessments across all domains of audited practice.
- Embed Joint Protocol for Unborn Children to ensure consistently timely and effective pre-birth assessment and planning
- Ofsted Monitoring Visit in April evidenced that the quality of assessments remains variable and not all assessments routinely explore parental capacity or analyse historical issues within families to inform understanding and planning.
- Ensure targeted use of Practice Development Workers to build knowledge and skills within the Duty & Assessment workforce in accordance with Practice Standards.

- Monitoring the effectiveness of the new integrated Clinical Service in joining up social work and clinical assessments/interventions, and in enhancing social workers' knowledge and skills.

## Intervention and Planning

### Summary

Following the Ofsted inspection in 2017, we knew that we needed to improve poor planning that was not focussed on outcomes and was unresponsive when children's circumstances changed. We wanted to see more child-centred planning, and plans that achieved best outcomes, tackling drift and delay.

The Intervention & Planning Service leads on Children in Need, Child Protection, PLO/Pre-Proceedings and short term Looked After Children episodes where the plan is for the child to return home.

The Team Managers in the service have been at the core of focussed improvement activity in the service with an emphasis on improving the quality of management oversight and supervision of cases in order to drive up the quality and timeliness of planning and outcome focused intervention activities. This work remains an area of on-going focus

Alongside the Practice Development Workers, practitioners are starting to develop stronger skills in undertaking direct work with children. This has been evidenced in clearer recording that reflects the voice of the child and their lived experience. Structures in place for vulnerable adolescents has enabled strengthened risk assessment and recognition of vulnerability which creates a coordinated and robust safeguarding response. The Ofsted visit focussing on vulnerable adolescents noted that:

“For vulnerable adolescents at high risk of exploitation, regular and effective strategic multi-agency sexual exploitation (MASE) meetings and operational ‘Pre-MASE’ meetings provide effective scrutiny, advice and guidance to multi-agency partners and social workers. This is leading to improved safeguarding practice. Recent plans to broaden the scope of these meetings to become a vulnerable adolescent risk panel is positive.”

With increased management oversight, thresholds for child protection are becoming better understood and this is leading to a higher volume of children subject to Child Protection Plans. Multi-agency audits reflect stronger care planning arrangements for children subject to Child Protection Plans with evidence of multi-agency input. The Conference and Reviewing Officers have developed appropriate mechanisms for challenge and recently improved systems for escalation are beginning to have a positive impact on the effectiveness of casework

A dedicated post to track PLO and Court Proceedings has led to more timely and robust decision making to enter and exit pre-proceedings PLO and/or enter into Care Proceedings. This is leading to more timely conclusions and better longer-term planning for children. Children in care proceedings are also tracked through Permanency Tracker Meetings to ensure their journey towards permanency is timely and transitions are smooth, tackling historic issues of drift and delay.

A Child in Need Panel was established to improve management oversight of children subject to Child in Need Plans; practice in this area has been weaker and remains an on-going area of improvement focus. The Panel reviews all Child in Need Plans that have been open for six months or longer to ensure: targets for change are SMART; safeguarding concerns are escalated to Child Protection or Public Law Outline when change is not evident, and; children and families are stepped down to targeted and universal early help support when their circumstances improve.

### Strengths and achievements

- Audits' evidence of stronger practice for children subject to Child Protection Plans and Looked After Children are enabling focused and targeted interventions from the Practice Development Workers.
- Children's diverse backgrounds and needs are being better considered with the introduction of identity and diversity workshops facilitated by the Practice Development Workers.
- The Practice Standards are setting clear expectations for staff.
- The April 2018 Ofsted Monitoring Visit found that practice for children at risk of Child Sexual Exploitation is well embedded operationally and strategically. Inspectors also found improving progress in the quality of social work practice. Immediate risks for almost all children are adequately addressed. Less case work was of an inadequate standard than on previous monitoring visits, and most children were being appropriately safeguarded.
- The CiN and Transfer Panels are maintaining oversight of throughput and ensuring that thresholds for interventions are applied consistently.
- Performance data is helping to identify those teams where recording and practice is weaker, allowing for targeted intervention and greater scrutiny of practice related issues.
- The service is recruiting stronger managers who understand what good looks like and who are committed to driving better practice in their teams.

### Focus for the year ahead

- Our focus for the year ahead falls under the improvement theme 'strengthening planning for children', along with 'systems leadership for children' and 'enhancing practice leadership for children'.
- Embedding reflective supervision and improved management oversight that effectively drives care planning that leads to change for children. Team Managers have been provided with supervision training and a large number have started the Graduate Certificate in Systemic Practice this year.
- Practice Development Workers and the Integrated Clinical Service are supporting and co-facilitating group supervision using Signs of Safety and systemic practice tools.
- The quality of care planning for Children in Need will be under continued scrutiny to improve to ensure that care planning drives timely change for children and their families.
- Practice development days and workshops focusing on equipping practitioners with direct work skills are being delivered to strengthen and develop practice, and to equip the workforce with the skills they need to intervene effectively
- Scrutiny and monitoring of caseloads to ensure that cases are closed, stepped down or progressed to permanency without delay.

- Strengthened pre-proceedings assessment frameworks by better mobilising existing resources to ensure that only those children that require their planning arrangements to be agreed in court enter into proceedings
- Front loading assessments to strengthen analysis and planning requirements for children who are entering into proceedings, which will reduce the court being used as a framework for assessment and further ensure court time care proceedings timescales are met.

## Children in Care

### Summary

OFSTED found services to looked after children to be inadequate in April 2017. Since the Ofsted inspection the leadership and management of the service was revised and three smaller Children in Care Teams were established. Performance management has been strengthened to ensure social work practice for all children in care improves at pace.

Ofsted noted in their monitoring visit letter in August that:

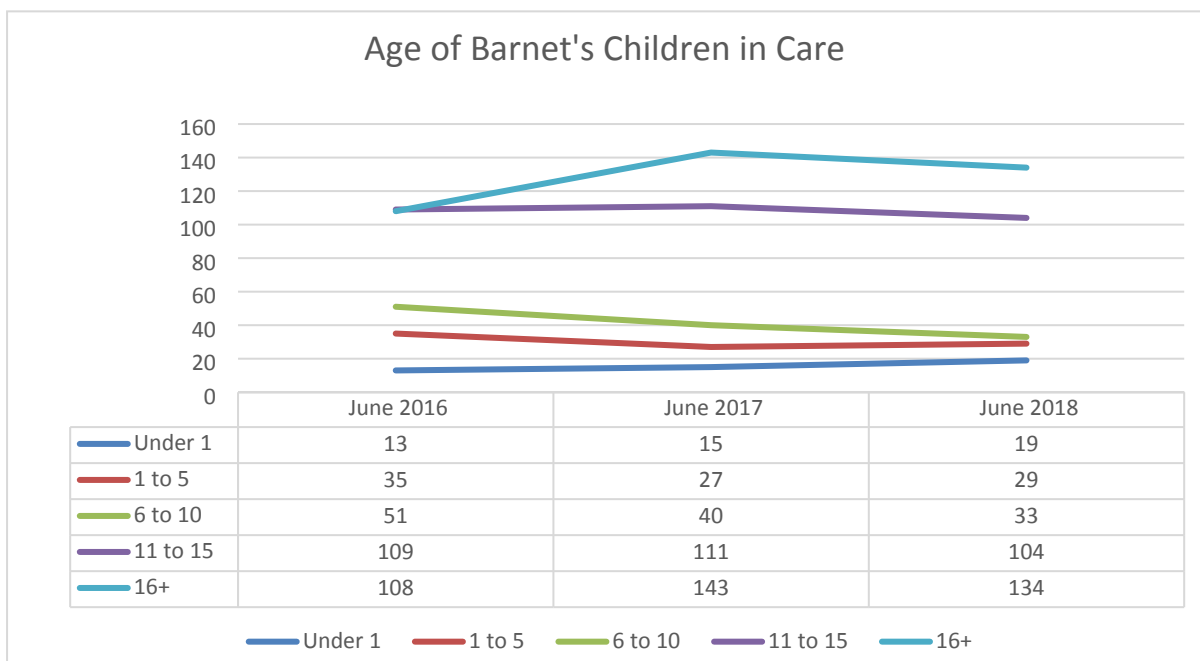
“Managers have made considerable progress in widely embedding the quality assurance framework and particularly the use of audits for children looked after. This is making a difference and strengthening practice. Changes have been made to improve processes and practice. These changes have tightened management oversight and decision-making for children who need permanence, including the assessment and support for connected carers.”

“Inspectors found a stronger core of improved practice, with children seen to be appropriately looked after, and their needs for permanence and stability being mostly met. Child centred practice is beginning to embed, and this is making a positive difference to the quality of social work practice and the understanding of children’s lived experiences, informed by their views.”

The Corporate Parenting Pledge is comprised of 5 themes:

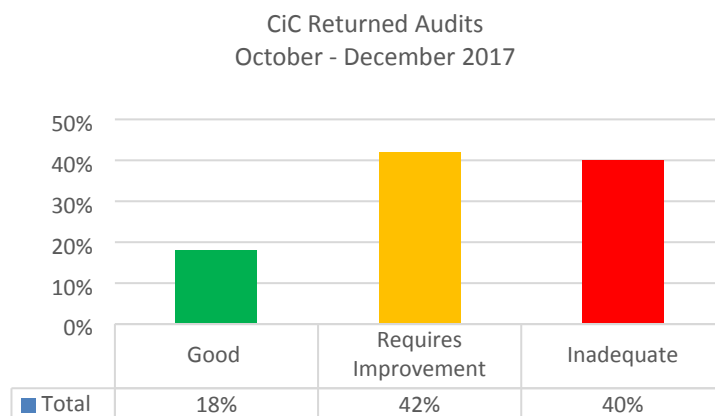
1. Good Education,
2. Sense of Belonging,
3. Keeping Healthy,
4. Staying Safe and
5. Championing Needs.

Within Family Services, the Pledge and the wider Corporate Parenting Plan is delivered by the Corporate Parenting Officers Group. This multi-agency group includes: Children’s Social Care, Health, Education (16+) & the Virtual School, Advocacy service, Housing, Voice of the Child Service, the IRO service, and young people, and delivers an action plan which is aligned to the Pledge themes and includes young people in the monthly scrutiny and review of the plan.



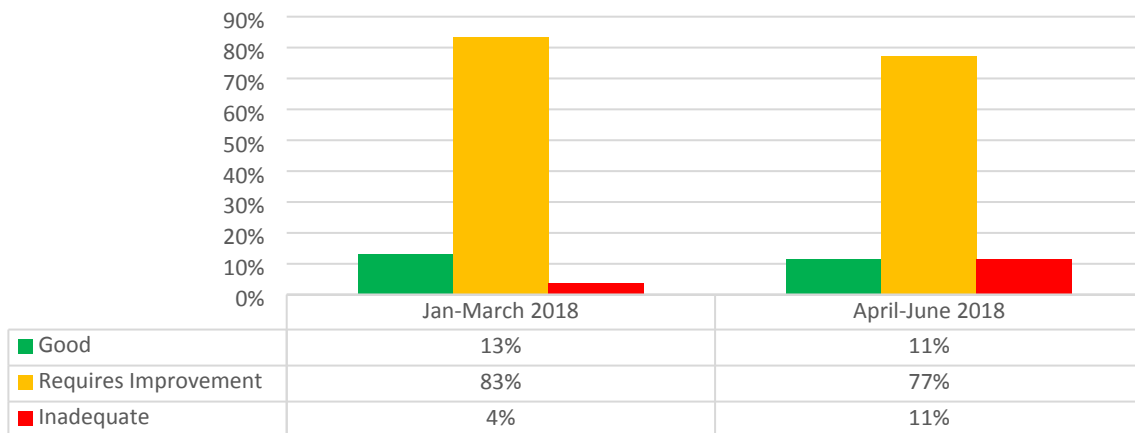
### Strengths and achievements

- The re-aligned corporate parenting advisory panel is more effective at enabling Members to hear from, and engage with, children and young people. The refreshed terms of reference helps young people to be more effectively part of the conversations and planning within corporate parenting. The engagement with councillors is improving and the chair of the Children in Care Council is the co-chair of the panel. The new arrangement is strengthening the voice of children in planning and consultation.
- The Voice of the child within plans and assessments is improving and social workers are better able to express and communicate the views and feelings of the child on file and within meetings.
- Audit activity over the last year is evidencing a marked improvement in practice. There has been a shift from having 40% inadequate audits in October 2017 to 8% inadequate and 80% requires improvement to be good in June 2018. The audits completed in September for looked after children were all graded good however this was a very small sample and we know further work on consistency of practice is required.





CiC  
Overall Gradings



- The introduction of ‘in house’ clinical support provided by 3 clinicians (2 are in post) dedicated to our children. The practice development worker and the addition of a new assistant head of service have all contributed to the renewed enthusiasm and child focus practice.
- Improvement in educational attainment for young people in care in certain key stages, and in progress 8 figures.
- Social workers are demonstrating confidence in their direct work with children within their care arrangements, whilst visits to children are more purposeful and timely, with better planning on complex cases in relation to placement type and support.
- Embedding stronger permanency planning through the newly established Permanency Tracking Meeting is ensuring smart and timely planning for children.
- The health outcomes for looked after children has consistently improved with initial health assessments taking place more often within the first 28 days of being in care (approx. 90%). All under 9 year olds are assessed by a paediatrician as part of the initial assessment and where possible UASC are seen by paediatricians or are seen by the local GP whose allotted time has been increased for these assessments.
- The stability of placements for the children who have been in care for 2.5 years has improved from 58 % of children being in the same placement for 2 years to 70% of children.
- OFSTED noted that *“Placement choice for children is improving with the positive recruitment of more foster carers”*
- Tackled more effectively an over tolerance of risk in young people going missing through the implementation of the SEAM approach
- The assessment process for privately fostered children has been streamlined and strengthened. All privately fostered children are held within children in care by a dedicated social worker and the awareness raising activity across the borough has increased through visits to schools, children centres and GP surgeries. A new media campaign is in the planning.

## Focus for the year ahead

- Our focus for the year ahead falls under the improvement plan themes of ‘enhancing practice leadership for children’ and ‘strengthening planning for children’.
- More work is needed to provide consistency across the service. The Permanency Tracking Meeting is seeking to identify children potentially in need of alternative care arrangements as early as possible so that alternative carers where needed, are ready to receive children at the earliest opportunity and unnecessary transitions are avoided through strong matching.
- Group supervision that will include all the key players in a child’s life and the clinicians will collaborate to identify the appropriately supported, resilient and robust alternative family resources for children.
- Embedding the practice that now centres on the voice and needs of the child and further develops creative and innovative direct work with children and young people. Further improvement is needed in relation to the ongoing assessment and analysis of the child’s experience and needs.
- Assessment of the child’s needs, care plans, Pathway plans and reports for reviews are not consistently timely or of good enough quality, nor are they co-produced frequently enough. This is an area for improvement over the coming year.
- Embedding the new assessment approach for looked after children across the whole system that reflects children’s changing needs and a responsive system around them.
- The child’s journey through the system has necessary points of transition. Effective planning for transition and introducing leaving care to adolescents earlier, to improve the move to adulthood, is in progress.
- Audits of Children in Care show that approximately 70% of plans require improvement to be good, with smarter outcomes and stronger evidence of the IRO’s footprint in the planning.
- Monitor the effectiveness of the new clinical services support, and Practice Development Workers.
- Ensure the newly constituted Corporate Parenting Advisory Panel continues to facilitate the engagement of Councillors, and that children and young people’s voices are heard as part of the planning and decision-making process.

## Fostering and Adoption

### Summary

Whilst the Carer, Recruitment and Assessment Team (CRAT) met the target set for recruitment for the financial year of 2017/18, it must be noted that 80% of those approvals were presented to panel after Aug 2017. This was the point at which the responsibility of SGO assessments was transferred to frontline social work teams, which created the time and space for CRAT to focus on fostering recruitment - a previously neglected area within the service. Recruitment will continue and the managers are working with the communications team to devise and explore exciting and dynamic ways to recruit carers. Ofsted noted the impact of this work in their July 2018 monitoring visit, stating that “there are significantly more approved ‘in-house’ carers, and some foster carers who have transferred from independent fostering agencies to benefit from the support packages on offer in Barnet”

The CRAT has been expanded to provide social work teams with support in improving the quality of viability assessments and where necessary will complete Special Guardian Assessments.

Services to children requiring adoption was assessed as requiring improvement to be good in April 2017. The Adoption Team tracks children with a potential plan of adoption or long term fostering through the weekly permanency tracking meetings. This enables the Adoption Team manager to allocate children to a family finder at the earliest opportunity and always before the conclusion of care proceedings and the granting of a Placement Order/ Care Order. Currently the adoption scorecard shows that children with Placement Orders are matched without delay and that once the formal match is confirmed the children are placed within 20 days. The time between a child becoming looked after and being placed for adoption remains too long despite improved timescales on care proceedings and needs further analysis.

Since 2017 the numbers of children requiring adoptive placements has increased with 13 adoptions confirmed in 2017/18. The pool of available adopters was insufficient in the beginning of 2017 so an active recruitment campaign - in conjunction with two other boroughs within the North London Adoption Consortium - was undertaken aimed at BAME adopters and those willing to consider foster to adopt and sibling groups. The work with the North London Adoption and Fostering Consortium has provided positive opportunities for family finding for adoption and fostering. Since April, five children have been placed for adoption.

### Strengths and Achievements

- More children are placed in in-house fostering arrangements local to Barnet.
- More long term fostering placements have been matched as permanent, enabling children to have a sense of stability into the future.
- More children have been adopted.
- More children are accessing support through the ASF due to the development of our clinical services.
- A refreshed Fostering and Adoption Panel has been established to drive improvements in quality of decision making.
- The 'More to Give' recruitment campaign launched in September 2017 is ongoing and is due to be reviewed in the coming months. The campaign has had a positive impact, resulting in a higher level of interest than previous campaigns, with increased website traffic, initial visits and 20 'Form F' assessments being undertaken. 22 new foster carers were approved directly from this campaign and it has continued to generate interest over the last year as campaign materials were refreshed and sent out across the borough on a regular basis.
- The recruitment team have a new more ambitious target of approving 10 supported lodgings providers who can assist in providing young people over the age of 16 with accommodation that supports them to independent living with additional care and training. The first supported lodging provider was approved by the Adoption and Fostering Panel in June. There is also the intention to recruit 5 families who can provide respite and link care to children with disabilities and two parent and child foster carers who can provide short term support to both the child and their parent for periods of assessment.
- The Foster Carer Recruitment and Assessment Team continue to deliver monthly the compulsory Skills to Foster course to prospective carers which is key to enabling timely

recruitment. The training is run in partnership with foster carers, care leavers and social workers.

- In 2017/18, 13 adopters were successfully approved and 14 are currently being assessed.
- The feedback from Ofsted on life story work has resulted in a more robust approach to developing the adoption life story books and to ensure the quality is consistently good for each child. Life story training has taken place and life story work is extended to include children in SGO placements and long term foster placements with additional capacity being added to the team.

### Focus for the year ahead

- Our focus for the year ahead falls under the improvement plan themes of ‘enhancing practice leadership for children’ and ‘strengthening planning for children’.
- We continue to need foster carers for adolescents, with complex needs, and will be updating the Placement Sufficiency Strategy in October 2018 to plan how this need can be met.
- To have sufficiency of foster placements, we need to recruit approximately 60 new foster carers.
- A further response to the shortfall in foster carers therefore, will be the undertaking of a travel Fellowship in August 2018 by a member of the Strategy and Insight Team. This research will specifically focus on foster carers for adolescents with complex needs, and aims to identify opportunities for learning around foster carer recruitment strategies and support used in France, Germany and Sweden.
- Permanency planning at the earliest opportunity for children at risk of coming into care and those looked after, will be the focus of senior management tracking, monitoring and challenge.
- The planning for regionalisation in North London is underway and will go live in July 2019. It will be hosted by Islington and the final business case will be delivered to the committees of the 6 boroughs in January 2019.
- Ensure the learning from the life story training is reflected in improved work with children in SGO placements and long term foster placements.
- Promoting information in relation to Private Fostering through partner agencies.
- Embedding arrangements for connected carers.

## Onwards and Upwards

### Summary

As at 31 August 2018 there were 239 Care Leavers aged 18 to 25 being supported by Barnet’s Leaving Care Team, Onwards and Upwards. Of these 196 care leavers are under 21. As at 31 August 2018, 84% of care leavers had an up to date Pathway Plan, which refers to plans created or updated within the past 6 months; this compares to 79% in 2017.

The staff compliment in Onwards and Upwards has been expanded to ensure that the service can address the needs of 18 to 25 year olds. The Personal Advisors have had access to a variety of training that has enabled the creation of lead roles across aspects of the service i.e. mental health, UASC, financial matters. Young people now have open access to several drop in sessions at the Onwards and Upwards centre. These include sexual health, money matters, benefits advice and

careers advice. The Onwards and Upwards centre hosts regular social events to encourage interaction and social confidence in care leavers.

### Strengths and Achievements

- An improved mental health service offer has been established in February 2018, to support care leavers with emotional or mental health difficulties. This support for care leavers is for those over the age of 18 who do not meet the threshold for adult mental health services. The service also aims to support staff that work with this cohort of young people, to enable them to work therapeutically. The service is part of a project with Terapia that provides psychotherapy to care leavers. This service will expand in the coming year as the need for the service has increased.
- Life story work, with the focus on the care leavers' life journey, is firmly embedded in the service and is having a positive impact on young people's emotional wellbeing as we are aware that mental health and life stories intersect. This entails a deep dive into the young person's file, having meetings and developing a timely plan of working through the information with the young person at their pace, with the necessary support and professional direct work in place. The learning from this work has been shared across Corporate Parenting.
- A new Homeless Protocol addresses the need for Barnet to ensure homeless 16 to 17 year olds are thoroughly assessed and offered appropriate, ongoing support to meet their needs by securing good quality, supported accommodation. The protocol includes a focused and personalised plan for each homeless young person, to help them manage independence and access training, education and employment. Some of these young people will qualify for leaving care services and working in partnership with Barnet Homes, has ensured that the young people continue to be housed appropriately.
- Council Tax exemption was agreed this year by Barnet Council which will exempt care leavers from paying council tax for the first 2 years for living independently. This will ensure that young people who choose to go on to higher education or who remain with their carers for a time are not disadvantaged.

### Focus for the year ahead

- Our focus for the year ahead falls under the improvement plan themes of 'enhancing practice leadership for children' and 'strengthening planning for children'.
- The local offer is being developed for Barnet care leavers. An information booklet for care leavers is currently in circulation, which contains similar information, however, a full consultation exercise will be undertaken with young people to co-produce a new local offer document by the end of 2018.
- Ensuring Pathway Plans are developed with the young person, and take place early in the young person's life. It is the aim to ensure all 15 ½ year olds have a pathway plan agreed before their LAC reviews in their 16<sup>th</sup> year.
- A reduction of semi-independent placements to nil over the next 18 months by increasing staying put arrangements and developing supported lodgings in order to provide improved opportunities for independence learning and confidence building for young adults.
- Education, employment and training is in focus and all agencies involved with a young person will be expected to adopt a zero tolerance for NEET.

- Ensuring that the emotional and mental wellbeing of care leavers is assured through a collaborative approach with universal services and other specialist services.
- Changes to the way the leaving care personal advisors work are being introduced to ensure that we respond to young people's feedback on their experience of the service; to improve support around financial planning and tenancies, and; the timing of transition to independence and planning this with the young person.
- To ensure that the housing offer for young people is optimized for care leavers, the Housing Protocol is being updated. This followed multi-agency workshops that reviewed current practices and agreed a joint approach to ensuring early applications for housing and a good housing offer for young people.

## 0-25 Disabled Children's Service

### Summary

Strengthening leadership and management capacity has been a priority for the service. The Team Manager is improving oversight of safeguarding issues across the service and is embedding more consistent supervision. In November 2017, there was a culture of focussing on support rather than safeguarding. Staff did not understand or respond appropriately to safeguarding issues. The current managers are skilled in this area and are providing clear, consistent direction. A Practice Lead has been appointed to ensure adequate case supervision. The management team are working extremely well together and staff report feeling supported with clear direction.

The quality of assessments has been poor. The social workers have various forums in which to think about their assessment such as supervision, group supervision, reflective practice sessions. There has been a significant improvement in C&F assessments being completed within timescales. During the Team Day in May, aspects of assessment were explored and improvements have been seen in how social workers explore issues of identity, inclusion of fathers and siblings.

All allocated cases were reviewed by the Head of Service and reclassified according to the level of need. We have introduced a new way of categorising CWD pathways in order to help staff understand the difference between safeguarding and support and to ensure each child is on the correct plan. This also ensures families have more effective assessments and can access support quicker. We developed 2 pathways: one for support (CWD1 and 2) and one for safeguarding (CWD3). CWD plans will be clear and show the complete multi-agency package.

### Strengths and achievements

- The 0-25 service reorganised in September 2017. Since this time the staff group have become more settled and consistent in their approach. Practice has improved across children and adult cases and there is significantly better partnership working with Adult services, SEND and Health.
- The management team work together extremely well and are mutually supportive. There is a free flow of ideas and exchanges of knowledge and expertise. Morale is very good.
- There is a good skill mix across the team. They are highly committed to the children and young people and are motivated to learn.
- Quality Assurance Monitoring panel (QAM), where formerly only adult cases were discussed, has been changed to include children and renamed Disability Resource Panel (DRP). This has helped strengthen and developed workers' understanding of Child Protection and Disability.

- Regular pattern of 1-2-1 and group supervision is happening; the Practice Development Worker has held reflective practice sessions on individual and group basis. The Team Manager is embedding reflective practice supervisions. New multi-disciplinary group supervisions are being held and considered a very positive development.
- There is a better understanding of safeguarding within the service which means that children with disabilities are better protected through this service.
- The Team Manager is assisting with the EHCP audit process working with SEND and has joined a Task & Finish Group to help inform future audit activity. Regular 4R meetings are taking place since November 2017 to encourage learning from any inadequate audits.
- Multi-agency collaboration is stronger and partnership working with parents is developing with the aim to achieve effective co-production this year.
- The recommissioning of Short breaks provision has been launched and parent survey is currently receiving a positive response.
- Transition tracking has been strengthened by relaunching the multi-agency forum and this will work to unblock any transition difficulties across the child or young person's system.
- Joint funding arrangements are managed effectively and senior managers co-chair a panel at which funding decisions are considered and decided on.

### Focus for the year ahead

- Our focus for the year ahead falls under the improvement plan themes of 'enhancing practice leadership for children' and 'strengthening planning for children'.
- Finalising all plans for every child and young person to ensure the right plan or packages are in place.
- Quality of practice remains a focus for this service which is being addressed through the practice development work.
- The database, which will hold details of all 0-25 clients from across the LCS and Mosaic systems and enable senior management to have a complete overview of every open 0-25 case, has not yet been completed due to difficulties in securing information from MOSAIC. The development needed for LCS to hold all the 0-25 case files is being explored.
- There are currently high levels of agency staff in the service, so permanent recruitment is a priority along with continuing to support staff in improving practice.
- Ensuring progress continues on the co-production of services with parents and partner agencies.
- Strengthening links with Health colleagues to ensure appropriate CHC and CC assessments for young adults and children as necessary.
- By the end of 2018 this service will have converted the agency staff to permanent employees for all established posts.

### Conclusion

The Barnet self-evaluation sets out what we know about the quality and impact of social work practice from our quality assurance, performance management and insight work. We have also used the reflections and evidence collected from our preparation for, and OFSTED completion, of four monitoring visits.

From this we consider that we know ourselves. Social work services to children in Barnet are improving and we are consolidating those improvements at a considered and sustainable pace.

More needs to be done to be assured that all children and young people are benefiting from consistently good services and our updated Improvement Plan, leadership, focus and drive will ensure we achieve that aim.



**Barnet Children's Services Improvement Action Plan  
September 2018-September 2019**

Version: Final October 2018

## 1. Introduction

Barnet Council and its partners are committed to the vision to be the most family friendly borough in London by 2020. At the heart of this journey is the building of resilience in children and their families enabling them to bounce back from adversity. We know that we have failed to deliver this aspiration and have let children and families down. This improvement action plan has been developed in response to these failing and the recommendations and areas for improvement as outlined in the Ofsted 'Inspection of services for children in need of help and protection, children looked after and care leavers, and review of the effectiveness of the Local Safeguarding Children Board' which took place in Barnet between 24 April 2017 and 18 May 2017. It builds on the achievements of the past year, and is informed by evidence collected against actions in the 2017-18 Improvement Plan, the 4 Ofsted monitoring visits throughout the year and feedback from the Department for Education.

Improving the quality of services to children is a key corporate priority we know we need to work collectively across the council to drive the improvements we want. Children in Barnet deserve the best possible services from us and we are committed to doing whatever we can to deliver great outcomes for children and young people across the borough

Most children and young people in Barnet excel, but there are a few children and young people who do not. Effective leadership and partnership is vital to delivering good and outstanding services that keep children and young people safe and give them the right help, at the right time in their lives.

Our commitment to Barnet's vulnerable children is to deliver services that give children and young people the platform to succeed and thrive. We will work closely together with focus and drive to deliver timely and effective services, achieving good outcomes for children and young people in Barnet.

To realise our ambitions for children and young people, we will not compromise:

- on the quality of staff we need to improve the experience of children who need our help
- the rigour applied or,
- on the pace needed to drive the improvements

We have three core strategic objectives that cut across our plans for children, young people and families and underpin the systemic and cultural change needed to drive improvement within the borough:

- Empowering and equipping our workforce to understand the importance and meaning of purposeful social work assessments and interventions with families
- Ensuring our involvement with the most vulnerable children in the borough positively impacts on their outcomes
- Providing effective practice leadership and management throughout the system to ensure progress is made for children within timescales that are appropriate and proportionate to their needs and that practitioners are well supported, curious and child focussed

This single plan sets out the improvement journey and gives us the focus we need to transform our services, especially social care, for our most vulnerable children, young people. We want to rapidly improve from inadequate to good we will not be deflected from that challenge..

## **Ofsted Recommendations**

The 19 recommendations for improvement made by Ofsted are:

1. Ensure a continued and sustained focus on improving core social work practice, strategically and operationally, to equip practitioners and managers to deliver good-quality services to children and their families.
2. Ensure that partners work together in the multi-agency safeguarding hub to ensure timely and accurate information sharing and a consistent application of thresholds for all children referred to children's services.
3. Ensure that social work practice and decision making for children focus on understanding their lived experiences and incorporate their wishes and feelings.
4. Ensure that all children identified as being at risk of harm benefit from effective child protection enquiries
5. Ensure that strategy discussions include information gathered from all partners, and result in clear planning and recording of actions and the rationale for decisions.
6. Ensure that all written records are clear and up to date, and accurately reflect the circumstances of children and their families
7. Ensure that the quality of assessments is sufficient to enable an accurate evaluation of the risks posed to children, and that this is regularly updated.
8. Ensure that management decision making is effective and leads to clear, timely and effective care planning that safeguards children and focuses on improving outcomes for them.
9. Ensure that children who are victims of chronic long-term neglect and emotional abuse, and who are subject to long periods of child protection planning, have appropriate risk assessments and plans made for them.
10. Ensure that timely action is taken to understand and reduce risk to children who go missing from home or care and who are vulnerable to child sexual exploitation. When risk does not reduce, or increases, ensure that effective additional safeguarding action is taken
11. Improve the standard of social work to families under the pre-proceedings phase of the Public Law Outline and ensure that, when there is no improvement within a timescale that is right for children, the local authority issues timely court proceedings to protect them and avoid drift and delay in achieving permanence.
12. Ensure that connected carers are thoroughly assessed within regulatory timescales.
13. Ensure that all children who are privately fostered and their carers are regularly visited, that all work is compliant with minimum standards of good practice, and that the awareness of private fostering is raised in the workforce
14. Ensure that homeless 16- to 17-year-olds are thoroughly assessed and that appropriate ongoing support is offered to them to meet their needs.

15. Ensure that the oversight of practice by all operational directors, heads of service, team managers, child protection chairs and independent reviewing officers is child focused and effective in achieving positive change for children
16. Improve children's participation in all decisions and planning that affect them and in future service developments, including their stronger involvement in corporate parenting.
17. Ensure that all children receive help to understand their histories, and that social workers write life-story books and later-life letters sensitively, in a child-focused way.
18. Ensure that children's diversity and identity needs are met and that they are supported to retain their birth language. Ensure that interpreters are used to communicate with them and their families, when needed.
19. Improve care leavers' ownership of pathway plans and the quality and timeliness of targets, to improve their lives. Ensure that care leavers have the tools, such as money management, to cope with life's challenges and are fully aware of the 'Pledge' and their entitlements.

Additionally there are five recommendations for the Barnet Safeguarding Children Board

1. Ensure that a programme of quality assurance is established to monitor the quality of frontline practice across statutory work and early help.
2. Ensure that all partner agencies and their staff are aware of thresholds for intervention.
3. Increase scrutiny and challenge of practice for privately fostered children and raise awareness of the notification process.
4. Ensure that the effectiveness of multi-agency safeguarding training is monitored and evaluated.
5. Review the function of the child sexual exploitation and missing sub-group, and align this with other strategic forums to incorporate children at risk of youth violence and gang affiliation.

## **2. Improvement Plan**

The approach taken in Barnet is to have a series of actions that sit under 6 improvement themes.

## **3. Themes**

### **Improvement themes**

1. Systems leadership for children
  - a. *Strengthened systems leadership for children with sufficient capacity and capability at all levels.*
  - b. *Strengthened governance arrangements that prioritise children and add value to improvements*
  - c. *Corporate support which understands the role of social workers and reflects a collective ambition for children in the borough*
2. Enhancing Practice Leadership for children
  - a. *Strengthen practice leadership through effective management oversight and increased capacity*
3. Right interventions, right time (Thresholds)
  - a. *Effective MASH*
  - b. *Proportionate, effective and timely decision making*
  - c. *Joined up Early Help*
4. Strengthening assessment for children
5. Strengthening planning for children
6. Embedding a child centred culture that improves children's lives

## **4. Driving Improvement**

To achieve change, we must be relentless in our expectations and committed to sustaining and advancing improvements in the way we deliver services and the outcomes we bring about with children and families. We are investing in realising and sustaining a systemic leadership style that promotes respectful challenge and curiosity about the systems we work within and our influence upon the effectiveness of these.

The change we want to see must be continually modelled, promoted and challenged when it is not evident in children's experiences of our services. Our social work practice must be purposeful and focused on achieving change for children by ensuring that they are at the centre of everything we do. We will work with our collegiate improvement partner to support and challenge our approach.

## 5. Governance and monitoring arrangements





In responding to the inspection report Barnet has changed its improvement board arrangements. The Children's Services Improvement Board will be independently chaired by Dave Hill (DCS, Surrey), and will ultimately be responsible for the delivery of the Improvement Plan through effective scrutiny, challenge and measuring its impact. The Board is made up of the senior leaders from the Council – including Members - and its key partners to bring focus and pace to the implementation of the Improvement Plan. It will act as the primary driver of improvement.

Reports on progress of the plan will be received by:

- Children, Education, Libraries and Safeguarding Committee,
- Health and Well-Being Board,
- Barnet Safeguarding Children's Board,
- Community Safety Board.

## 6. RAG Key

The RAG rating set out in the plan specifically monitors the delivery of the item embedded in the plan. The impact of the plan will be reported to the Improvement Board through a benefits (impact) realisation report. The RAG ratings are defined as follows:

-  Action completed
-  Action on track to be completed in timescales
-  Action unlikely to meet timescales, but plan in place to deliver
-  Action will not be delivered in timescales and no plan in place to mitigate

## Theme 1: Systems Leadership for Children

### What do we need to fix?

Improving the quality of services for children is a priority in the Corporate Plan, and Senior Leaders are aware of the improvements required but that these remain inconsistent.

Collective accountability, ownership, understanding and priority needs to be given to improving outcomes for children and young people in Barnet.

### What do we need to change?

The collective ambition for children in Barnet is harnessed to improve outcomes.

- Senior leaders across the Council, Schools and partner organisations, as well as Councillors, know how they are contributing towards improving frontline practice and supporting better outcomes for children and families.
- Performance reporting needs to be focused on giving Members and senior leaders the right information to be able to monitor the quality of services.
- Systems in family services need to be in place to give social workers and managers the information they need to do their job effectively.
- The systems leadership and governance should create a culture of openness and transparency

### What do we want to see?

A plan that is owned, understood and has contributions from leaders across the system.

- Strengthened systems leadership for children with sufficient capacity and capability at all levels
- Strengthened governance arrangements that drive improvement and add value
- Corporate support which reflects a collective ambition for children in the borough and understands the needs of the social care workforce in order to achieve this

**Lead: Chris Munday**

| ID  | Actions  | Lead | Date of Delivery | RAG      |
|---|--|------|------------------|----------|
| <b>Systems Leadership</b>                       |  |      |                  |          |
| <b>1a(i)</b><br>2a(ii), 2b(i),<br>2(ii), 7c(ii) | Ensure all Chief Officers, Councillors and senior leaders in the partnership understand the Improvement Plan and drive changes to support improvement within corporate directorates and strategic partnership boards and support the development of front line practice and engagement with young people | JH   | March 2018       | <b>G</b> |
| <b>1a(ii)</b><br>2b(viii)                       | Develop new Children and Young People's Plan so that Senior leaders across the multi-agency children's system are able to demonstrate how they are strategically contributing towards improving frontline practice and supporting improved outcomes for children and families                            | CM   | November 2018    | <b>G</b> |



| ID                                 | Actions  | Lead | Date of Delivery | RAG      |
|------------------------------------|--|------|------------------|----------|
| <b>1a(iii)</b> 2b(ix)              | Implement the BSCP Business and Improvement plan   | BT   | September 2019   | <b>G</b> |
| <b>1a(iv)</b><br>5a(ii)            | Monitor the impact of the tri-Borough police reorganisation on our work with child protection processes and vulnerable adolescents   | SR   | March 2019       | <b>G</b> |
| <b>1a(v)</b> 6b(ii)                | Implement the Virtual School Improvement Plan  | HM   | March 2019       | <b>G</b> |
| <b>Strengthened Governance</b>     |  |      |                  |          |
| <b>1b(i)</b><br>(2a(iii)(vi))      | Ensure the voice of children is heard in the planning of Barnet services so that their lived experience is reflected in the commissioning and delivery of services by improving children and young people's participation in decision making | BT   | Ongoing          | <b>G</b> |
| <b>1b(ii)</b> 7a(v)                | Implement Service User Engagement Strategy   | BT   | Ongoing          | <b>G</b> |
| <b>1b(iii)</b><br>2a(v)            | Implement the UNICEF Child Rights Programme in Barnet to facilitate the child's voice being heard.   | BT   | Ongoing          | <b>G</b> |
| <b>1b(iv)</b>                      | Implement the recommendations of the Barnet Care Quality Commission Inspection   | SMc  | March 2019       | <b>G</b> |
| <b>1b(v)</b>                       | Develop, agree and embed the new Working Together arrangements   | CM   | May 2019         | <b>G</b> |
| <b>Corporate Support</b>           |  |      |                  |          |
| <b>1c(i)</b> T8                    | Ensure 'Conditions for Success' are embedded in Barnet   | JH   | January 2019     | <b>G</b> |
| <b>1c(ii)</b><br>2c(ii)            | Enhance practice and case recording through a range of developments in the IT systems  | YP   | September 2018   | <b>G</b> |
| <b>1c(iii)</b><br>2c(iii),2a(i),T6 | Improve recruitment system to be more effective and efficient enabling to support the service to ensure sufficient support to drive improvements   | GL   | November 2018    | <b>G</b> |
| <b>1c(iv)</b><br>2c(iv)            | Systems review of finance to enable social workers to do their jobs efficiently  | AD   | February 2019    | <b>G</b> |

| ID                    | Actions  | Lead | Date of Delivery | RAG      |
|-----------------------|--|------|------------------|----------|
| <b>1c(v)</b><br>2c(v) | Review of bureaucracy across the Council and the Service to ensure that systems are efficient and effective to support the social work task. | CS   | February 2019    | <b>A</b> |

**Priority 2: Enhancing Practice Leadership for Children**

## Priority 2: Enhancing Practice Leadership for Children

### What do we need to fix?

- Oversight of practice does not yet provide sufficient guidance or direction to improve practice for children
- Management oversight and supervision is not yet consistent and rigorous to ensure effective assessment, planning, intervention and review.

### What do we need to change?

- Practice Leadership improvements should be designed to increase capacity, improve performance and enhance consistency and effective decision making.
- Managers to provide effective and respectful challenge to social work practitioners, team managers and partner agencies to ensure risk is identified, responded to and managed
- Managers to work closely with practitioners to ensure practice improves and any barriers are managed without delay
- Being clear about what we mean about practice leadership across the partnership
- A focus of the Learning and Development Programme to be on practice leadership that leads to improved decision making and outcomes for children
- Performance management is clear, effective and robust
- Our resilience based approach to becomes more systemic

### What do we want to see?

#### A support and challenge practice culture in which:

- Children benefit from professional systems that work together effectively improving their lived experience
- Children's voices are heard and influence decisions being made about them
- Decisions about children are recorded, accurately, timely and proportionate to their changing needs and risks they may face
- Decisions lead to timely interventions from appropriately skilled professionals across the partnership

**Lead: Tina McElligott and Brigitte Jordaan**

| ID               | Actions  | Lead       | Date of Delivery | RAG |
|------------------|--|------------|------------------|-----|
| 2(i)<br>3a(v)    | Implement performance management framework by bringing information together from case audit, practice development and performance data at all levels of the system | DS         | November 2018    | G   |
| 2(ii)<br>3a(vii) | Provide social workers with reflective supervision that is frequent, outcome focused, with clear actions and timescales that are reviewed regularly.               | BJ<br>TMcE | November 2018    | G   |

| ID   | Actions   | Lead | Date of Delivery | RAG      |
|--|---|------|------------------|----------|
| <b>2(iii)</b><br>3a(viii),<br>5a(vi) 6b(i) | Drive development of expertise and knowledge to ensure evidence based practice and the confident use of theoretical models and risk assessment tools through the Workforce Development Programme  | DS   | January 2019     | <b>G</b> |
| <b>2(iv)</b><br>T5                         | Support effective practice challenge from Child Protection Conference Chairs and Independent Reviewing Officers with input from Essex so that plans are appropriately scrutinised and reviewed    | DS   | November 2018    | <b>G</b> |
| <b>2(v)</b>                                | Through recruitment activity, ensure a stable workforce in 0-25 Disabled Children's Service who are supported in developing specialist and safeguarding expertise and knowledge                   | SL   | March 2019       | <b>G</b> |
| <b>2a(vi)</b>                              | Embed the clinical service, to drive improved outcomes for children   | TMc  | March 2019       | <b>G</b> |
| <b>2a(vii)</b><br>3a(x)                    | Embed a multi-agency workforce development programme through BSCB   | BT   | February 2019    | <b>G</b> |
| <b>2a(viii)</b><br>3a(xi)                  | Through workforce development, practice development, and in partnership with the BSCP, ensure the partnership understands thresholds and what good child-centred assessments and plans look like. | DS   | December 2018    | <b>G</b> |

**Priority 3: Right Interventions, Right Time (Thresholds)****What do we need to fix?**

Thresholds need to be monitored and understanding of them embedded across the partnership

**What do we need to change?**

- Children and young people get the right help they need at the right time
- Listen to children and act upon what is heard
- Work effectively with children's families, professionals & community systems
- Involve children and families in the decisions being made about them
- Use information held and views shared by partners and key agencies effectively, to understand and inform risk analysis and decisions
- MASH partners work effectively together to share information and make decisions about risk children and young people face and the services they need to improve their outcomes

**What do we want to see?**

- Effective MASH (Multi Agency Safeguarding Hub)
- Effective decision making
- Joined up Early help

**Lead: Tina McElligott**

| ID  | Actions   | Lead | Date of Delivery | RAG      |
|---|---|------|------------------|----------|
| <b>Effective MASH (Multi Agency Safeguarding Hub)</b> |   |      |                  |          |
| <b>3a(i)</b><br>4a(v)                                 | Ensure improved quality of communication to the MASH from referrers and response from MASH in order to promote information sharing and collaborative working. | SM   | February 2019    | <b>G</b> |
| <b>3a(ii)</b>   | Improve accuracy of recording in MASH, including the recording of evidence gathered from the partnership  | SM   | February 2019    | <b>G</b> |
| <b>Effective decision making</b>                      |   |      |                  |          |
| <b>3b(i)</b> 4b(i)                                    | All partners are aware, understand thresholds and make good referrals with consent where appropriate  | SM   | December 2018    | <b>G</b> |
| <b>Joined up Early Help</b>                           |   |      |                  |          |
| <b>3c(i)</b><br>4c(iv)                                | BSCP establishes effective arrangements, including measures, to monitor and drive improvement on the impact of work undertaken on thresholds and Early Help   | BT   | Quarterly        | <b>G</b> |

| <b>Priority 3: Right Interventions, Right Time (Thresholds)</b> |   |     |            |          |
|---|---|-----|------------|----------|
| <b>3c(ii)</b>   | Implement the Early Help transformation plan  | KP  | March 2019 | <b>G</b> |
| <b>3c(iii)</b>  | Ensure appropriate pathways are in place to ensure the effective identification and assessment of young people at risk of FGM or honour based violence. | BT  | March 2019 | <b>G</b> |
| <b>3c(iv)</b>   | Implement the Domestic Abuse Action Plan  | TMc | March 2018 | <b>G</b> |

#### **Priority 4: Strengthening Assessment for children**

**What do we need to fix?**

Assessments do not always effectively analyse risk of harm meaning they can drift in the system and be delayed in receiving intervention. This has an adverse effect on the outcomes for children

**What do we need to change?**

- Children are seen, listened to and effectively helped by all professionals in contact with them; and are provided with opportunities to participate in assessments and decisions made about them
- Children are kept safe through robust assessments that lead to SMART plans that are rigorously monitored by managers
- Having a skilled workforce that can analyse what is seen and read to identify risk, make sound decisions and deliver effective interventions for children
- All assessments hold children at the center, clearly articulating what life is like for the child, detailing risks and what needs to happen to improve their circumstances, and timescales for review
- Children's records accurately reflect their circumstances, risks, plans and rationale for decisions made about them, written so that children can understand
- Swift action is taken to protect children when, by holding multi-agency strategy meetings, the information gathered by a range of source indicates an increase in risk.
- Assessments thoroughly explore and consider family history including the influence of cultural, linguistic and religious beliefs, norms and expectations
- Ensure children's views and wishes are recorded in their own words/pictures
- Young people who are homeless receive a comprehensive assessment and are appropriately supported
- Thoroughly assess connected adults /persons as early in the permanency journey as possible and within regulatory timescales

**What do we want to see?**

- Strengthened risk assessment
- Child focused assessment tackling drift and delay

**Lead: Tina McElligott and Brigitte Jordaan**

| ID                                 | Actions   | Lead | Date of Delivery | RAG |
|------------------------------------|---|------|------------------|-----|
| 4(i)<br>5a(i)                      | Make all strategy discussions compliant with " <i>Working Together to Safeguard Children – update 16 February 2017</i> " to ensure that assessment is timely and effective at managing risk | KPop | November 2018    | G   |
| 4(ii)<br>5b(i), 5b(ii),<br>5b(iii) | Strengthen quality of assessments through encouraging curiosity evidencing the child's voice, consideration of diversity, a collective view of the child's needs and being more analytical  | TMcE | November 2018    | G   |

| ID                                | Actions  | Lead | Date of Delivery | RAG |
|-----------------------------------|--|------|------------------|-----|
| 4(iii)<br>5a(viii)                | Ensure fostering and connected person assessments are tracked and delivered to a high quality  | BJ   | December 2018    | G   |
| 4(iv)<br>5a(iii), 5a(iv)<br>5a(v) | Implement and embed the Vulnerable Adolescents strategy ensuring that children missing from care or home are robustly tracked and subject to multi agency assessment of risk, including using evidence from the Barnet Creative Safe Spaces project, return home interviews and SEAM | SM   | January 2018     | G   |



## Priority 5: Strengthening Planning for Children

### What do we need to fix?

Planning needs to be consistently focused on outcomes and responsive when children's circumstances change or deteriorate across all parts of the system.

### What we need to change?

- Ensure that children, young people and their families have a clear understanding of the concerns and risks identified and what needs to happen to achieve change in agreed timescales
- Involve children, young people and families in the development of their plans
- Evidence impact of learning and improvements in children's assessment and plans
- Social workers are equipped to undertake direct work to understand the child's lived experience, wishes and views
- The lives of children, young people and families in need of help and protection are improved by rigorous challenge at all levels through multi-agency planning and reviews of their circumstance
- Escalate interventions to ensure children and young people do not continue to live in situations that are harmful to them
- Swift action is taken when progress is not being made for children in accordance with their plan and agreed timescales
- Ensure plans are consistently reviewed and progress in agreed timescales with contingencies to address lack of progress
- Children subject to pre-proceedings process have timely interventions, leading to improved outcomes
- Children's whose outcomes are not improving are protected through timely Court proceedings to secure change and permanency for them
- Permanence arrangements become embedded
- Children who are Looked After will have a clear permanency plan by their second CLA review
- Ensure children in private fostering arrangements are safe, visited regularly and monitored through regular reviews
- Young people make successful transitions to adulthood and achieve their aspirations through having the care, support and help they need

### What we want to see?

- Child centred plans
- Plans achieving best outcomes, tackling drift and delay

**Lead: Tina McElligott and Brigitte Jordaan**

| ID            | Actions  | Lead | Date of Delivery | RAG |
|---------------|--|------|------------------|-----|
| 5(i)<br>6a(i) | Ensure all children and young people requiring social care intervention have robust child-centred plans which are timely and reviewed if not effective to mitigate against drift and delay | BJ   | November 2018    | A   |

| <b>Priority 5: Strengthening Planning for Children</b> |   |         |               |          |
|--|---|---------|---------------|----------|
| <b>5(ii)</b><br>6a(ii)                                 | Children and families participate in developing their plans, leading to stronger engagement in working towards the agreed goals   | TMc     | November 2018 | <b>G</b> |
| <b>5(iii)</b><br>6a(iv)                                | Ensure that children in need of protection or in care are aware of advocacy services to support planning  | NH      | October 2018  | <b>G</b> |
| <b>5(iv)</b><br>6a(vii)                                | Review pathway plans routinely to ensure young person's participation and ownership of plan.  | NH      | November 2018 | <b>G</b> |
| <b>5(v)</b>  | Ensure permanence for all long term fostering cases   | BJ      | February 2019 | <b>G</b> |
| <b>5(vi)</b><br>6a(viii)                               | Ensure all children in care have life story work to prepare them for independence   | NH      | February 2019 | <b>G</b> |
| <b>5(vii)</b>  | Develop and implement an annual assessment and planning tool for Children in Care   | NH      | February 2019 | <b>G</b> |
| <b>5(viii)</b>   | Ensure all children with disabilities have appropriate plans to meet their identified needs   | SL      | November 2018 | <b>G</b> |
| <b>5(ix)</b><br>6a(x)                                  | Ensure that transfers between teams are conducted according to best practice and in a timely manner so that this does not contribute to drift and delay in plans            | All HoS | October 2018  | <b>G</b> |
| <b>5(x)</b><br>6a(xi)                                  | Create opportunities for review meetings to be delivered in a way that the child can most effectively participate in the planning   | DS      | October 2018  | <b>G</b> |
| <b>5(xi)</b><br>6b(iii)                                | Embed an effective and seamless process for identification of Connected Carers and tracking of assessment and approval process  | NH      | November 2018 | <b>G</b> |
| <b>5(xii)</b><br>6b(v)                                 | Evaluate the Life skills project, with young people, to ensure it addresses their needs and improves their outcomes in adulthood  | NH      | February 2019 | <b>A</b> |
| <b>5(xiii)</b><br>6b(vii)                              | Develop new programmes to reduce levels of NEET (Not in Education, Employment or Training) care leavers to ensure they have access to employment and training opportunities | CS      | April 2018    | <b>G</b> |

| <b>Priority 5: Strengthening Planning for Children</b> |  |     |               |          |
|--|--|-----|---------------|----------|
| <b>5(xix)</b><br>6b(viii)                              | Tackle delays in access specialist CAMHS (Child and Adolescent Mental Health Services) provision by ensuring children have timely access to CAMHS in line with CAMHS transformation plan | CMc | April 2018    | <b>A</b> |
| <b>5(xx)</b>   | Embed new tier 1 and 2 CAMHS arrangements for children and apply to be a trailblazer, developing mental health support teams in schools  | CMc | February 2019 | <b>G</b> |
| <b>5(xxi)</b>  | Strengthen private fostering arrangements by ensuring the partnership proactively engages with awareness campaigns   | BT  | March 2019    | <b>A</b> |
| <b>5(xxii)</b>   | Review and embed placement sufficiency strategy  | BJ  | January 2018  | <b>G</b> |

## Priority 6. Embedding a child centred culture that improves children's lives

### What do we need to fix?

All staff need to be fully engaged with the child centred culture and aware of the support available to them from management and senior leaders

### What we need to change?

- A culture which focusses on improving the lived experience of children and young people in receipt of social care services from all service providers across the borough
- All staff, managers and leaders know the improvements required, and how to translate this into their practice
- Work across children's services and all services supporting children's services promotes a culture of honesty, escalation and improvement.
- Effective Induction ensures all staff are clear of the vision, philosophy and practice approach.
- Clear line of sight exists from Members, senior leaders through to frontline practice.
- The wider organisation and partners are well engaged in the improvement work, understand their roles within it, and actively contribute.

### What we want to see?

Effective Communications and Engagement drive culture change and improvement through:

- Building connection via communication and engagement from the top to the bottom of the children's service
- Strong cross agency engagement and communication
- Strong corporate communication and engagement

**Lead: Chris Munday**

| ID                    | Actions  | Lead | Date of Delivery | RAG      |
|-----------------------|--|------|------------------|----------|
| <b>6(i)</b><br>7a(ii) | Ensure that senior managers have regular meaningful engagement with front line staff and managers and act and communicate our child centred culture clearly and regularly in order to enhance staff morale | CM   | October 2018     | <b>G</b> |
| <b>6(ii)</b> 7a(iv)   | Ensure all staff receive an effective induction  | DS   | October 2017     | <b>A</b> |
| <b>6(iii)</b>         | Review corporate and partnership communication activity, improving awareness of the improvement journey  | JMcA | March 2019       | <b>G</b> |
| <b>6(iv)</b>          | Embed 'All About Me' across the service  | CM   | November 2018    | <b>G</b> |

| ID           | Actions   | Lead | Date of Delivery | RAG      |
|--------------|---|------|------------------|----------|
| <b>6(v)</b>  | Ensure the wellbeing of children is the highest context in all staff communications | CM   | Ongoing          | <b>G</b> |
| <b>6(vi)</b> | Ensure the 'Voice of the Child' is fed back into the LSCP                           | BT   | February 2019    | <b>G</b> |

## Appendix 1

### Conditions for Success

#### 1. Articulating values and vision

Senior managers and other leaders talking and acting as a team. They must have a shared approach and view about their intention to improve outcomes for the most vulnerable children and about the provision of social care for children and families. This includes being clear about what children's social care is seeking to achieve.

A whole systems approach to strategic planning and service delivery for children – from early help through protection to care and adoption – including:

- a) service design and delivery based on learning from experience, including feedback from service users about what works
- b) a coherent mix of interventions, available at the right time and at the right level
- c) the whole system promoting a culture of meeting need in the least intrusive and most universal way, reserving specialist services such as social care for those in the highest need
- d) an adequate resource envelope for each tier of services, based on an analysis of need that promotes targeted evidence-based interventions and prevents escalation of need/risk to the child

This whole system approach needs to be developed, agreed and owned by all statutory partners and all providers of children services.

#### 2. A unifying use of theoretical models of evidence-based social work practice

Approaches should be used that are in line with local values and vision - such as systemic, strengths based, solution focused, motivational interviewing, and social learning approaches. Relational based approaches provide the skill base to enable social workers to help families to change, helping them to find solutions, so that the safety, development and wellbeing of their children is enhanced.

Having a unifying approach to social work across the organisation promotes good evidence informed practice, a coherent and consistent focus on the way the organisation operates and fidelity to an approach that can persist over time. This will lead to embedded cultural change and improvement that is sustainable over the long term.

#### 3. A relentless focus on the recruitment, development and retention of social workers and social work managers in frontline practice with children and families

Clinical social work practice must be valued highly and this should be reflected in the support, qualification and career structure for social workers and their pay grades. Career progression must reflect individual performance – how learning is translated into practice and delivers better outcomes for children.

A strategy must be in place and regularly reviewed to keep good social workers in frontline practice but also, to achieve a healthy level of succession planning – growing high quality supervisors and managers from within the organisation whilst also being seen as an employer of choice by external applicants.

#### **4. Social workers with a manageable workload which is regularly reviewed**

Social workers can only work effectively with a limited number of families. Allocating more than they can manage means workers and managers formally or informally decide to prioritise some cases and give limited attention to others. Whilst there is no ideal number because manageability depends on the nature of cases and the professional capabilities of the practitioner, a range should be set beyond which an alert should be made. Controlling workload through high-quality supervision is necessary to promote effective analysis of risk and appropriate intervention. This means that social workers get involved with the most vulnerable children, so work with few cases but more intensely and decisively.

#### **5. Social care teams small enough to allow team managers to know both staff and families well**

The complexity of the families that social workers deal with requires them to receive high quality, regular, reflective and appropriately challenging supervision and for cases to have good case management oversight with careful and thoughtful decision making in respect of risk and next best steps.

#### **6. Service design which minimises the number of changes to key worker/transfers between teams and also respects the need for some specialism across children social work teams**

There needs to be clarity about the role and purpose of each team from contact and referral through to adoption, with simple rules about the management oversight of the way in which cases flow between teams. Co-location and integration or secondment of multidisciplinary professionals may be appropriate.

#### **7. An operational culture of dialogue, reflective thinking, feedback, learning and support**

The organisation needs to be proactive in respect of the risks that present in children's social work and to promote sensible approaches to growing confidence and expertise. High quality performance should be expected from all staff, and learning and accountability woven into the fabric of operating approaches. This includes having clearly understood systems, supported by the culture, of delegation in respect of decision making in respect of casework and financial management, promoting accountability and responsibility at the appropriate level right through the organisation

#### **8. An aspirant and system-wide approach to improvement and performance**

In addition to action to address specific issues identified by inspections, peer reviews, self-audits and local performance analysis, a broader and long-term approach about the total

improvement journey to 'outstanding' is needed. This should be supported by a comprehensive performance approach, with good and timely information across a range of indicators and outcomes at individual, team and service level.

A good quality case audit process will reliably look at quality of practice, the outcome for the child and family and the business processes.

### **9. Appropriate practical support**

Such as adequate working space, good ICT systems and strong administrative support to reduce the bureaucratic burdens on social workers and social work managers.



## **Appendix 2**

### **Voice of the Child**

The Barnet Service User Engagement Strategy will enable us to better understand the experience of children and families who we work with. The following methods will assist us in demonstrating that the actions within the improvement plan are making a difference.

These include:

- General satisfaction feedback forms for both children and young people;
- Child Protection Conference evaluation forms for both children and young people;
- Children Looked After Review evaluation forms for both children and young people;
- Learning from complaints
- Advocacy feedback
- MOMO (Mind of My Own) app. feedback
- Social worker and team self- assessments of capturing the voice of children
- Case audits check if social workers have captured the child's lived experience as part of their assessment and planning
- Timeliness and engagement checks on visits, engagement at meetings, being seen alone

Each team will review feedback from children, young people and families and consider their team and individual development plans.

Working with #BOP, our children in care council we will identify key themes and priorities for children in care teams and the leaving care team to consider, oversee and report these through to the Corporate Parenting Advisory Panel.

The safeguarding youth panel will consider the themes arising from across these engagement activities and report to the safeguarding partnership for actions to be taken forward.

## **Appendix 3 Reporting arrangement and timescales**

### **Reporting arrangements and timescales**

The Children's Services Improvement Board, SCB and CES Committee will each receive the full data suite from the Performance & Data Quality Report, and the whole improvement plan.

The comments from the Children's Services Improvement Board will feed into the final report that is submitted to CMT following this meeting (usually the last CMT meeting of each month). The CES Committee will also receive Performance Matters as an update at each CES Committee meeting.

Family Services will submit the reports and will copy the Corporate Performance and Risk Team to ensure everyone is working from the same version.

**Appendix 5: Named Officers**

|               |                   |   |
|---------------|-------------------|---|
| <b>JH</b>     | John Hooton       | Chief Executive Officer   |
| <b>CS</b>     | Cath Shaw         | Deputy Chief Executive Officer  |
| <b>JMcA</b>   | Jenny McArdle     | Assistant Chief Executive   |
| <b>CM</b>     | Chris Munday      | Strategic Director of Children's Services                                   |
| <b>CLlr L</b> | CLlr Longstaff    | Lead Member   |
| <b>CLlr C</b> | CLlr Cornelius    | Leader  |
| <b>DH</b>     | Dave Hill         | Director of Children's Services, Surrey County Council                      |
| <b>TMcE</b>   | Tina McElligott   | Operational Director Early Help and Children in Need of Help and Protection |
| <b>BJ</b>     | Brigitte Jordaan  | Operational Director Corporate Parenting, Permanence, & 0-25 disability     |
| <b>KP</b>     | Karen Pearson     | Head of Service Early Help and Early Years                                  |
| <b>SM</b>     | Sarah Marshall    | Head of Service Duty & Assessment and MASH                                  |
| <b>KPop</b>   | Karen Popely      | Head of Service Duty & Assessment and Intervention & Planning               |
| <b>NH</b>     | Nikki Hale        | Head of Service Children in Care & Permanence                               |
| <b>SL</b>     | Sarah Lowe        | Head of Service Placements, Transitions and 0-25 disability                 |
| <b>YP</b>     | Yogita Popat      | Head of Service Performance, Improvement and Inspection                     |
| <b>DS</b>     | Donna Swanberg    | Practice Development, Innovations and Programmes Manager                    |
| <b>BT</b>     | Ben Thomas        | Strategic Lead, Children and Young People's Service                         |
| <b>GL</b>     | Nicola Roberts    | HR  |
| <b>BW</b>     | Bryan Webb        | Capita IT Director  |
| <b>OR</b>     | Simon Rose        | Police  |
| <b>CMcC</b>   | Collette McCarthy | Divisional Director Commissioning   |
| <b>IH</b>     | Ian Harrison      | Education – Director of Education and Skills                                |
| <b>SMcG</b>   | Siobhan McGovern  | Safeguarding Lead CCG   |
| <b>KM</b>     | Katie Mayers      | Head of Communications  |
| <b>AD</b>     | Anisa Darr        | Director of Resources (s151 Officer)  |
| <b>KM</b>     | Kay Matthews      | Chief Operating Officer, Barnet CCG   |
| <b>HM</b>     | Helen Morrison    | Education   |

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# **Barnet Care Leaver Local Offer**

DRAFT

## 1. General

This leaflet tells you, as a young person who has been Looked After by Barnet Council, about the support available to you when you leave care. This may change annually so please ensure you get an up to date copy of this leaflet from your Personal Adviser (P.A.)

Once a young person becomes 18 years of age they are no longer legally Looked After. Although many young people leave care at 18, some young people may leave care before that.

To be able to get the support set out in this leaflet, you must have been in care for a period of at least 13 weeks (or periods amounting to 13 weeks) which began after age 14 and included some time after your 16th birthday. If you are not sure whether you qualify for support, then ask your Personal Adviser.

For more information contact your social worker or P.A, or visit the Woodhouse Road Centre at:

34 – 26 Woodhouse Road  
North Finchley  
London  
N12 0RG

**Keep this leaflet somewhere safe so you can look at it when you need to.**

If you are unsure about anything in this leaflet or want some more information, please speak to your social worker or P.A.

In Barnet, we want to ensure the support that we provide for you when you leave care:

- Recognises you as an individual with individual needs.
- Supports you in taking responsibility for yourself as a young adult. We will support you if things do not work out the first-time round. Most people make mistakes during their move to independence whether they have been in care or not.
- Helps you access and maximise all the support available to you through a range of services, including accessing benefits, practical and financial support.
- Ensures all young people who have left our care are treated equitably.

The amount of financial and other support you will get as a care leaver will be dependent on your age and individual circumstances.

### **Getting advice from your social worker/P.A.**

In Barnet, the support can continue through the Leaving Care Service up until your 25th birthday.

Your P.A. will be in touch with you at least 6 times a year, but more if you need it. You can always contact your P.A. in between these contacts if you need advice and support.

Once you are 21 years of age you will only have a P.A. if you want ongoing support with an area of assessed need for as long as required up until your 25th birthday. This means that your case could close, but if you need support later you can ask for support again, up until your 25th birthday.

## **Your Pathway Plan**

It is expected that as you are preparing to leave care, and after leaving care, you will be involved in agreeing and reviewing your Pathway Plan. Your Pathway Plan is important as it will look at the things that are important to you in moving to independence, such as being ready to leave care, where you live, money management, looking after yourself, health, employment, education and training issues. Your Pathway Plan is also your record of the support that we have agreed to provide to you.

## **Drop ins**

The Woodhouse Road Centre is open from Monday to Friday from 9am – 5pm. The centre is open for you to drop in, whether you just want to socialise or use the computers, or talk to someone about something that's bothering you. There are a range of drop in sessions that take place at the centre, such as:

- Sexual health
- Welfare advice
- Money advice
- Education, Employment and Training
- Psychotherapy (Terapia)

For more information about drop in times and services, please speak to your PA.

## **2. What financial support can I expect to receive?**

### **Opening a bank account/credit union**

All care leavers are expected to have a bank account, and payment of all allowances and grants from Onwards & Upwards will be made directly into this bank account, unless there are concerns about the young person's ability to manage their money.

If you do not already have a bank account, your allocated worker will help you to open an account. In exceptional circumstances, where a young person is assessed as not being able to maintain a bank account or is not able to open one, direct payments can be made via a pre-paid debit card as agreed by the Onwards & Upwards Team Manager.

### **Subsistence (16 and 17-year olds)**

If you are living semi-independently you are not entitled to claim benefits, so we will provide you with a subsistence payment to cover your day to day living costs. If you are struggling to budget your money, this may be issued in a part cash and food voucher payment to ensure you have enough money for food.

This applies to young people not living with foster carers or in a residential placement and some young people who have No Recourse to Public Funds (NRPF). The current rate from 1 April 2017 is £57.90 (equivalent to the current rate for income support). Young people who are in paid training will receive the equivalent or higher allowance from their training provider.

### **Initial benefits claim**

Once you turn 18, you need to claim Income Support, Job Seekers Allowance, Employment Support Allowance or Universal Credit. The Leaving Care Service will provide you with up to 4 weeks subsistence payments to assist you while you are waiting for your initial benefits claim to be processed. Your P.A. will help you to sort all this out.

### **Fares**

If you are in education or training you will be given financial assistance with travel costs during term-time only to cover up to zone 1-6 or the equivalent based on an assessment of need. You will need to have a current education contract signed by the Virtual School and apply for a student Oyster Card if eligible. If you need to attend university or college during the holidays, any additional support for fares will be based on an assessment of need and outlined in your Pathway Plan.

Additionally, we will assist with some fares for family contact, leisure and cultural needs. This will also be based on an assessment of need and outlined in your Pathway Plan.

### **Clothing allowance**

If you are aged 16 or 17 and in semi-independence you will be given a clothing allowance payable in 2 instalments at the beginning of summer and winter. The current allowance is £300 per year.

### **Birthday Payments**

Birthday gift vouchers or cash will be given to young people by their carer if they are in Foster Care or Children's Home, or by their allocated worker if they live independently. Young people who live in independent living will be paid their birthday allowance, if there is evidence of ongoing contact between the young person and Onwards & Upwards.

For young people in Young Offenders Institutions the birthday allowance is paid by postal order.

The allowance paid to all Care Leavers is as follows:

18th birthday - £100

19th birthday - £30

20th birthday - £30

21st birthday - £50

Young people should indicate their voucher or cash preference to their Personal Advisor who will arrange for the allowance to be given.

### **Holidays (16 & 17-year olds)**

We will support you to have a holiday by paying a contribution towards your holiday costs. The amount we pay will be dependent on an assessment by your social worker and will not exceed £XXX in any year.



## **Social and leisure activities**

You will be encouraged and assisted to take part in social and leisure activities. If you are aged 16 or 17 you will be eligible to apply for a local leisure card. If you live outside Barnet, your P.A. will assist in obtaining one from the authority where you live. Depending on an assessment of need, we may pay for a hobby or fee for a club, if the leisure card is not available, provided you can demonstrate commitment to keeping it up.

## **Live Unlimited / The Imagination Trust and other charitable grants**

The Imagination Trust is the first scheme run by Live Unlimited. The Imagination Trust creates the opportunity for Barnet's looked after children and care leavers to apply for small grants to help them explore their passions and further their interests.

Whether you are a budding sports champ who wants to use the grant to pay for the cost of joining a football club, a wannabe chef who wants the grant to help contribute towards a chef's course or an aspiring entrepreneur and need a little help with set-up costs, this scheme can provide you with help on the way. You can apply for a minimum of £25 and maximum of £250.

Some examples of what we've funded include:

- Buying a school-leaver a suit so he can look smart for apprenticeship interviews
- Buying a video camera for an aspiring vlogger to talk about his experiences in care
- Paying for flights to Spain so a young care leaver can walk the Camino Santiago trail
- Buying a camera lens so a photography student can complete her course

To apply, complete an application form which can be found [here](#); speak to your allocated worker for any questions or help completing the application.

## **Cost of key documents**

It is important that all young people have a photographic form of identification (e.g. passport or driving licence) and their birth certificate when they leave care.

You will usually need formal identification of some kind, often a passport or driving licence, as well as your National Insurance Number, to start work with an employer, to claim benefits, to set up a bank account, to prove you are who you say you are and to get into a pub, club, etc.

When you leave care to become independent, you should already have a birth certificate as well as a renewed passport or a provisional driving licence. If you did not have a formal type of photographic identification when you left care, we will pay for the cost of the purchase of 1 passport and 1 birth certificate up to the age of 21. Based on an assessment, payment for a driving licence will be considered if it is necessary for your employment.

If you are an unaccompanied young person and there are immigration issues to be resolved, your P.A. will help you get the right documentation required to prove you are who you say you are.

If you have lived here for more than 7 years but are not British or a European National, we will pay for you to be naturalised providing this is applied for in good time prior to your 18th birthday. You will need to discuss this with your social worker. In some cases, if you are a European National, we will assist you with purchasing a residence card.

## **Remember**

You must keep all your documents safe as you will be responsible for paying for any replacements.

### **Vacation accommodation**

If you are a student in full time residential education or in higher education, we will ensure that you have suitable accommodation, if you need it, during a vacation. For young people in higher education, the financial support we provide covers the academic year but we can provide advice and support with sourcing accommodation and contribute to any additional rent costs.

### **Support in pregnancy**

If you are pregnant and aged 16 or 17 years old we will pay a one-off maternity grant, 11 weeks before the birth of the baby. The current amount is £150 per baby.

Your P.A. or midwife will support you to claim a grant of £500 from the Department for Work and Pensions (DWP) if you are eligible for one. This is to buy essential items you need for when your baby is born.

Your P.A. may also be able to offer support to access funding from other organisations for you and your baby.

### **Council tax exemption scheme**

We provide a council tax policy that will help you in your transition to independence, and support your overall Pathway Plan by meeting your identified needs, thus helping you to achieve your potential.

As a care leaver, you will receive a maximum of 100% discount on Council Tax bills for up to the first 2 years of independent living, up to the age of 25. The 2 years may be paused for up to 2 periods where a full council tax exemption is already being give because you are a student.

After the two-year period, you can still get support with council tax if you are experiencing financial difficulties. All decisions on eligibility and levels of financial support after the initial two-year guaranteed relief period will be based on a thorough assessment of your circumstances. Your Allocated PA or Social Worker and Revenues and Benefits Council Tax staff member will ensure that you are aware of and fully understand the assessment criteria and how decisions have been made regarding applications for relief.

If you have any questions or want to see a full copy of the policy, please ask your allocated worker.

### **Financial support at times when your income changes**

If you are worried about the gap in receiving money, for example, when you are moving from benefits to employment, waiting to receive benefit or moving from one benefit to another, let your social worker know and Onwards & Upwards will provide financial support equivalent your benefit entitlement for up to four weeks, once proof of a submitted benefit claim or job offer is provided. In some circumstances, this timescale can be extended at the discretion of the Onwards and Upwards Team Manager.

These payments will be reviewed on a weekly basis, whilst there is up to date proof of a benefit claim being processed, appointment attendance and you giving any requested information to the Department for Work and Pensions (DWP).

## Setting up Home Allowance

When you leave care, and are assessed as being ready to live independently, you will be eligible for a Setting Up Home Allowance. If you need it, you could receive up to £2,000. The allowance is accessed when you are assessed as needing it. This allowance is to provide you with sufficient furniture or equipment when moving into independent permanent housing and will be written into your Pathway Plan. Payments will be made directly to the supplier or provider.

The Setting Up Home Allowance will only be used to buy essential items for permanent accommodation.

In some cases, you may also be able to use the money as a deposit to rent private accommodation. You will need to discuss this with your P.A.

Please consider the following when spending your allowance:

- Buying second-hand or used goods (but not second-hand electrical items). Furniture and soft furnishings can be cheaper and of better quality than many new items when bought second-hand.
- Looking at buying items on special offer or waiting for sales to get bigger discounts.
- Planning ahead, for example, by buying some items such as towels, bedding, crockery etc. while you are still in care. You could use your short-term savings for this.
- Using some of your savings, and any other grants available to you, to help towards some of these costs.

## Remember

- When most young people leave home to live independently they cannot always afford everything they need straight away and cannot always afford everything new.
- Your savings are there for you to use in your transition to independence and into later adulthood.

## Emergency support

You can access the Barnet Crisis Fund up to twice a year. The grant helps people who:

- need extra help in an emergency
- are working but are on a low income
- have a pending Council Tax support or Housing Benefit claim

If you need to apply, your allocated worker can help you with an application.

Barnet's Crisis Fund policies are available on the Child Poverty Action Group's (CPAG) [website](#).

As a care leaver, you are also able to apply and have priority status for Discretionary Housing Payments (DHP) if you experience housing related payment issues.

DHPs can provide extra money to young people or their landlord if you already receive Housing Benefit, and if there is a shortfall between the rent you must pay and the Housing Benefit you receive.

DHPs are usually paid for a few months to help through a crisis or short-term problem, but can pay for longer periods in exceptional circumstances. These payments are helpful if you experience financial difficulties; your allocated worker will support you to apply for DHPs.

### 3. What support will I get with accommodation?

We are committed to making sure that once you leave our care we help you find suitable accommodation that meets your needs. We know not all young people will be ready to live unsupported in their own tenancy straight away. Your social worker will have worked with you to agree plans for when you are no longer in care. This will include plans for your accommodation and will be written into your Pathway Plan.

#### **Support for 18-year olds**

Most young people will want to leave care at 18 years of age, but we have a statutory duty to support you until the age of 21 and 25 if you want support. Your last LAC Review prior to your 18th birthday should ensure that there is a clear plan, your Review Pathway Plan, covering where you will live and the support you will need to meet your needs.

As a care leaver, you will be expected to claim housing benefit to cover the Local Housing Allowance element of your rent, with the Local Authority covering the shortfall and any support costs for commissioned semi-independent accommodation.

If you later move into private rented accommodation as you are assessed as being ready for a tenancy, your landlord or agency, should agree for your Housing Benefit to be paid directly to them. It is essential that you maintain a Housing Benefit claim to not incur arrears and risk eviction.

#### **'Staying Put'**

We know that if you have been in a settled foster home, the best plan may be for you to remain living there until you have finished education or achieved other goals that will help you move smoothly to adult independence.

All fostered young people have the right to remain with their foster carers until the age of 21.

If you and your foster carers express a wish to enter into a Staying Put arrangement, and we think it is appropriate, we will provide advice, assistance and support to draw up a Living Together Agreement.

Your P.A. will support you to access all the benefits you are eligible for while in your Staying Put arrangement, including claiming Housing Benefit.

#### **Supported Lodgings**

If it is not possible for you to stay with your carer, but it is felt you are not ready to move into semi-independent accommodation, your social worker may consider supported lodgings for you.

Supported lodgings are similar to 'Staying Put' with your carers but it means you move somewhere new to live. You will still be living in a family home and having the additional support that comes with being part of a family.

You will need to pay a portion of money from your personal allowance, Job Seekers Allowance or wages as a contribution towards your 'rent' and pay all your Housing Benefit to your carer.

### **Renting private accommodation**

If you want to rent a private property, it is likely your landlord will require a deposit and rent in advance before they will agree to a tenancy.

If you are over 18 and assessed as being ready for a tenancy, we will support you to access rent deposit schemes, or if appropriate, you could speak to your social worker about accessing your Setting Up Home Allowance to pay for this.

### **Other options**

You may feel that 'Staying Put' with your carers, or moving to semi-independent accommodation, supported lodgings or your own tenancy unsupported, will not be right for you post 18 and up to your 21st birthday. Being involved with reviewing your Pathway Plan will give you the opportunity to talk with your P.A. about this. They will be able to explain the options you have and provide support in finding somewhere to live that will meet your needs.

## **4. What support will I get with education, training or employment?**

We want you to be able to continue your education or training or find work when you leave care.

If you are starting education or training courses and need support, you will be eligible for the support detailed below and as provided by the Virtual School.

### **Travel expenses for 18+ care leavers**

If you are in education and/or training the Council will pay for an Oyster Card (up to zone 6), if this is not covered by your training provider.

### **Education Bursary for 16 to 19-year olds**

If you are still in education or training, the Virtual school or your college will be able to advise whether you are eligible for a 16–19 Bursary. Careers Advisors (the new name for Connexions workers) will have more information about this. Your social worker or Virtual School worker can help you complete the application form.

### **18 to 21-year olds wanting to go to college**

You will have the following support available to you:

- Your P.A. will keep in touch with you and review your Pathway Plan to ensure you are getting the support you need.
- Assistance with some expenses for education, training and employment if needed.
- Income Support or Housing Benefit should be available if you have been in care and remain separated from your family and are in:
  - Full time further/non-advanced education (This is up to A-level standard or equivalent)
  - OR
  - In direct training for 12 hours a week or more

Income Support or Housing Benefit should continue to be paid until the end of the academic year that you turn 21.

In exceptional circumstances, and based on an assessment of need, we may be able to contribute towards course workbooks, field trips, special equipment or materials, clothing for work experience or job interviews

### **21 to 24-year olds wanting to go into education or training**

We have a responsibility to assess your circumstances and offer support to you if this is needed, once you have left care until you are 25, in respect of education or training for the duration of the course.

If you are over 21 and want to go back into education or training, you will be given advice and support to consider your options through the Leaving Care Service and the Virtual School. This will include:

- Suitability of the course.
- Using any savings you have to support you during this time.
- Combining work and study.
- Applying for financial support from charities and trusts.
- Considering if you are eligible for funding from your employer.

If we do provide you with support after 21, we will also provide you with a social worker who will update your Pathway Plan with you and keep in touch.

### **Support for young people wanting to go to university**

#### **Eligibility**

- You must have completed BTEC level 3 or A levels and be enrolled on a course of higher education, which includes first degree and higher education qualifications that are over 12 hours per week of study, including some distance learning courses. The course must last for at least 2 academic years.
- You must commence the course of higher education prior to your 25th birthday and have confirmation of your student loan and immigration status for the duration, if you are originally an asylum seeker.
- Your P.A. will formally authorise any higher education course you have chosen.

#### **If you are starting university you are eligible for the support detailed below:**

- A social worker to review and update your Pathway Plan and keep in touch with you.
- We will pay you an education grant of £1000 a term. This is inclusive of a £2000 bursary which covers the duration of the whole course.
- The financial support is generally available for a maximum of 3 years. If your first designated course is 4 years in duration (e.g. teacher training), additional financial support will be agreed in your Pathway Plan for year 4 to a maximum of £3,000.
- In some cases, you will be given a grant to purchase a laptop in your first year of study to the maximum value of £400, including software, based on an assessment of need.

If you decide at the end of the first year you are on the wrong course, we will provide an additional year's funding for you to change to another designated course. You will only receive 4 years' funding in total, on confirmation of your student loan.

Payment of the bursary will be assessed as part of your Pathway Plan, including agreement from your social worker that the course of higher education is a reasonable career pathway that will lead to employment.

If you are unsuccessful in a year of your education, financial support will be re-assessed in your Pathway Plan. A maximum of one year's additional financial support may be provided.

### **Attendance**

If there is any dispute about attendance, your social worker will ask you to provide a letter of attendance from your Higher Education Institution (e.g. University). If you are not attending your course in accordance with your Pathway Plan, we may withhold payment of any bursary and other financial support provided by Hackney, following discussion with the Head of Corporate Parenting. Where you have been paid but decide not to attend, this is grounds for us to request for monies to be repaid.

### **Additional funding**

There are sources of additional funding that you should make use of for financial support, including seeking part-time employment, student loans and grants and hardship grants. Some universities offer a Care Leavers Bursary or financial support through the Access to Learning fund. Your social worker can discuss these with you.

### **Support after university**

We can continue to offer you advice and support, if you need it, up until you are 25, for employment, education or training.

However, when you have completed your university course, if you do not have paid work, you will be expected to claim benefits, unless you are considering going on to a post graduate course.

If you want to go on to complete a post graduate course, we will offer you support and assistance to help identify financial support for you to continue your education and will advise you how to access this. We are not able to pay your fees or living expenses.

### **Support for parents with child care costs**

If you want to access training or education you should find out what child care support is on offer from your employer, training provider, college or university.

All 3-year olds are entitled to free nursery hours from Early Years Services.

In some areas they also offer free provision for 2-year olds.

### **Barnet's Apprenticeship Programme**

An apprenticeship is a full-time job which combines training and study - you'll learn as you earn. You can study for a number of different qualifications across Levels 2, 3 or 4. Apprenticeship training takes place for a minimum of a year, but can last for up to four years depending on the qualification you take. You usually spend around 20% of your time studying, which is only one day a week, with the rest of the time spent working to get a heap of experience to help start your future career.

To find out more speak to your P.A. or the Virtual School.

## 5. What help will I get with health matters?

You will continue to have health assessments annually until your 18th birthday. These will be carried out by the LAC health nurse.

If you have specific health needs, your P.A. will discuss with you how these can be met as part of your Pathway Plan and offer you advice and support on how to access health services.

From the age of 14 you can ask for a copy of your health assessment from the LAC Health Team. You can either request this form from your LAC health nurse at the time of your health assessment or contact the team.

After your final health assessment before you turn 18 you will be sent a health summary which will include your immunisation record, a copy of your last health assessment, how to access a GP, dentist or optician and where to go for health advice and information.

### Mental Health Support

There is a range of support available if you need support with your emotional or mental health. These are some of the options available:

- KOOOTH – Online counselling support service available during evenings and weekends
- Woodhouse Road service – 1:1 appointments with trainee psychotherapists from Terapia available for young people in need of emotional support (this team also provide support to Onwards and Upwards staff)
- Voluntary Community Sector – Range of support lines available such as Childline (0800 11 11) and the Samaritans (116 123)

Please speak to your PA or Social Worker for more information about options available to you as support services can change over time.

### Dental Care

You may be eligible for some financial support towards dental checks/treatment if you are:

- Aged 16 to 18 years in full time education
- Pregnant or have had a baby in the last 12 months.
- Having treatment as an in-patient or out-patient at an NHS hospital.
- Receiving Income Support, Income Based Employment and Support, or Job Seekers Allowance.
- On a low income and have a Health Credit Certificate (known as HC2 or HC3 certificate).

### GP

All care leavers are required to be registered with a doctor. Your allocated worker or carer (Foster Carer, Key Worker etc) will support you to complete this as part of the Pathway Planning process.

### Eye care

You may also be eligible for free eye tests and vouchers towards glasses/contact lenses if you are:

- Aged 16 to 18 and in full time education.
- Receiving Income Support, Income Based Employment and Support, or Job Seekers Allowance.



- On a low income and have a Health Credit Certificate (known as HC2 or HC3 certificate).

### **Prescriptions**

We can give you advice and support about paying for prescriptions but we are not able to pay for the costs of prescriptions for you to get medication.

You are eligible for free prescriptions if you are:

- Aged 16 to 18 and in full time education.
- Receiving Income Support, Income Based Employment and Support, or Job Seekers Allowance.
- Pregnant or have had a baby in the last 12 months (you will need an exemption certificate from your GP).
- Receiving treatment in hospital.

### **Support for people on a low income**

If you are on a low income you can apply for a Health Credit Certificate known as HC2 or HC3. This will give you reduced cost, or free dental and eye checks/treatment as well as prescription charges. This is dependent on your income and needs at the time you apply for support. A certificate can last from 6 months to 5 years depending on your circumstances.

To find out more, ask your GP, dentist or optician, or ask your P.A. to help you apply.

## **6. Savings**

### **My savings**

When you leave care, you should have a short-term savings account, with savings you and your carer have made while you were in care. Some of this may have been used to buy things before you moved to semi-independence.

It is important when you have left care to try and continue to save in case of emergencies or for special treats.

If you do not have a bank account, your P.A. can advise and support you to get one set up. A bank account is not only important to have for savings, but also to pay your wages or benefits into and potentially any financial support you receive from us.

If you were in care for more than 12 months you should also have a Junior ISA or a Child Trust Fund, which was set up with £200 initially. When you become 18 years of age these accounts will become Adult ISAs or Adult Trust Funds and you will be able to access this money. Your social worker will be able to give you information about the money in your account and advise on how to access this money.

### **Remember**

Your savings are there to support you in your move to independence and adulthood. This may include buying items for your own place, driving lessons and supplementing the financial support available to you if you continue in education or training.

It is important that you think before you spend your savings, as once the money has been spent, it may be a long time before you are able to add to them again.

### **Savings over £16,000**

Some young people may have a lot of savings. This includes money in bank accounts, ISAs or Trust Funds but can also include inheritance or compensation given by the courts.

If you have savings of £16,000 or more you will not be eligible for Housing Benefit, Income Support or Income Related Employment and Support Allowance (ESA), or Job Seekers Allowance (JSA).

You can put up to £15,000 of these savings into a tax-free savings account such as an ISA or Trust Fund.

If you have a lot of savings, it is important to get appropriate financial advice. Your P.A. will be able to advise you about ensuring you get appropriate advice for your savings.

## **7. BOP**

BOP is the Council for Looked After Children in Barnet. It is a group of young people aged 14–25 who are in care or have experienced care, who aim to represent the voice of young people in the care system, to raise concerns or ideas about how to improve services. The group meet regularly, participate in consultations, and research and deliver events to young people in care to gather their views and raise their voice. The group also attends Pan London Children in Care Council meetings and contributes to ongoing dialogue around corporate parenting both locally and nationally.

In the past this group has produced new guidelines for Barnet staff, describing the level of service young people can expect from Barnet's Children and Young People Service in the Barnet Promise, and making it more accessible to young children so they can understand their rights more easily.

The group have monthly meetings on the first Thursday of every month, 5.00 – 7.00 pm at Onwards & Upwards. All young people in care or who are care leavers are invited to attend. As a young person who has experienced care, you are welcome to come along and get involved. There are opportunities for training, work, and to make positive change that will help other young people.

To find out more, please go to:

## **8. What if I do not get the support I need?**

Sometimes we may not be able to provide you with the support you feel you need, or we may not agree to provide you with a particular piece of funding or service you have requested.

There may be several reasons for this so it is important you understand the reasons for you not getting the support you feel you need.

### **Your P.A. should:**

- Record any decision not to provide you with a service or funding and the reasons why.
- Tell you about the reasons for this decision (and give you details of the complaints and appeals process if you would like this).

If you are unhappy about a decision, you need to firstly try to talk to your P.A. before making a complaint as they may be able to help you understand more about why this decision has been made or why the support is not available.

If you decide you want to make a complaint, you may want to have an advocate to support you in doing so.

The Complaints Officer can be contacted by:

- Email: [FSComplaints@barnet.gov.uk](mailto:FSComplaints@barnet.gov.uk)
- Online: [www.barnet.gov.uk/family-ccc](http://www.barnet.gov.uk/family-ccc)
- Paper form – available from Onwards and Upwards Team
- Telephone – 00208 359 7008
- In writing – Family Services Complaints Officer, North London Business Park, Oakleigh Road South, London, N11 1NP

If you wish to have the support of an advocate who can help with understanding rights and entitlements, submitting a complaint, understanding the response and dealing with any issues that come up along the way, please speak to your allocated worker.

Children and Families Service will be reviewing the financial support available to care leavers every year. Please let us know your views on the policy and any suggestions you may have. We will consider these when reviewing the policy.

If you want to tell us your views on the policy you can speak to your P.A. who will pass on the information.

## 9. Useful information and contacts

### **National Care Advisory Service (NCAS)**

Web: [www.leavingcare.org](http://www.leavingcare.org) The latest news and information on all issues relating to transitions from care and care leavers are available of the NCAS website.

### **Benefits information**

Web: [www.gov.uk](http://www.gov.uk) The latest news and information on benefits will be available on this national website. You can search for individual benefits and use the 'benefits calculator' interactive tool that can help you find out what benefits you may be entitled to.

### **Turn2us**

Web: [www.turn2us.org.uk](http://www.turn2us.org.uk) Freephone: **0808 802 2000** (9am to 8pm Monday to Friday) Helps people access the money available to them through welfare benefits, grants and other help.

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# PERFORMANCE MATTERS

**BARNET**  
LONDON BOROUGH

# LONDON BOROUGH OF BARNET

MULTI AGENCY SAFEGUARDING HUB

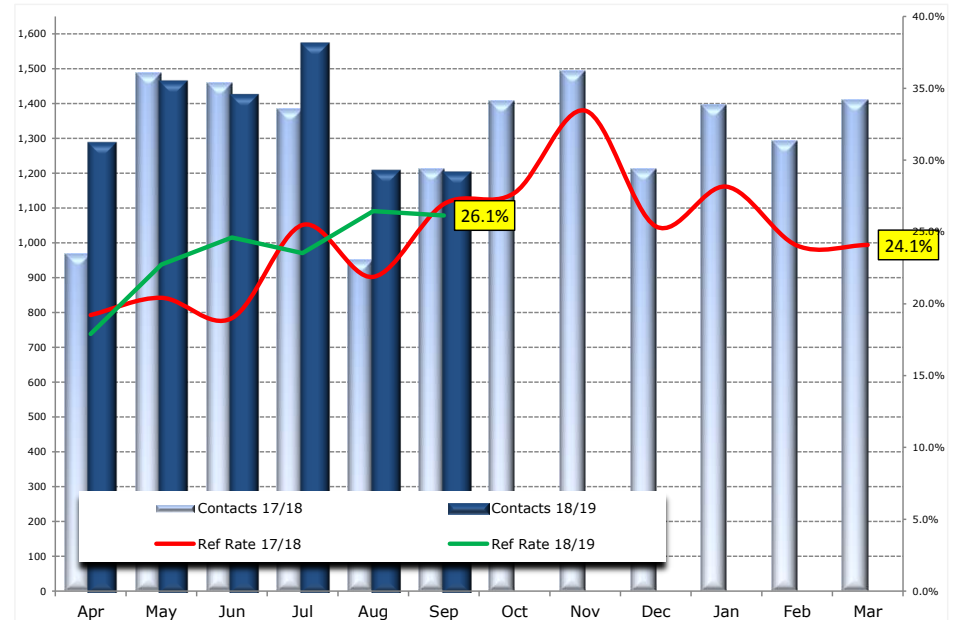
PERFORMANCE ON A PAGE (30 September 2018)

| Contact Information                     | YTD*         | Rate | Sep          | Aug          | Jul          |
|---|--------------|------|--------------|--------------|--------------|
| Updated to Reflect Change in Process    | -            | -    | -            | -            | -            |
| Contacts Received                       | <b>8,144</b> |      | <b>1,201</b> | <b>1,206</b> | <b>1,569</b> |
| Outcome - Referral to Social Care       | 1,914        | 26%  | 314          | 319          | 369          |
| - Referral to CAF                       | 1,002        | 12%  | 141          | 98           | 180          |
| - Provision of Info.                    | 2,400        | 36%  | 431          | 421          | 498          |
| - Outcome of NFA                        | 2,029        | 5%   | 62           | 192          | 237          |
| - Signposting                           | 786          | 21%  | 253          | 176          | 285          |
| Contacts received not assessed in Month | 13           | 0%   | 0            | 0            | 0            |

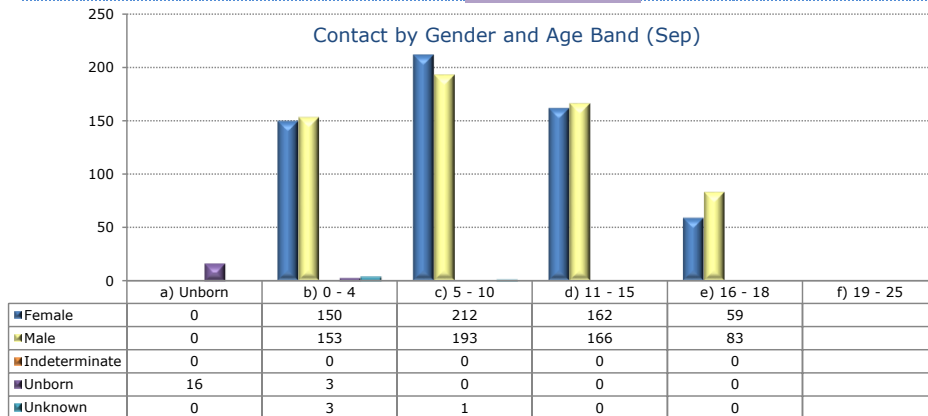
\*YTD data is based on new reporting from Apr 18

| Referral Information                  | YTD          | Rate         | Sep        | Aug        | Jul        |
|---------------------------------------|--------------|--------------|------------|------------|------------|
| Referrals by month                    | <b>1,721</b> |              | <b>296</b> | <b>308</b> | <b>307</b> |
| Referrals per 10,000 Child Population |              | <b>177.6</b> |            |            |            |
| Re Referrals (Within 12 Months)       | 364          | 21%          | 74         | 66         | 59         |
| Source - Police/Legal Agency          | 612          | 36%          | 83         | 143        | 96         |
| - School/Education Setting            | 386          | 22%          | 77         | 6          | 65         |
| - Health Services                     | 273          | 16%          | 52         | 49         | 54         |
| - LA Services                         | 272          | 16%          | 50         | 58         | 58         |
| - Other (Incl Missing)                | 178          | 10%          | 34         | 52         | 34         |

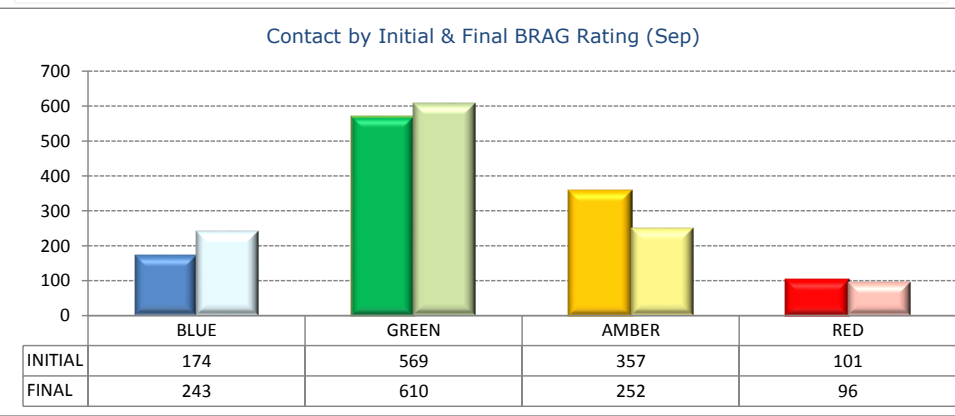
Number of Contacts & Conversions of Contacts to Social Care Referral



Contact by Gender and Age Band (Sep)



Contact by Initial & Final BRAG Rating (Sep)

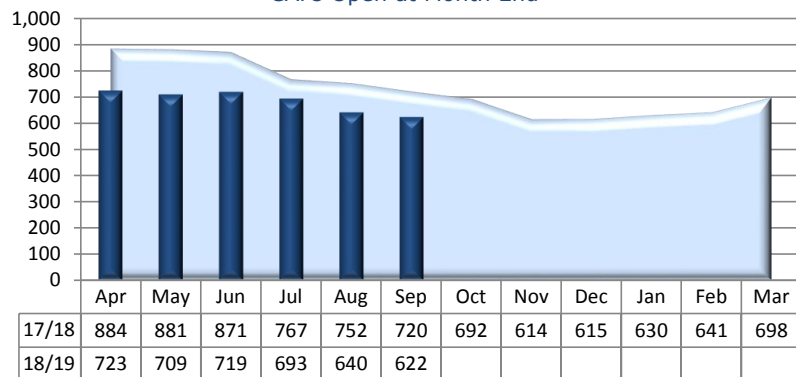


# LONDON BOROUGH OF BARNET

EARLY HELP

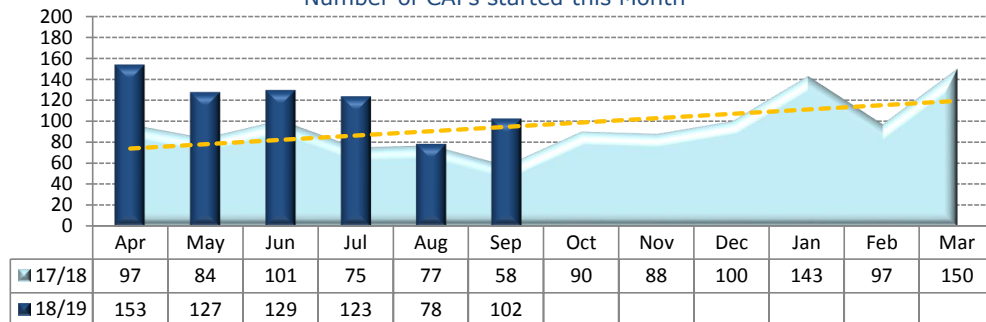
PERFORMANCE ON A PAGE (30 September 2018)

CAFs Open at Month End

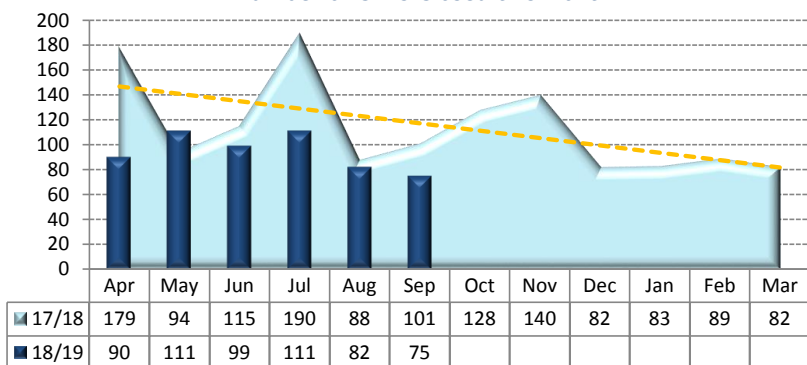


|                           | YTD | August | August | July |
|---------------------------|-----|--------|--------|------|
| CAFs started in the month | 712 | 102    | 78     | 123  |

Number of CAFs started this Month



Number of CAFs Closed this Month



| Open CAF durations | No. | %     |
|--------------------|-----|-------|
| 0-3 mths           | 212 | 34.1% |
| 3- 6 mths          | 168 | 27.0% |
| 6-9 mths           | 132 | 21.2% |
| 9-12 mths          | 73  | 11.7% |
| >1 Year            | 37  | 5.9%  |

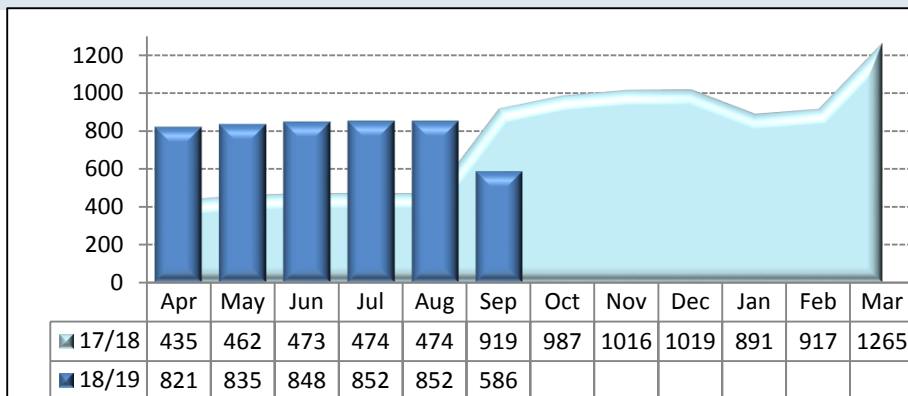
CAF Closure Reason/Success Rating (Sept 2018)

| n=75  | Met |     | Not Met |     | Not Relevant |    | Partially Met |     |
|---|-----|-----|---------|-----|--------------|----|---------------|-----|
| Needs Met/Action Plan Completed                     | 27  | 36% | 0       | 0%  | 0            | 0% | 12            | 16% |
| Child Reached 18 Years of Age                       | 0   | 0%  | 0       | 0%  | 0            | 0% | 2             | 3%  |
| Child Moved to Another Authority                    | 0   | 0%  | 2       | 3%  | 0            | 0% | 0             | 0%  |
| CAF not started                                     | 0   | 0%  | 0       | 0%  | 1            | 1% | 0             | 0%  |
| Consent Withdrawn/Family Disengage from CAF Process | 2   | 3%  | 1       | 1%  | 1            | 1% | 8             | 11% |
| Signposting/Advice Offered                          | 0   | 0%  | 0       | 0%  | 3            | 4% | 3             | 4%  |
| Stepped Up to Social Care                           | 2   | 3%  | 8       | 11% | 1            | 1% | 2             | 3%  |

| CAF by Lead Professional by Month | Sept | August | July |
|-----------------------------------|------|--------|------|
| CAF Team Barnet                   | 87   | 132    | 157  |
| Children's Centre                 | 91   | 122    | 130  |
| Health                            | 0    | 0      | 0    |
| Primary School                    | 120  | 103    | 101  |
| Secondary School                  | 43   | 48     | 48   |
| Special School (inc. PRU)         | 13   | 14     | 14   |
| Voluntary                         | 12   | 8      | 13   |
| 0-19                              | 0    | 0      | 0    |
| Other                             | 256  | 213    | 230  |

# Early Help, Early Years & Troubled Families

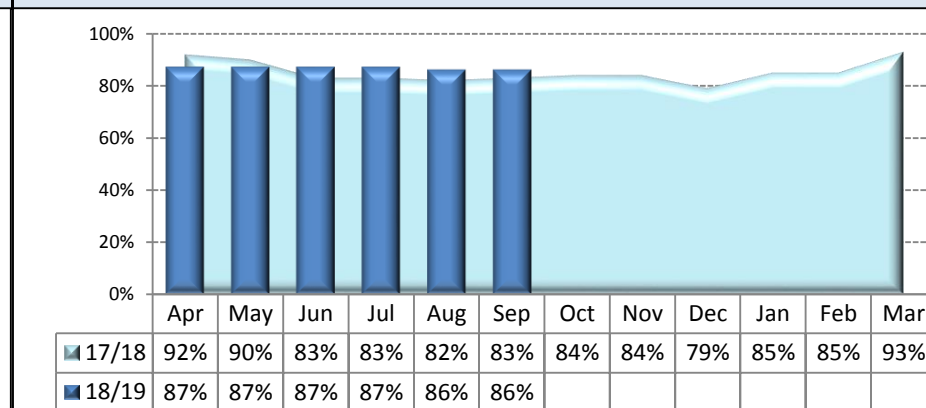
Chart 1 - Number of Free Entitlement EYP Taken up



**Data Comments :** The number of EYP taken up in Sept is 31% less than the previous month. This indicator is 36% less than the same period the previous year.

|            |            |
|------------|------------|
| Target :   | Monitor    |
| Latest :   | <b>586</b> |
| Variance : |            |
| SN :       |            |

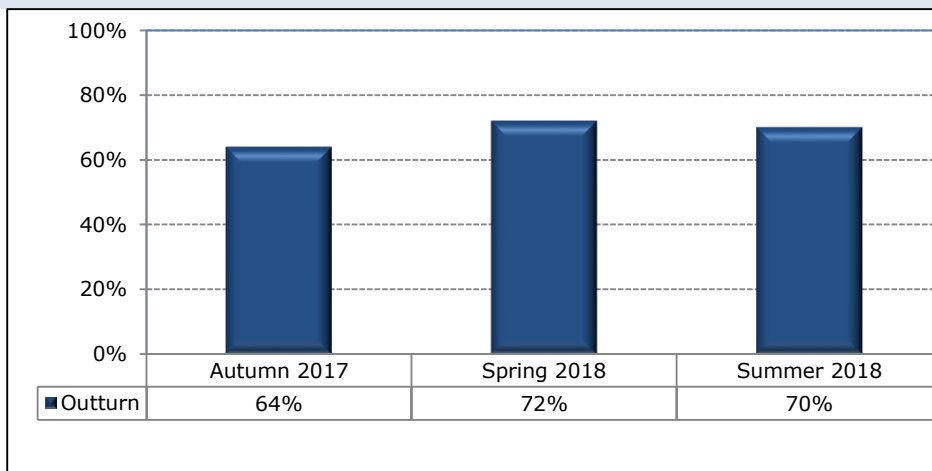
Chart 2 - % of Families with Children u5 Registered & Accessing Child Ctrs



**Data Comments:** This figure has remained static for the previous 6 months but is 3% higher than August 2017.

|            |              |
|------------|--------------|
| Target :   | 80.0%        |
| Latest :   | <b>86.0%</b> |
| Variance : | 7.5%         |
| SN :       |              |

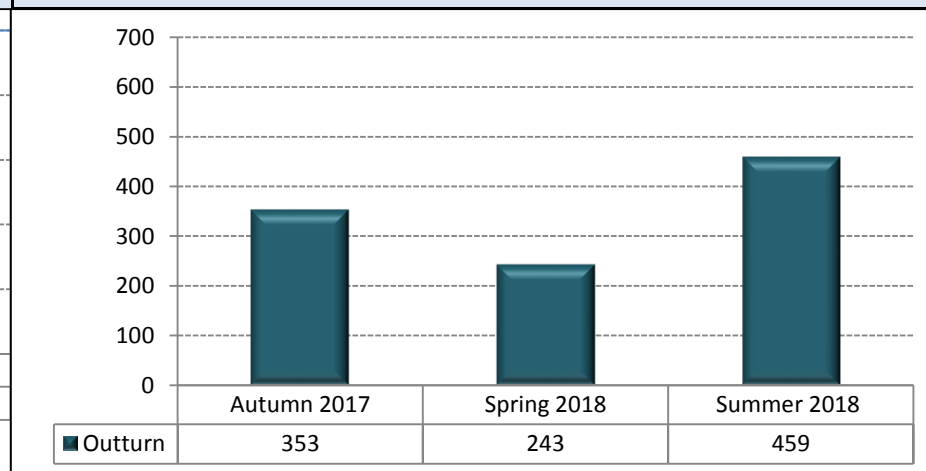
Chart 3 - Percentage of Children Accessing 30 Hours



**Data Comments :** The percentage of Children Accessing 30 Hours has increased from the Autumn term by 6%, although this indicator has fallen by 2% against the Spring term.

|            |              |
|------------|--------------|
| Target :   | 80.0%        |
| Latest :   | <b>70.0%</b> |
| Variance : | (12.5%)      |
| SN :       |              |

Chart 4 - No Currently in a 2yo Place turning 3 by end of term



**Data Comments:** The total number in 2 year old places turning 3 by the end of term is 459, which is 30% higher than Autumn 2017 and 89% higher than Spring 2018.

|            |            |
|------------|------------|
| Target :   | Monitor    |
| Latest :   | <b>459</b> |
| Variance : |            |
| SN :       |            |



# LONDON BOROUGH OF BARNET

## TROUBLED FAMILIES

PERFORMANCE ON A PAGE (30 September 2018)

| Attachments & Claims                           | Aug   |  |  |  |  |  |  |
|--|-------|--|--|--|--|--|--|
| Total families attached                        | 3,251 | Troubled Families performance is showing progress as we approach the final 18 months of the programme. We have now attached 3,251 families since the programme started in September 2014, and achieved significant & sustained progress or continuous employment with 1,122 of those families (51% of our target). In order to achieve a 100% target by March 31st 2020 and turn around 2220 families we need 50 claims a month in 2018/19 and 60 claims a month in 2019/20. |  |  |  |  |  |
| Overall progress to 2220 attachments           | 100%  |  |  |  |  |  |  |
|  |       |  |  |  |  |  |  |
| Total families claimed for                     | 1122  |  |  |  |  |  |  |
| Overall progress to 2220 claims                | 50.5% |  |  |  |  |  |  |
| Potential claims in the system ready for audit | 20    |  |  |  |  |  |  |

| Family composition                    | Barnet | Nearest Neighbour Avg. | National Avg. |
|---------------------------------------|--------|------------------------|---------------|
| Avg. number of individuals per family | 4      | 3.9                    | 3.9           |
| Avg. number of children per family    | 2.2    | 2.1                    | 2.2           |
| Avg. number of adults per family      | 1.7    | 1.8                    | 1.7           |

| Troubled Families – Service Areas |     |
|-----------------------------------|-----|
| TF attachments - CAF              | 41% |
| TF attachments - CIN              | 46% |
| TF attachments - CP               | 13% |

| Age                               |      |      |      |
|-----------------------------------|------|------|------|
| Avg. age of individuals in family | 21   | 21.3 | 20.6 |
| Avg. age of children in family    | 9.1  | 9.1  | 9.1  |
| Avg. age of adults in family      | 36.6 | 35.8 | 35.6 |

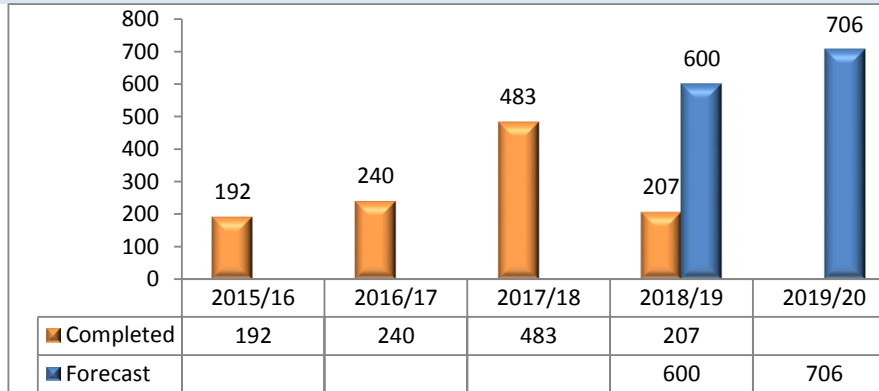
| Gender                     |       |       |       |
|----------------------------|-------|-------|-------|
| Individuals who are female | 52.0% | 51.0% | 45.0% |
| Individuals who are male   | 48.0% | 44.0% | 40.0% |

| Ethnicity                |       |       |       |
|--------------------------|-------|-------|-------|
| Individuals who are BAME | 19.0% | 49.0% | 19.0% |

**Data Comments:** On average our families have 4 family members, including 2.2 children and 1.7 adults. We have slightly more family members than the national and nearest neighbours average. The average age of our family members is 21 years old. The average age of our children is 9.1 years old. We have slightly more females in our family makeup than males, and 19% of our families are BAME, compared to 49% for our nearest neighbours.

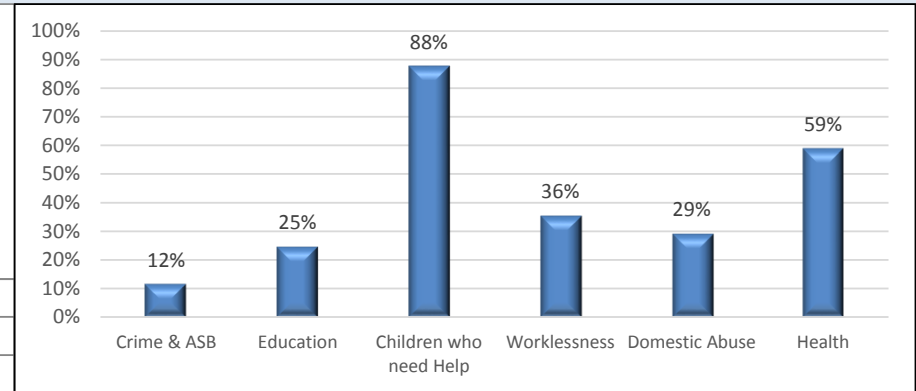
# Early Help, Early Years & Troubled Families

Chart 1 - Year on Year Claims - Completed & Forecasts



**Data Comments :** We have made 207 claims so far in 2018/19. By this point in the programme we forecasted to have hit 52% of our overall target. We are currently at 51%.

Chart 2 - Troubled Families – Types of Issues



**Data Comments:** On average families attached to the Families First Programme have 2.5 of the 6 issues. As evident from the chart above, the most prevalent issues are children who need help (88%) and health (59%). Average number of issues (2.5)

Chart 3 - Troubled Families – Employment Outcomes

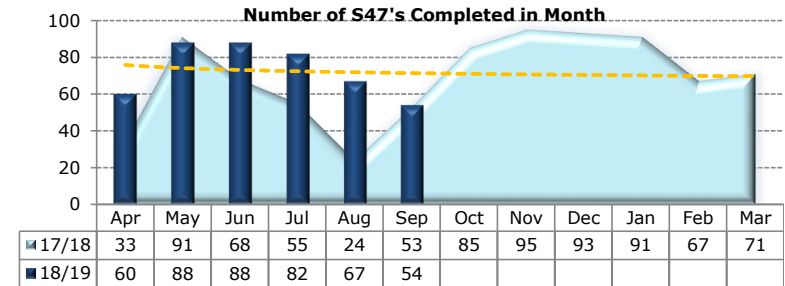
|   |           |
|---|-----------|
| Families with continuous employment claims  | 40 (3.7%) |
| Families with progress to work (17/18)  | 44 (4.3%) |
| <b>Data Comments :</b> Despite being one of the best performing areas for achieving significant & sustained progress we are one of the worst areas nationally for achieving work outcomes. We are improving both our recording of work outcomes and the work we do to support lead professionals who have family members out of work. We have made 4 back to work claims in the last audit window, and continue to drive this area. |           |

# LONDON BOROUGH OF BARNET

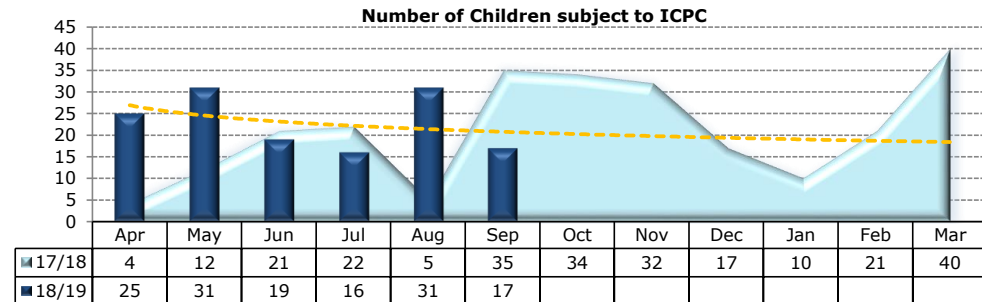
STRAT DISCUSSIONS, S47'S & ICPCs

PERFORMANCE ON A PAGE (30 September 2018)

| Strategy Discussion Involvements:<br>Number of Meetings Recorded as Completed |                          | YTD*       |       | September |        |
|---|--------------------------|------------|-------|-----------|--------|
|   |                          | 294        |       | 53        |        |
| Social Care   | Number and Rate Invited  | 294        | 100%  | 53        | 100%   |
|   | Number and Rate Attended | 294        | 100%  | 53        | 100%   |
| Police  | Number and Rate Invited  | 277        | 94%   | 52        | 98%    |
|   | Number and Rate Attended | 242        | 87.4% | 50        | 96%    |
| Health  | Number and Rate Invited  | 242        | 82.3% | 43        | 81%    |
|   | Number and Rate Attended | 228        | 94.2% | 41        | 95.3%  |
| Education   | Number and Rate Invited  | 171        | 58.2% | 33        | 62.3%  |
|   | Number and Rate Attended | 157        | 91.8% | 33        | 100.0% |
| *YTD Period Begins April 18   |                          |            |       |           |        |
| <b>Number of S47's in Month</b>   |                          | <b>No.</b> |       | <b>54</b> |        |



| Percentage of Section 47s leading to: | No. | %     |
|---------------------------------------|-----|-------|
| Continue with C&F                     | 30  | 55.6% |
| Progressing to an ICPC                | 17  | 31.5% |
| Legal Action                          | 0   | 0.0%  |
| Continue with CIN/CP/CLA              | 1   | 1.9%  |
| Other Agency to monitor welfare       | 6   | 11.1% |



| Section 47 by Team             | No. | %     |
|--------------------------------|-----|-------|
| Duty & Assessment Team 1       | 18  | 33.3% |
| Duty & Assessment Team 2       | 1   | 1.9%  |
| Duty & Assessment Team 3       | 11  | 20.4% |
| Duty & Assessment Team 4       | 4   | 7.4%  |
| Intervention & Planning Team 1 | 3   | 5.6%  |
| Intervention & Planning Team 2 | 6   | 11.1% |
| Intervention & Planning Team 3 | 0   | 0.0%  |
| Intervention & Planning Team 4 | 0   | 0.0%  |
| Intervention & Planning Team 5 | 2   | 3.7%  |
| Intervention & Planning Team 6 | 5   | 9.3%  |
| Intervention & Planning Team 7 | 0   | 0.0%  |
| 0-25                           | 2   | 3.7%  |
| CAF Team                       | 2   | 3.7%  |

| ICPC's                        | Confs         | Children          |
|-------------------------------|---------------|-------------------|
| <b>Number in Month</b>        | <b>12</b>     | <b>17</b>         |
| <b>Conferences in 15 Days</b> | <b>No. 10</b> | <b>Rate 83.3%</b> |

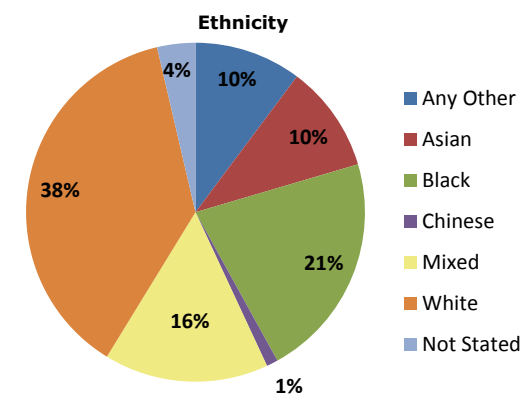
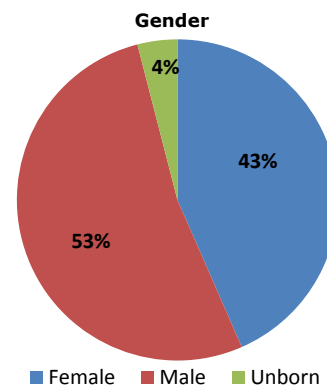
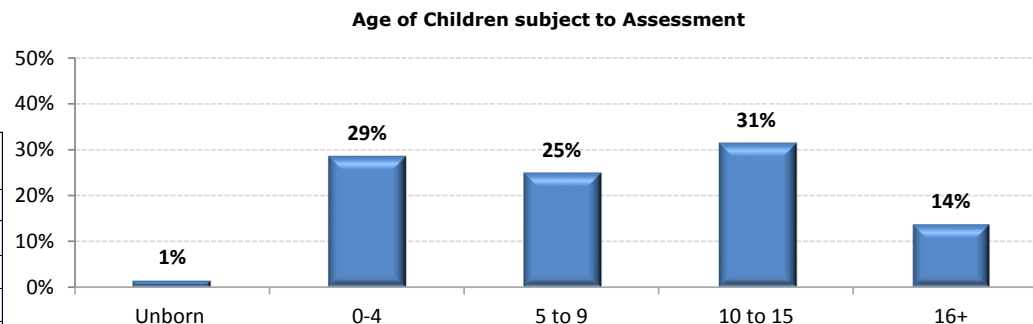
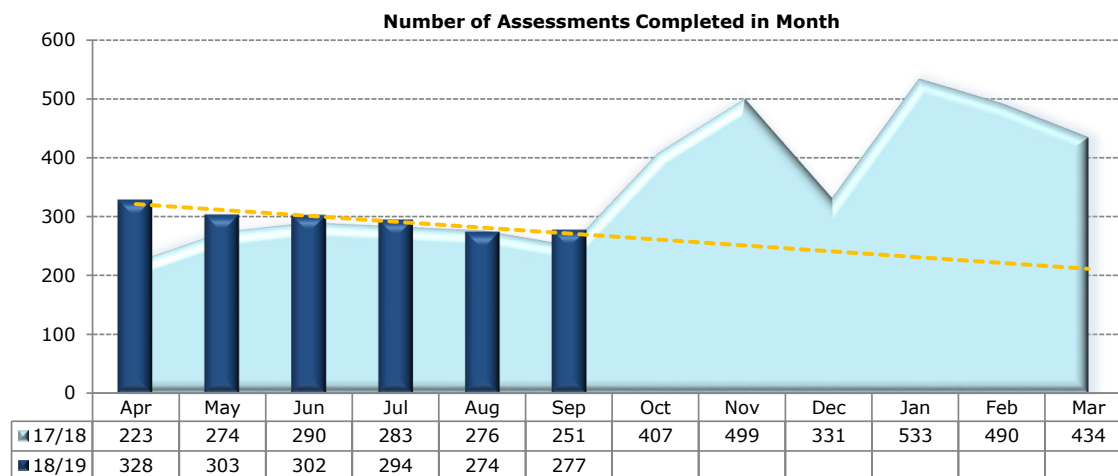
|         | Current Month |       |       | Year to Date |       |       |
|---------|---------------|-------|-------|--------------|-------|-------|
|         | Number        | %     | Group | Number       | %     | Group |
| Under 1 | 3             | 17.6% | -     | 27           | 18.9% | -     |
| 1       | 0             | 0.0%  | 35.3% | 3            | 2.1%  | 25.2% |
| 2       | 3             | 17.6% |       | 9            | 6.3%  |       |
| 3       | 1             | 5.9%  |       | 4            | 2.8%  |       |
| 4       | 0             | 0.0%  |       | 13           | 9.1%  |       |
| 5       | 2             | 11.8% |       | 7            | 4.9%  |       |
| 6       | 1             | 5.9%  | 17.6% | 5            | 3.5%  | 23.8% |
| 7       | 1             | 5.9%  |       | 7            | 4.9%  |       |
| 8       | 0             | 0.0%  |       | 5            | 3.5%  |       |
| 9       | 0             | 0.0%  |       | 7            | 4.9%  |       |
| 10      | 1             | 5.9%  | 23.5% | 10           | 7.0%  | 26.6% |
| 11      | 0             | 0.0%  |       | 11           | 7.7%  |       |
| 12      | 0             | 0.0%  |       | 7            | 4.9%  |       |
| 13      | 1             | 5.9%  |       | 8            | 5.6%  |       |
| 14      | 2             | 11.8% | 5.9%  | 8            | 5.6%  | 5.6%  |
| 15      | 1             | 5.9%  |       | 4            | 2.8%  |       |
| 16      | 0             | 0.0%  |       | 2            | 1.4%  |       |
| 17      | 1             | 5.9%  |       | 6            | 4.2%  |       |
|         | <b>17</b>     |       |       | <b>143</b>   |       |       |

# LONDON BOROUGH OF BARNET

## ASSESSMENTS

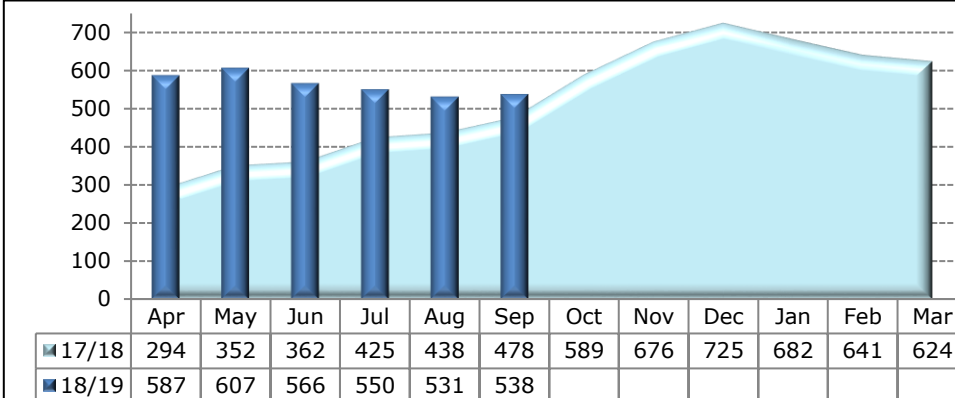
PERFORMANCE ON A PAGE (30 September 2018)

| Assessments   | No.                   | %            |          |
|---|-----------------------|--------------|----------|
| <b>All Assessments Completed in Month</b>                         | <b>277</b>            | <b>-</b>     |          |
| <b>Children seen during Assessment</b>                            | <b>264</b>            | <b>95.3%</b> |          |
| <b>Percentage of Assessments Completed within 45 Working Days</b> | <b>218</b>            | <b>78.7%</b> |          |
| 0-25 days   | 137                   | 49.5%        |          |
| 26-40 days  | 66                    | 23.8%        |          |
| 41-45 days  | 15                    | 5.4%         |          |
| 46+ days  | <b>59</b>             | <b>21.3%</b> |          |
| <b>Outcome of Assessments</b>                                     | <b>No.</b>            | <b>%</b>     |          |
| Child In Need - Update Child's Plan                               | 48                    | 17.3%        |          |
| Legal Action  | 0                     | 0.0%         |          |
| No Further Action   | 112                   | 40.4%        |          |
| Continue with CIN/CP/CLA  | 74                    | 26.7%        |          |
| Referral to Other Agency  | 3                     | 1.1%         |          |
| Step Down to Early Help System                                    | 32                    | 11.6%        |          |
| Strategy Discussion   | 7                     | 2.5%         |          |
| Private Fostering Agreement                                       | 1                     | 0.4%         |          |
| <b>First Assessment of Referral</b>                               | <b>218</b>            | <b>78.7%</b> |          |
| <b>Assessments by Team</b>  | <b>Initial Assess</b> | <b>Other</b> | <b>%</b> |
| 0-25 Service  | 0                     | 5            | 2%       |
| Duty & Assessment Team 1  | 53                    | 5            | 21%      |
| Duty & Assessment Team 2  | 65                    | 0            | 23%      |
| Duty & Assessment Team 3  | 72                    | 3            | 27%      |
| Duty & Assessment Team 4  | 3                     | 1            | 1%       |
| Intervention & Planning Team 1                                    | 5                     | 7            | 4%       |
| Intervention & Planning Team 2                                    | 0                     | 2            | 1%       |
| Intervention & Planning Team 3                                    | 0                     | 12           | 4%       |
| Intervention & Planning Team 4                                    | 8                     | 8            | 6%       |
| Intervention & Planning Team 5                                    | 2                     | 6            | 3%       |
| Intervention & Planning Team 6                                    | 1                     | 1            | 1%       |
| Intervention & Planning Team 7                                    | 4                     | 5            | 3%       |
| REACH   | 0                     | 4            | 1%       |
| CAF Team  | 5                     | 0            | 2%       |



# Children in Need

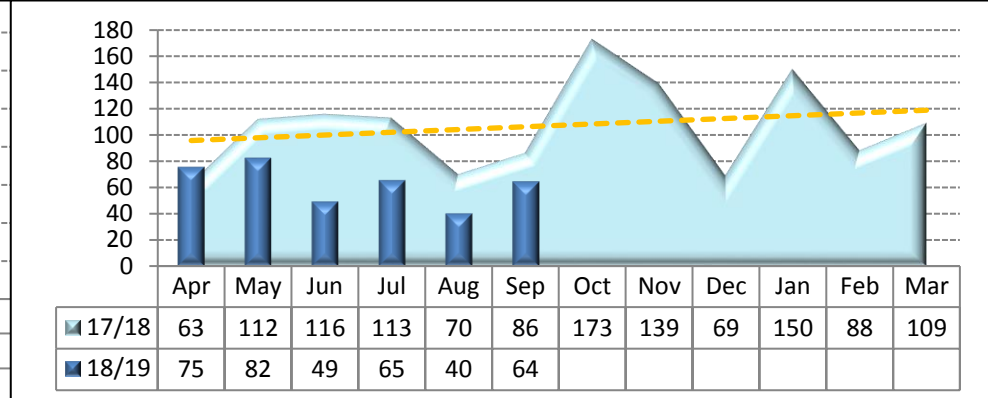
Chart 1 - Number of Children with Child in Need Plans



**Data Comments :** The number of CIN plans in Sept is 1% above than the previous month. This indicator is 13% higher than the same period the previous year.

| Duration  | Total |
|-----------|-------|
| 0-3 mths  | 163   |
| 3-6 mths  | 112   |
| 6-12 mths | 153   |
| >12 mths  | 110   |

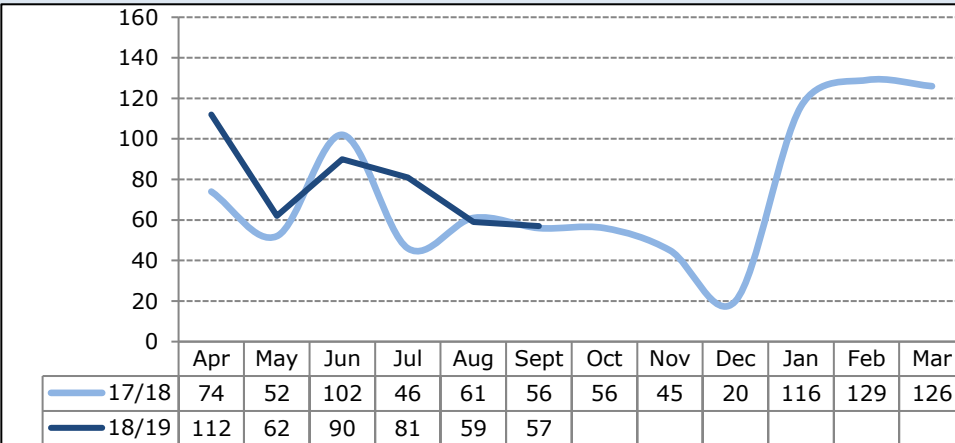
Chart 2 - Child in Need Plans Started in Month



**Data Comments :** In September 2018, 64 CIN plans started which is 26% less than the same period the previous year.

| Age     | Total |
|---------|-------|
| 0-4     | 23    |
| 5- 9    | 10    |
| 10 - 15 | 25    |
| 16+     | 6     |

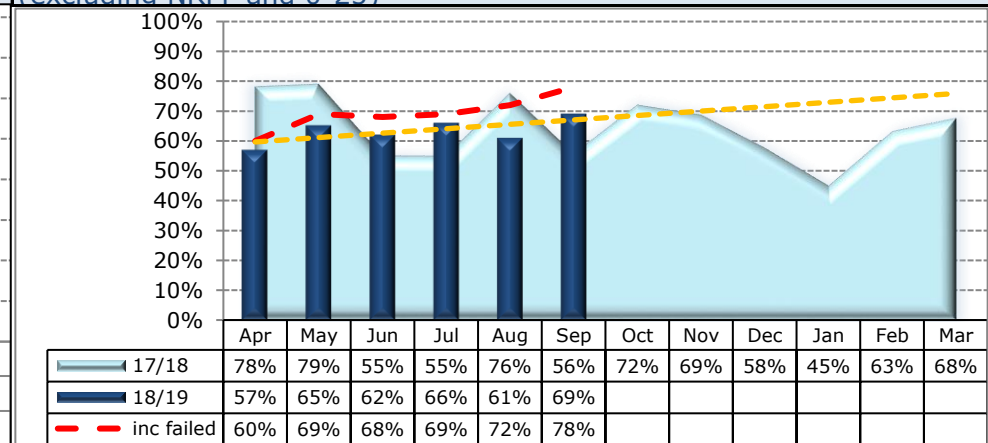
Chart 3 - No. of Ceased CIN Plan with Destination



**Data Comments :** The number of CIN plans ending in September is 3.5% less than the previous month but matches the same range of closures for the previous September.

| Destination |   |
|-------------|---|
| CIN to CP   | 3 |
| CIN to CiC  | 0 |

Chart 4 - Children on CIN Plans who have been seen in 4 Wks (excluding NRPF and 0-25)

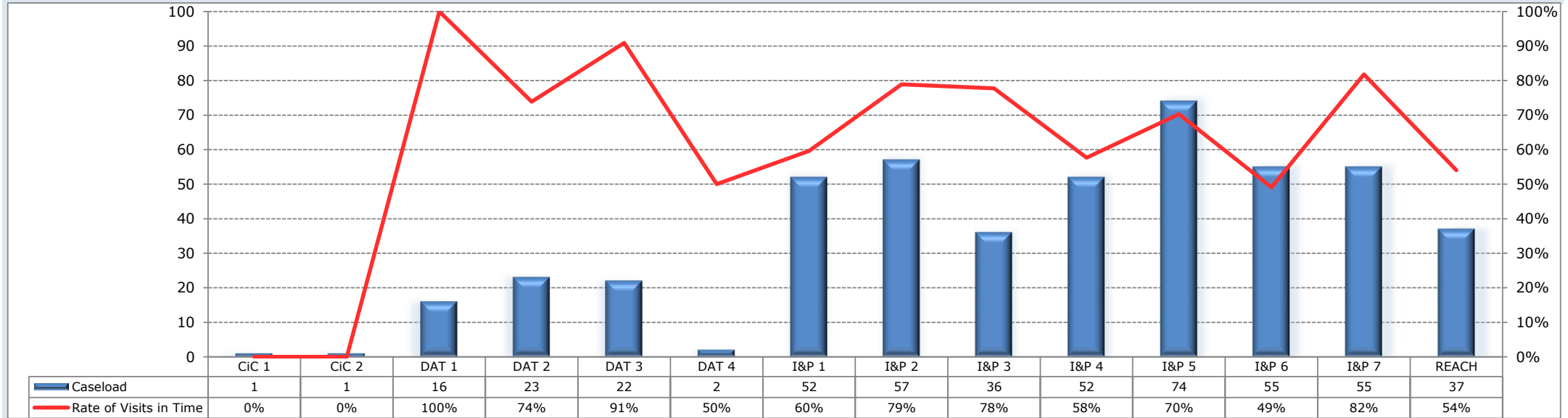


**Data Comments :** 69% of successful CIN plan visits were in time, 8% less than the previous month; however there were a number of visits that were attempted within timescales but not successful, this increases this indicator to 78%.

|            |                |
|------------|----------------|
| Target :   | 95.0%          |
| Latest :   | <b>69.0%</b>   |
| Variance : | <b>(27.4%)</b> |
| SN :       |                |

## Children in Need

Chart 5 - Number of Children with Child in Need Plans by Case Holding Team -excl NRPF & 0-25 (n=483) and with Rate of Timely Visits (n=69%)



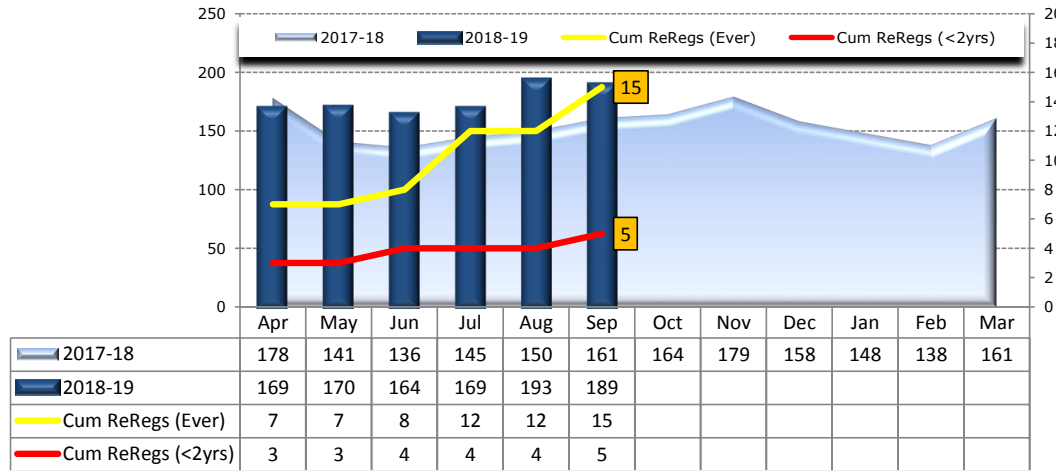
# LONDON BOROUGH OF BARNET

## CHILD PROTECTION SERVICE

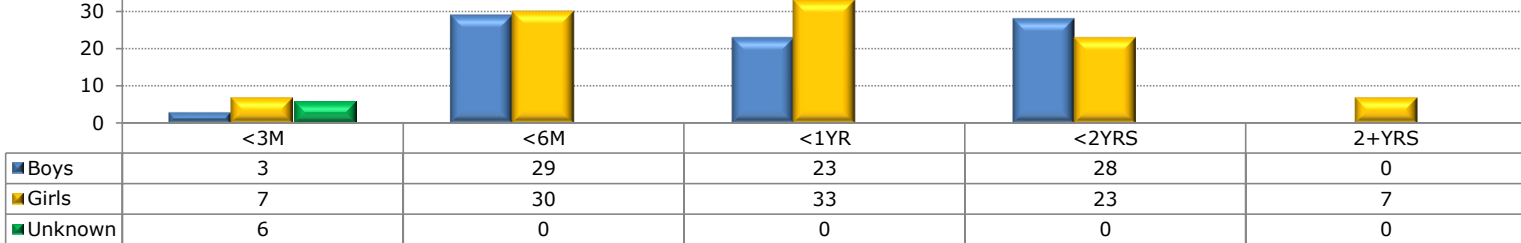
PERFORMANCE ON A PAGE (30 September 2018)

| Category of Abuse  | Sep        | %           | Aug        | Jul        |
|--|------------|-------------|------------|------------|
| Emotional  | 83         | 43.9%       | 82         | 70         |
| Neglect  | 65         | 34.4%       | 65         | 55         |
| Physical   | 28         | 14.8%       | 30         | 28         |
| Sexual   | 13         | 6.9%        | 15         | 17         |
| Multiple   | 0          | 0.0%        | 0          | 0          |
| Number of Children Subject to a Child Protection Plan        | <b>189</b> | -           | <b>192</b> | <b>170</b> |
| <b>Cumulative Facts &amp; Figures</b>                        | <b>No.</b> | <b>Rate</b> | <b>No.</b> | <b>No.</b> |
| Rate per 10,000 u18 Population                               | 19.5       | -           | 19.8       | 17.5       |
| New Registrations from April 2018 / Rate of 1st Time on Plan | 132        | -           | 110        | 79         |
| Number/Rate of Disabled Children Subject to a CP Plan        | 11         | 5.8%        | 11         | 11         |
| LAC Subject to a CP Plan                                     | 2          | 1.1%        | 4          | 10         |
| De Registrations in the Year to Date from April 2018         | 104        | -           | 79         | 70         |
| De-Registrations (after 2 Years) From April 2018             | 189        | 181.7%      | 192        | 170        |
| Number of Under 5's Subject to a CP Plan (YTD)               | 70         | 37.0%       | 58         | 55         |
| CP Reviews Completed to Timescale (YTD)                      | 132        | 100%        | 127        | 112        |

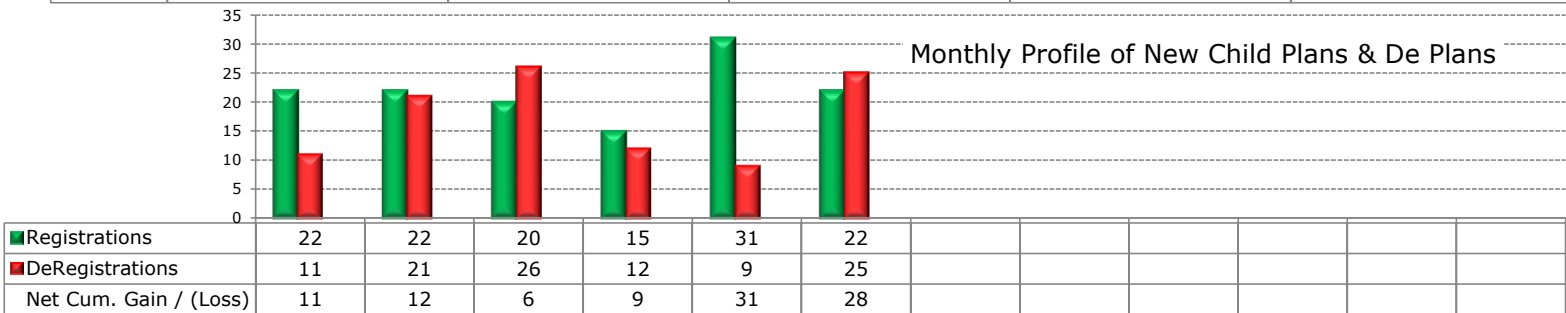
Monthly Profile of Children subject to a CP Plan & Re Registration Activity



Age & Gender Split of All Children Subject to a Child Protection Plan

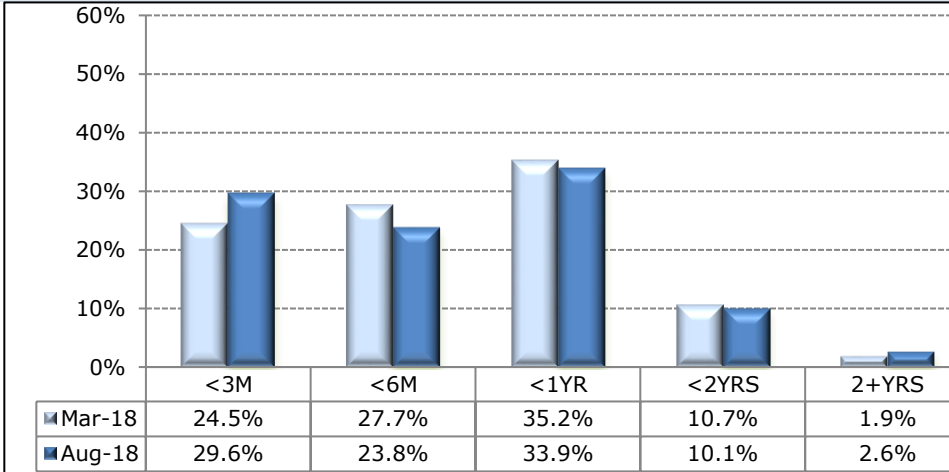


Monthly Profile of New Child Plans & De Plans



# Child Protection

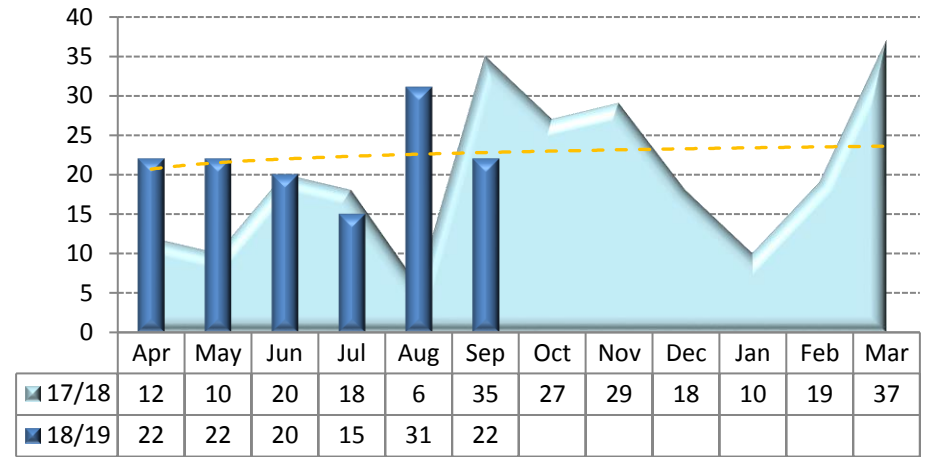
Chart 1 - Duration of Current CP Plans



**Data Comments :** There has been a shift in the length of time children are spending on a CP Plan. At the end of 2016/17, the number of children on a plan for under 6 months accounted for 44.9% of all children, with 55.1% being on a plan for more than 6 months. At the end of September 2018 those figures had moved to show 53.4% under 6 months, and 46.6% over.

|       |    |
|-------|----|
| <3M   | 56 |
| <6M   | 45 |
| <1YR  | 64 |
| <2YRS | 19 |
| 2+YRS | 5  |

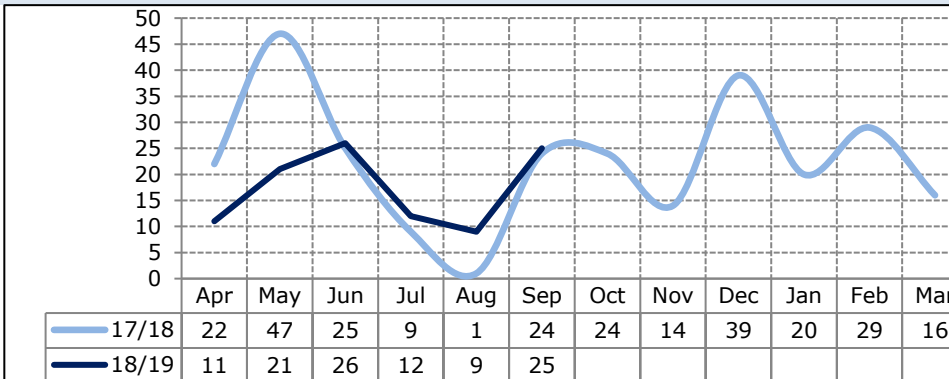
Chart 2 - Children made Subject to CP Plans



**Data Comments :** 132 children have been made subject to a CP Plan since April 1st 2018, compared to 101 children during the same period in 2017/18 an increase of 32.7%.

|          |    |
|----------|----|
| U1       | 26 |
| 1 to 5   | 44 |
| 6 to 10  | 34 |
| 11 to 15 | 25 |
| 16+      | 3  |

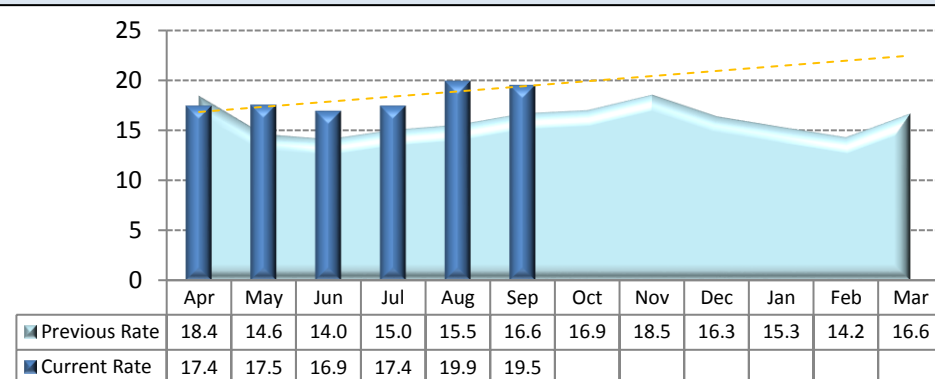
Chart 3 - No. of Children whose CP Plan Ceased



**Data Comments :** In contrast to the previous month, the number of CP cases that ceased in September increased to represent the 2nd highest monthly figure this year.

| Destination |   |
|-------------|---|
| CP to CIN   | 1 |

Chart 4 - Rate per 10,000 Children Subject to a CP Plan



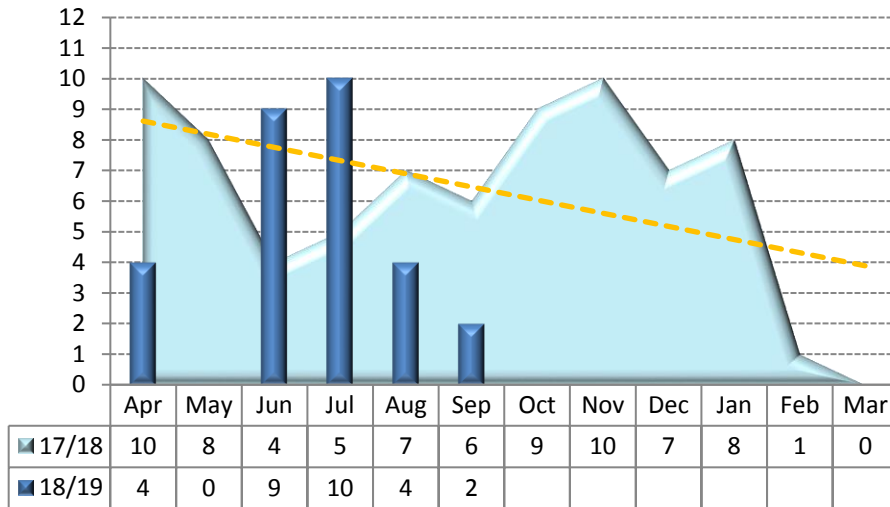
**Data Comments :** The rate of children subject to CPP remains well below our statistical neighbours at 19.5 compared to 38.2, following a decrease in the rate during last year. Despite good performance compared to our nearest statistical neighbours this year the rate has shown a general upward trajectory since the end of 2017/18

|            |         |
|------------|---------|
| Target :   | Monitor |
| Latest :   | 19.5    |
| Variance : | -       |
| SN :       | 38.2    |



# Child Protection

Chart 7 - Number of Children Subject to CP Plan and CiC



**Data Comments :** The number of children on Child Protection Plans and who are also Looked After has fallen to 2 children.

|            |          |
|------------|----------|
| Target :   | Monitor  |
| Latest :   | <b>2</b> |
| Variance : | -        |
| SN :       |          |

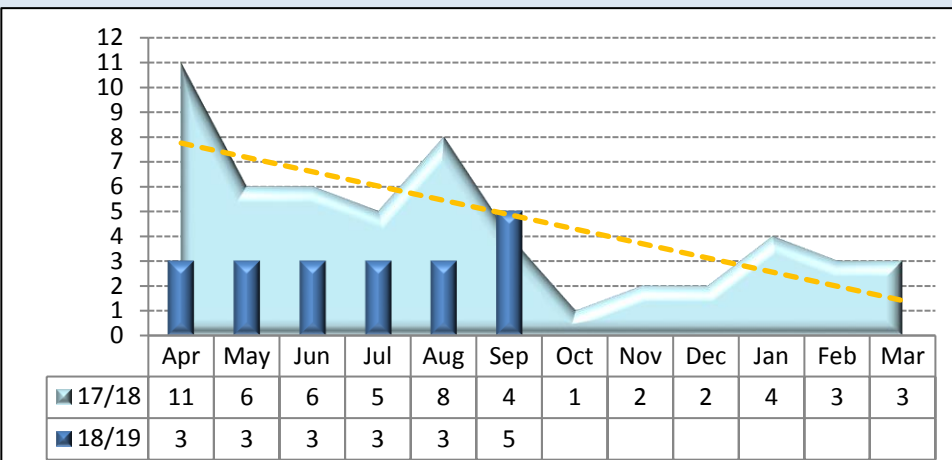
Chart 8 - Children Subject to a Subsequent CP Plan (Ever)

| Cumulative Figures |       |       |              |          |            |
|--------------------|-------|-------|--------------|----------|------------|
| Month              | 17/18 | 18/19 | No's (18/19) |          |            |
| Apr                | 0.0%  | 35.0% | 7            | Gender   |            |
| May                | 0.0%  | 16.3% | 7            | Male     | <b>47%</b> |
| Jun                | 4.8%  | 12.5% | 8            | Female   | <b>53%</b> |
| Jul                | 10.0% | 15.2% | 12           | Ages     |            |
| Aug                | 10.6% | 10.9% | 12           | U1       | <b>0%</b>  |
| Sep                | 7.9%  | 13.6% | 15           | 1 to 5   | <b>27%</b> |
| Oct                | 7.0%  |       |              | 6 to 10  | <b>27%</b> |
| Nov                | 7.6%  |       |              | 11 to 15 | <b>47%</b> |
| Dec                | 8.0%  |       |              | 16+      | <b>0%</b>  |
| Jan                | 8.6%  |       |              |          |            |
| Feb                | 11.3% |       |              |          |            |
| Mar                | 10.7% |       |              |          |            |

**Data Comments :** There were 3 Child Protection re-registrations this month. At a rate of 13.6%, the measure of children subject to a subsequent CP Plan is within the year end target of 15.6%, but almost twice that at this stage last year. We are still lower than our latest statistical neighbour figure of 17.6%.

|            |              |
|------------|--------------|
| Target :   | 15.6%        |
| Latest :   | <b>13.6%</b> |
| Variance : | (12.6%)      |
| SN :       | 17.6%        |

Chart 9 - No. of Children Subject to CP Plans for 2+ Years



**Data Comments :** The number of children subject to a CP Plan for over 2 years had remained low for almost a year with only 3 children in this category. However this month has seen a further 2 children fall into this category meaning the total is higher than the same period last year, albeit small numbers.

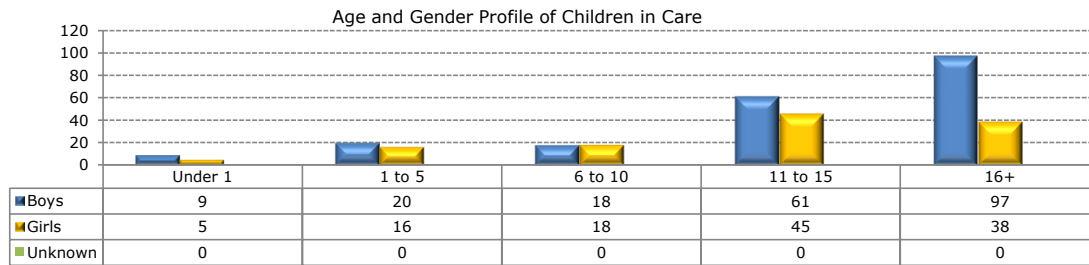
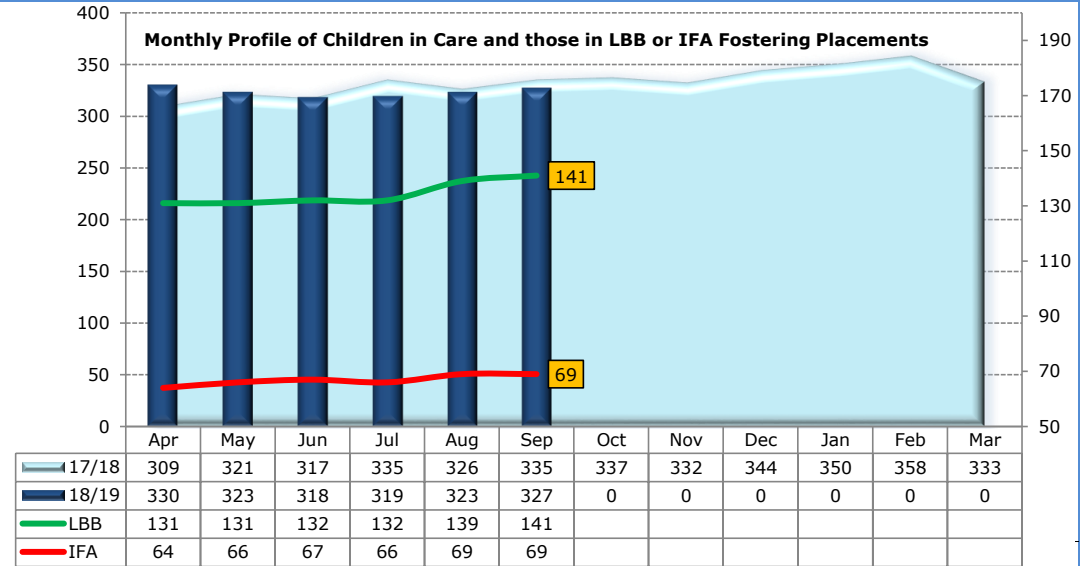
|            |          |
|------------|----------|
| Target :   | Monitor  |
| Latest :   | <b>5</b> |
| Variance : | -        |
| SN :       | 2.4      |

# LONDON BOROUGH OF BARNET

## CHILDREN IN CARE SERVICE

PERFORMANCE ON A PAGE (30 September 2018)

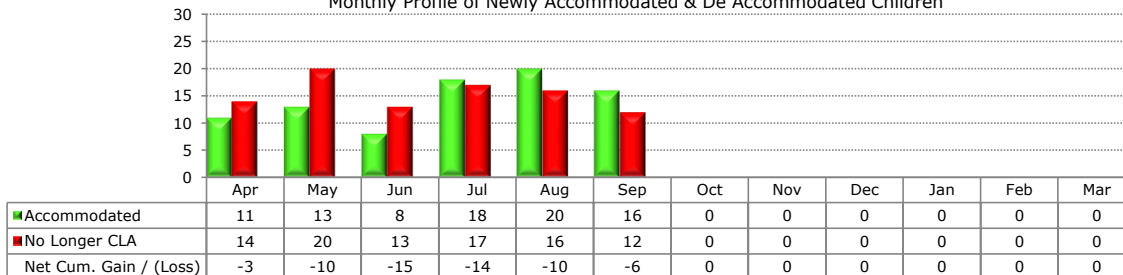
| Current Legal Status   | Sep        | %     | Aug        | Jul        |
|--|------------|-------|------------|------------|
| Interim Care Order   | 56         | 17.1% | 58         | 52         |
| Full Care Order  | 131        | 40.1% | 131        | 131        |
| Section 20   | 128        | 39.1% | 121        | 123        |
| Placement Order - In Adoptive Placement                          | 5          | 1.5%  | 5          | 6          |
| Placement Order - Awaiting Placement                             | 6          | 1.8%  | 6          | 5          |
| Police Protection Order - In LA Accommodation                    | 0          | 0.0%  | 0          | 0          |
| Remanded to LA Accommodation or Youth Detention Accommodation    | 0          | 0.0%  | 1          | 1          |
| Placed in LA Accommodation under PACE, incl Secure Accommodation | 1          | 0.3%  | 1          | 1          |
| <b>Total Number of Children in Care</b>                          | <b>327</b> | -     | <b>323</b> | <b>319</b> |
| Facts & Figures  | No.        | %     | No.        | No.        |
| Rate of Children in Care per 10,000 u18 Population               | 33.7       | -     | 33.3       | 32.9       |
| Number of Children with 3+ Placements / Rate Former NI62 (Cum)   | 11         | 3.4%  | 7          | 4          |
| Longer Term Stability Measure / Rate Former NI63 (Cum)           | 87         | 61.7% | 61%        | 63%        |
| Number/Rate of Children Adopted from Care in Year (Cum)          | 2          | 2.4%  | 2          | 1          |
| Number/Rate of Children with Special Guardianship Order (Cum)    | 7          | 8.3%  | 7          | 7          |
| Review Health Assessments Completed within Timescale             | 98.0%      | -     | 98.0%      | 96.2%      |
| Number of Children Who Are Privately Fostered                    | 6          | -     | 9          | 9          |



### Characteristics of Children Currently in Care

| Gender             |     | %        | Time in Care System        |            | %        |
|--------------------|-----|----------|----------------------------|------------|----------|
| Male               | 205 | 62.7%    | 0-6 Months                 | 133        | 40.7%    |
| Female             | 122 | 37.3%    | 6-12 Months                | 64         | 19.6%    |
| Unknown            | 0   | 0.0%     | 12-18 Months               | 36         | 11.0%    |
| Ratio of M to F    |     | 1.68 : 1 | 18-24 Months               | 23         | 7.0%     |
|                    |     |          | Over 24 Months             | 71         | 21.7%    |
|                    |     |          | <b>Caseholding Service</b> |            | %        |
|                    |     |          | Children in Care           | 186        | 56.9%    |
|                    |     |          | I & P                      | 56         | 17.1%    |
|                    |     |          | Onwards & Upwards          | 45         | 13.8%    |
|                    |     |          | Duty & Assess.             | 14         | 4.3%     |
|                    |     |          | 0-25 Service               | 26         | 8.0%     |
|                    |     |          | Other                      | 0          | 0.0%     |
|                    |     |          | <b>UASC</b>                | <b>No.</b> | % of CIC |
|                    |     |          | Section 20                 | 64         | 19.6%    |
|                    |     |          | Care Order                 | 3          | 0.9%     |
|                    |     |          | Other                      | 0          | 0.0%     |
| Placement Location |     | %        |                            |            |          |
| In Barnet          | 125 | 38.2%    |                            |            |          |
| OoB                | 202 | 61.8%    |                            |            |          |

### Monthly Profile of Newly Accommodated & De Accommodated Children

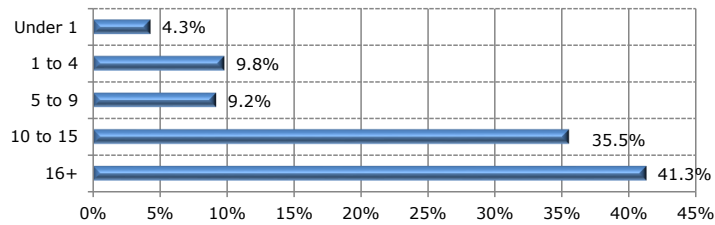


# LONDON BOROUGH OF BARNET

## CHILDREN IN CARE HEALTH SERVICES-ALL CHILDREN IN CARE

PERFORMANCE ON A PAGE (30 September 2018)

### Barnet's Looked After Population - Age Profile



### Gender Profile

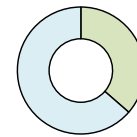


63% Boys

37% Girls

1.68 : 1

### Placement Location Profile

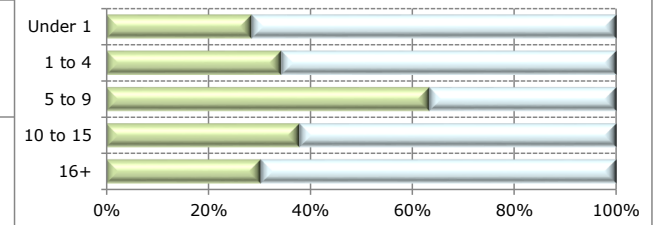


36% In

64% Out

□ In □ Out

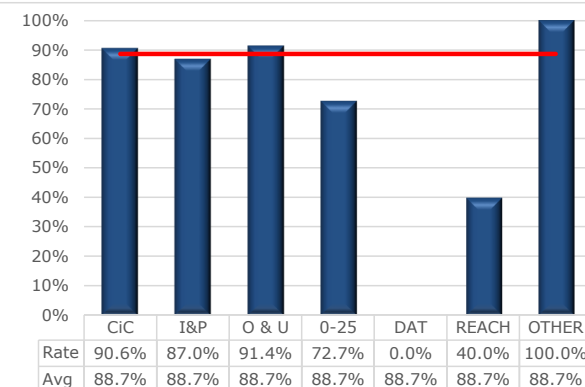
### Age and Placement Location Profile



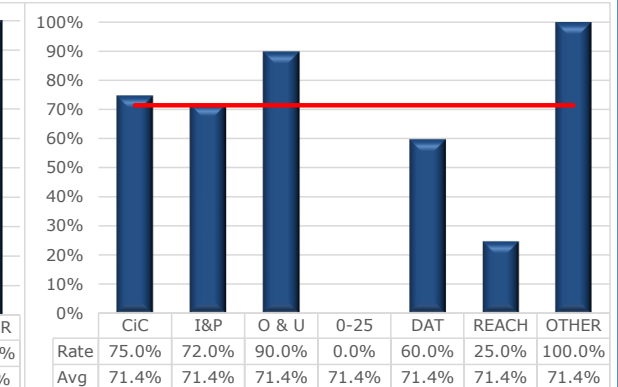
## Performance Measures by Service Area

| Caseholding Service     | No. | Share | Boys | Girls | In  | Out |
|-------------------------|-----|-------|------|-------|-----|-----|
| Children in Care        | 186 | 56.9% | 115  | 71    | 71  | 115 |
| Intervention & Planning | 56  | 17.1% | 30   | 26    | 25  | 31  |
| Onwards & Upwards       | 45  | 13.8% | 31   | 14    | 12  | 33  |
| 0-25 Service            | 12  | 3.7%  | 9    | 3     | 2   | 10  |
| Duty & Assessment       | 14  | 4.3%  | 11   | 3     | 3   | 11  |
| REACH                   | 14  | 4.3%  | 9    | 5     | 6   | 8   |
| Other                   | 0   | 0.0%  | 0    | 0     | 0   | 0   |
| All Children n Care     | 327 | -     | 205  | 122   | 119 | 208 |

### Dental Checks by Service

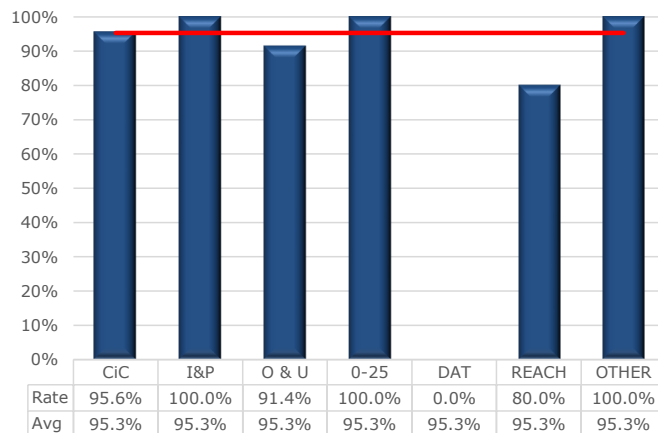


### Initial Health Assessments by Service

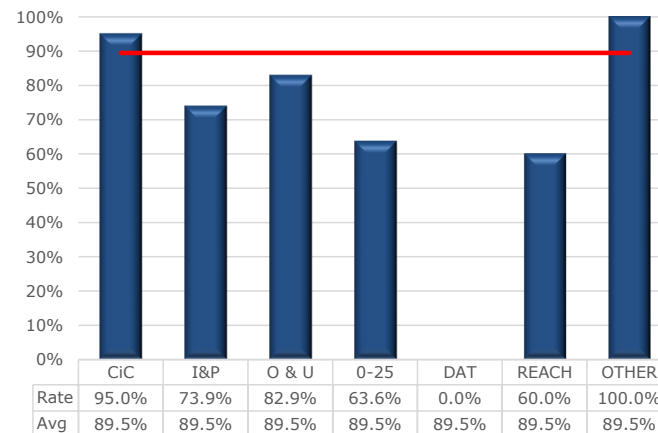


### Headline Measure Values

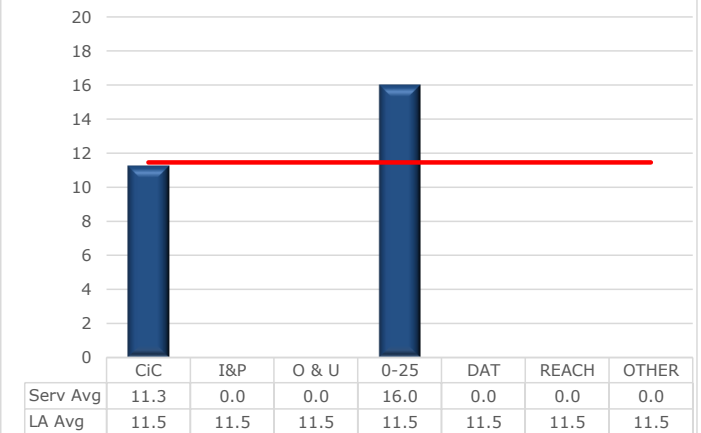
| Dental | IHA's | RHA's | Immunisations | SDQ's     |
|--------|-------|-------|---------------|-----------|
| 88.7%  | 71.4% | 95.3% | 89.5%         | Avg. 11.4 |



Review Health Assessments by Service



Immunisations by Service



Strengths & Difficulties Questionnaire Scores by Service

# LONDON BOROUGH OF BARNET

## CHILDREN IN CARE HEALTH SERVICES-OC2 POPULATION

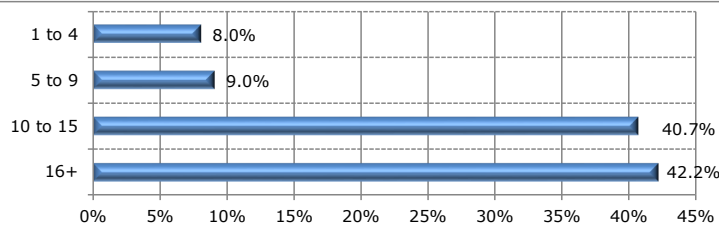
PERFORMANCE ON A PAGE (30 September 2018)

### Barnet's Looked After Population - Age Profile

### Gender Profile

### Placement Location Profile

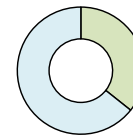
### Age and Placement Location Profile



61% Boys

39% Girls

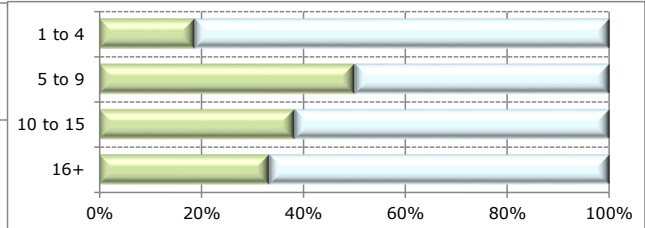
1.55 : 1



36% In

64% Out

□ In □ Out



## Performance Measures by Service Area

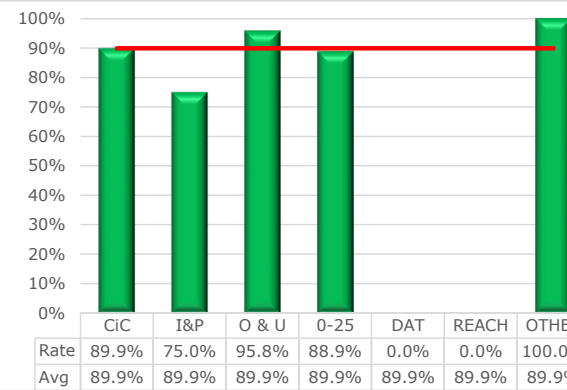
### Caseholding Service

|                         | No. | Share | Boys | Girls | In | Out |
|-------------------------|-----|-------|------|-------|----|-----|
| Children in Care        | 158 | 79.4% | 95   | 63    | 60 | 98  |
| Intervention & Planning | 4   | 2.0%  | 2    | 2     | 3  | 1   |
| Onwards & Upwards       | 24  | 12.1% | 14   | 10    | 6  | 18  |
| 0-25 Service            | 9   | 4.5%  | 7    | 2     | 2  | 7   |
| Duty & Assessment       | 0   | 0.0%  | 0    | 0     | 0  | 0   |
| REACH                   | 4   | 2.0%  | 3    | 1     | 0  | 4   |
| Other                   | 0   | 0.0%  | 0    | 0     | 0  | 0   |
| All Children n Care     | 199 | -     | 121  | 78    | 71 | 128 |

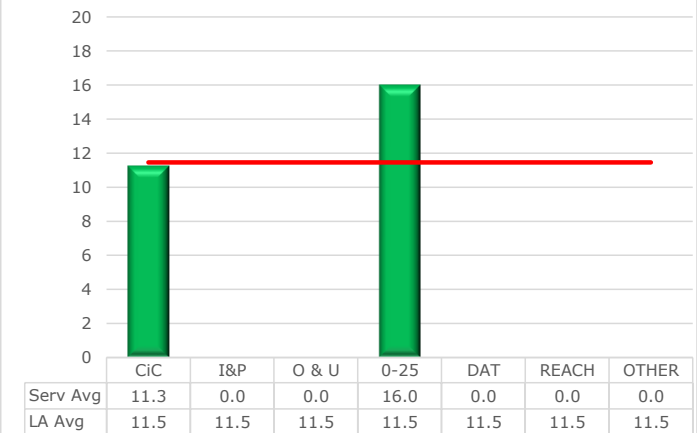
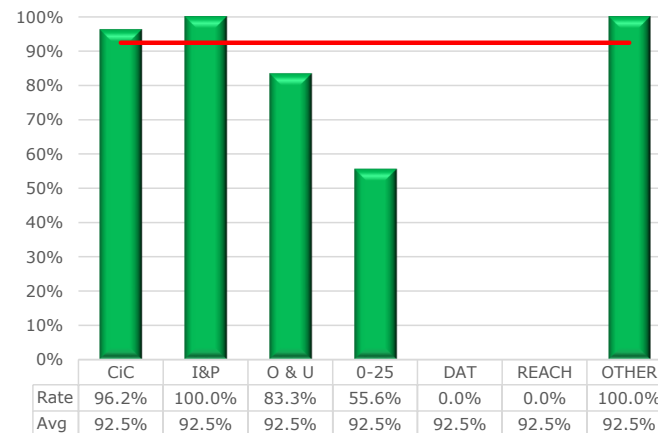
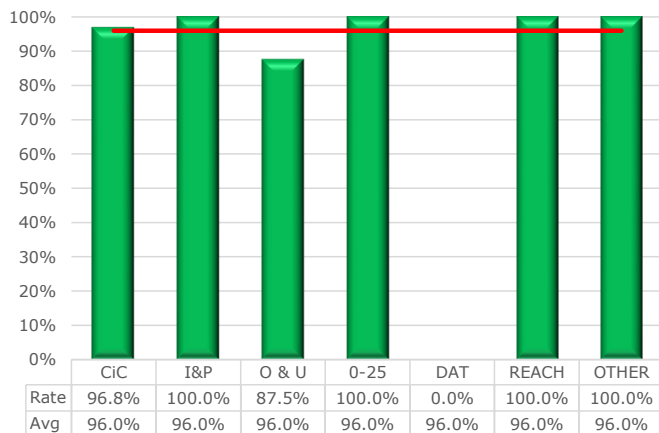
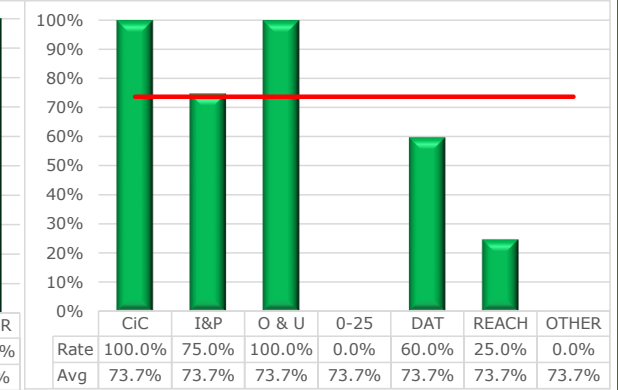
### Headline Measure Values

| Dental | IHA's | RHA's | Immunisations | SDQ's     |
|--------|-------|-------|---------------|-----------|
| 89.9%  | 73.7% | 96.0% | 92.5%         | Avg. 11.4 |

### Dental Checks by Service

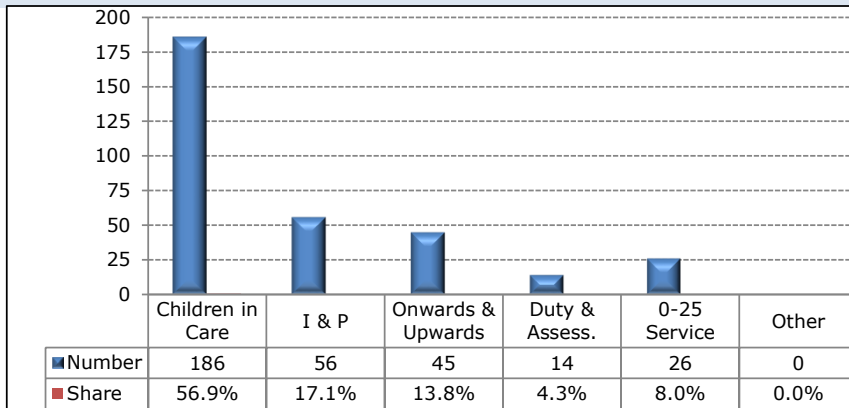


### Initial Health Assessments by Service



# Children in Care

Chart 1 - Children in Care by Service Area

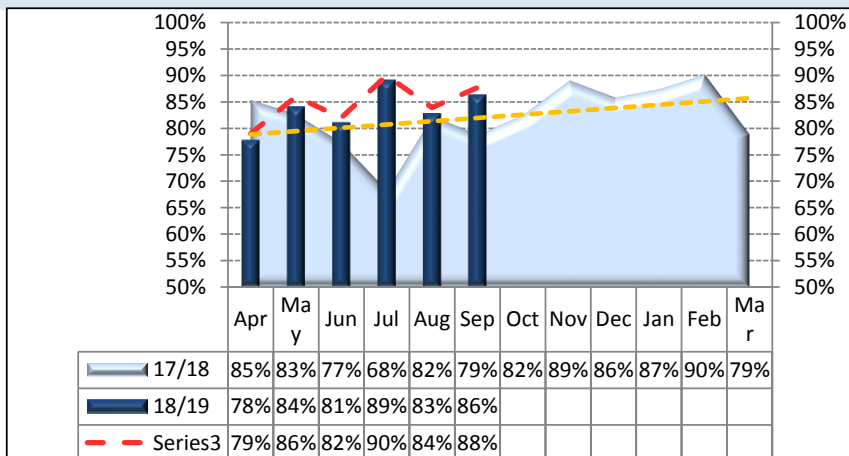


**Data Comments :** Cases held by the CIC Team have fallen by 0.4% when compared to August 2018 and a 10.4% decrease against the same period the previous year. Likewise, I&P and O&U saw their share decrease whilst DATs and 0-25 saw increases with DATs almost doubling.

Chart 2 - Current CiC by Service & Length of Time in Care

| Service Area         | <1M | 2-3M | 4-6M | 7-12M | 13-18M | 19-24M | 24M+ |
|----------------------|-----|------|------|-------|--------|--------|------|
| Children in Care     | 6   | 17   | 22   | 40    | 21     | 17     | 63   |
| Intervention & Plan. | 6   | 24   | 14   | 10    | 2      | 0      | 0    |
| Onwards & Upwards    | 3   | 7    | 10   | 9     | 9      | 2      | 5    |
| Duty & Assessment    | 10  | 4    | 0    | 0     | 0      | 0      | 0    |
| 0-25 Service         | 1   | 1    | 0    | 2     | 3      | 2      | 3    |
| Other                | 0   | 4    | 4    | 3     | 1      | 2      | 0    |
|                      | 26  | 57   | 50   | 64    | 36     | 23     | 71   |

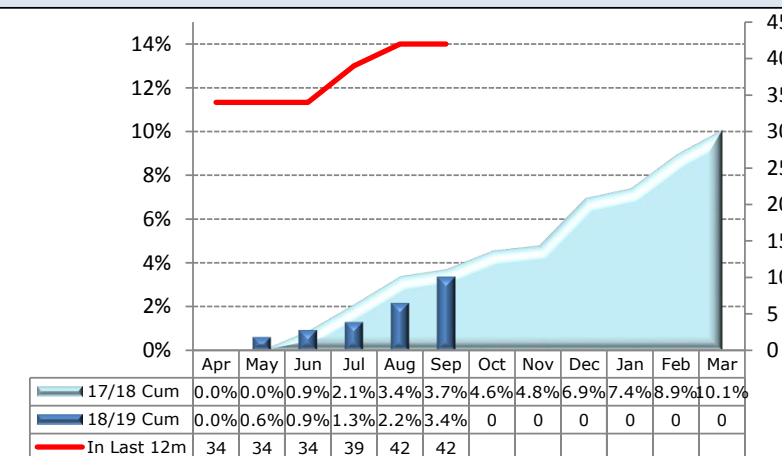
Chart 3 - Timeliness of Children in Care Visits



**Data Comments :** CIC visits are currently at 86%, 9% below the target of 95%. The average days for those seen out of timescales is 67 days. We have analysed visits that were deemed to have failed, but would have been in time; for CIC visits the outturn would have increased to 87.7%.

|            |                |
|------------|----------------|
| Target :   | 95.0%          |
| Latest :   | <b>86.2%</b>   |
| Variance : | <b>(10.2%)</b> |
| SN :       |                |

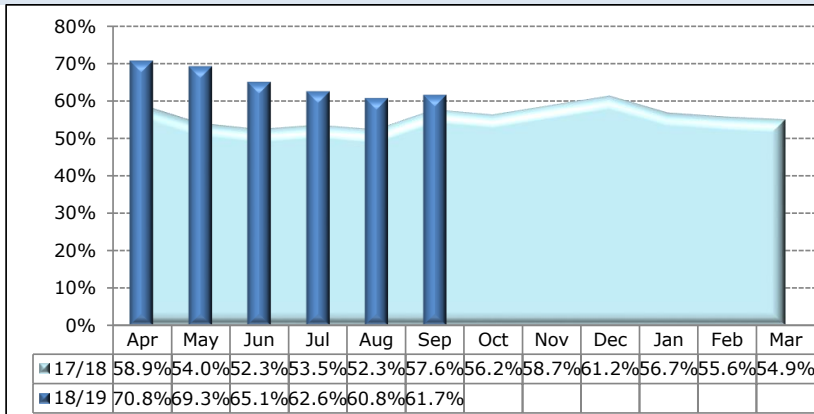
Chart 4 - CiC with 3+ Placements in 12 Months



**Data Comments :** Currently there are 11 children with 3 or more placements since April 1st 2018, and 42 in the last 12 months. Two of these will be 18 before March 31st and will not therefore count in the year end statutory returns. There are also 63 children and young people already with 2 placements.

|            |                |
|------------|----------------|
| Target :   | 11.5%          |
| Latest :   | <b>3.4%</b>    |
| Variance : | <b>(70.7%)</b> |
| SN :       | 11.3%          |

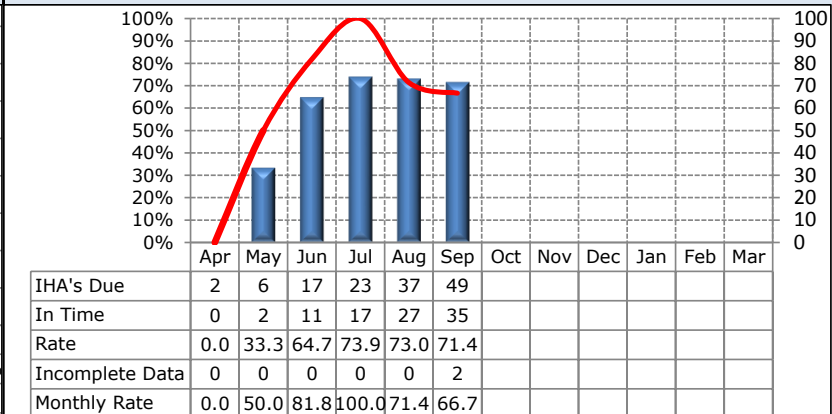
Chart 5 - Children in Care 2.5 Years AND Same Placement for 2 Years



**Data Comments :** The percentage of children in the same placement for 2 years or more, currently stands at 61.7% which is an improvement on last month and reverses the declining trend seen since April 2018. This indicator is still 6.6% higher than the same period the previous year.

|            |              |
|------------|--------------|
| Target :   | 62.0%        |
| Latest :   | <b>61.7%</b> |
| Variance : | (0.5%)       |
| SN :       | 66.4%        |

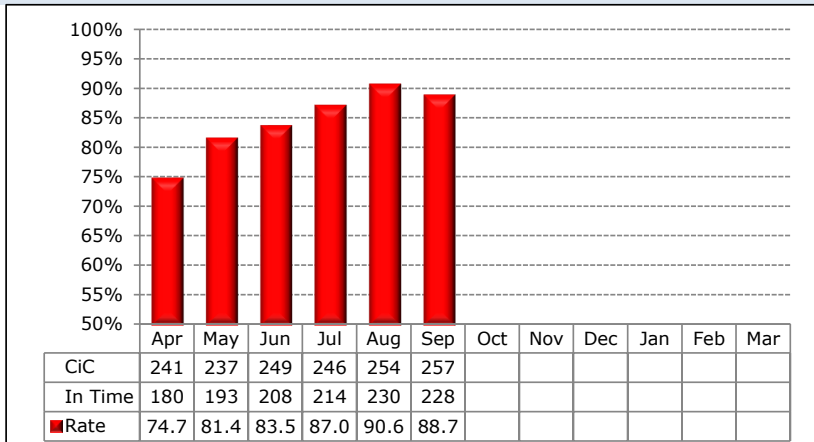
Chart 6 - Monthly Rate of Timely Initial Health Assessments



**Data Comments :** This measure looks at all of those children who began an episode of care, whereby the IHA was due on or after April 1st. The chart shows both monthly and cumulative performance. The 'missing' rate is included to show that where performance may look poor, it could be that the child's record has no IHA recorded in the month rather than it being out of time. A timely initial health assessment will take place within 20 working days of the child entering care.

|            |              |
|------------|--------------|
| Target :   | 95.0%        |
| Latest :   | <b>71.4%</b> |
| Variance : | (24.8%)      |
| SN :       |              |

Chart 7 - Rate of CiC with Timely Dental Checks

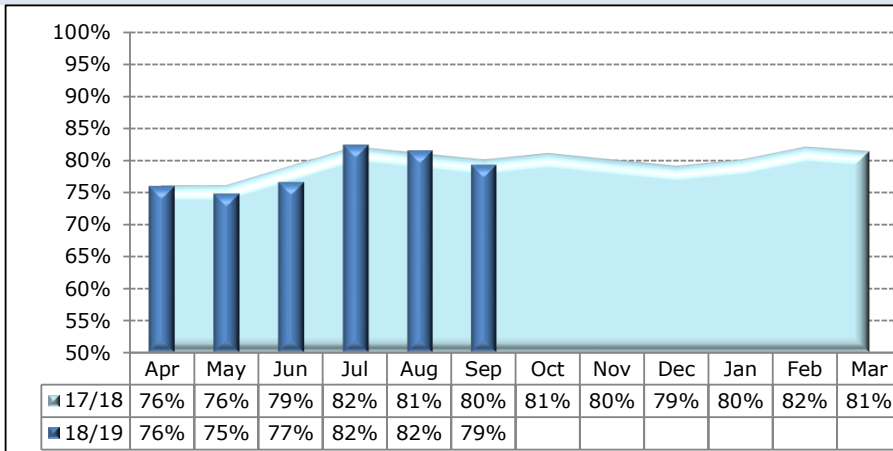


**Data Comments :** This measure looks at all the current cohort of children to see how many have had a dental check within the last 12 months. This will include children under 5, who, by DfE definitions needs to undergo a gum check and are included in the cohort.

|            |              |
|------------|--------------|
| Target :   | 95.0%        |
| Latest :   | <b>88.7%</b> |
| Variance : | (6.6%)       |
| SN :       |              |

# Children in Care

Chart 8 - Percentage of LAC Reviews Completed on Time



**Data Comments :** The actual rate of LAC reviews completed on time is **97.7%** (performance is showing as 79% as 57 records could not be updated on the system, at the point of running this report). The IRO workflow has been amended so that reviews can be recorded more accurately – we would expect this data to start filtering through in the next couple of months

|            |                |
|------------|----------------|
| Target :   | 95.0%          |
| Latest :   | <b>79.3%</b>   |
| Variance : | <b>(16.5%)</b> |
|            |                |

Chart 9 - Children in Care Subject to a Section 20

| Age Grouping     | Boys     | Girls    | Not Known | Total | Avg Time |
|------------------|----------|----------|-----------|-------|----------|
| Under 1          | 1        | 1        | 0         | 2     | 4 wks    |
| 1 to 5           | 4        | 0        | 0         | 4     | 19.9 wks |
| 6 to 10          | 1        | 1        | 0         | 2     | 74.3 wks |
| 11 to 15         | 21       | 12       | 0         | 33    | 43.5 wks |
| 16+              | 73       | 14       | 0         | 87    | 44.6 wks |
| Total            | 100      | 28       | 0         | 128   |          |
| Avg Time in Care | 48.3 wks | 26.0 wks | -         |       |          |

The Ratio of Boys to Girls in the wider CiC cohort is 1.68 :1 whereas the Ratio for those on a Section 20 Order is 3.57 : 1

**Data Comments :** The 11 to 16+ cohort includes 64 of the 67 UASC population (60 boys and 4 girls). All Section 20s under 15 are reviewed 3 monthly by PPP. This is reducing delay on decision making where court proceedings are necessary.

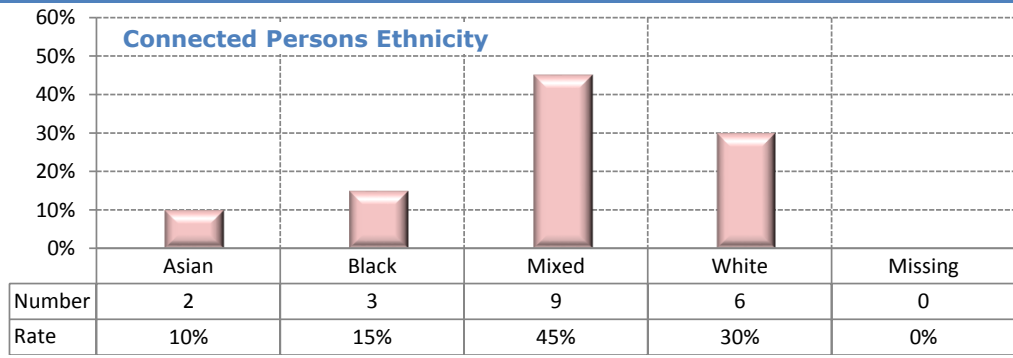
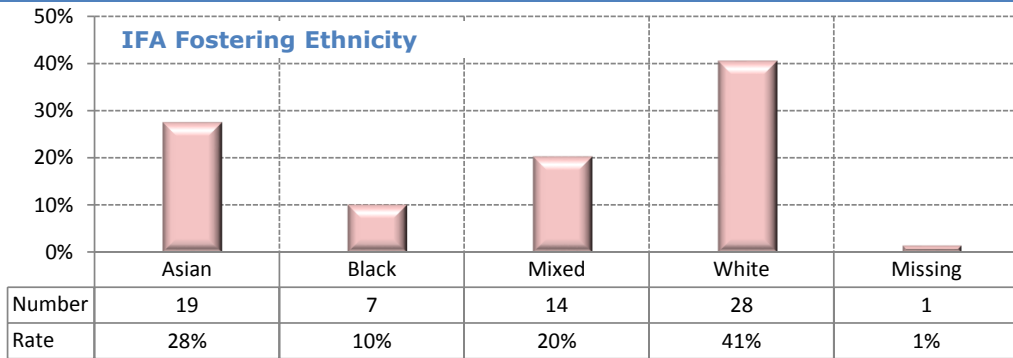
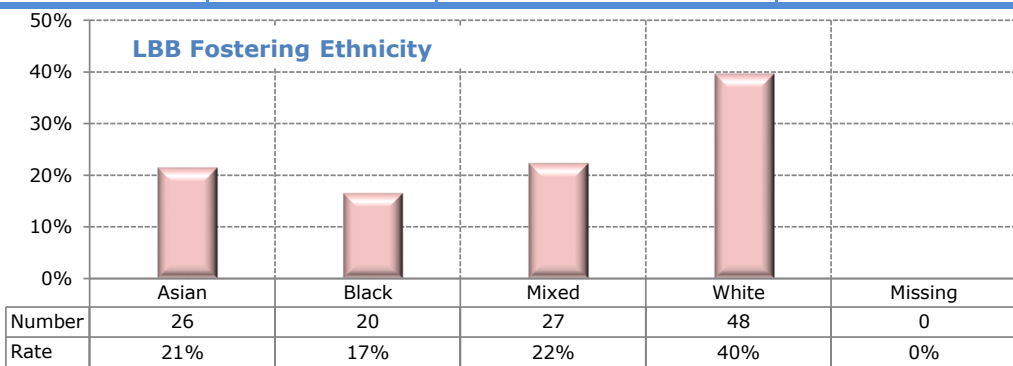


# LONDON BOROUGH OF BARNET

## CIC PLACEMENTS SERVICE

(30 September 2018)

| All Current Placements   | No. | %     | Rate / 10,000                | 3+ Placements |                   | M to F Ratio | Starters           | Leavers            | Avg Length of All Placements | No. of UASC |
|--------------------------|-----|-------|------------------------------|---------------|-------------------|--------------|--------------------|--------------------|------------------------------|-------------|
|                          | 327 | 100%  | 33.7                         | 11            | 3.4%              | 1.68 : 1     | Month 16 : Year 86 | Month 12 : Year 92 | 1 Year 5 Months              | 67          |
| <b>LBB Fostering</b>     | 121 | 37.0% |                              |               |                   |              |                    |                    |                              |             |
| <b>Gender</b>            |     |       | <b>Duration of Placement</b> |               |                   |              |                    |                    |                              |             |
| Female                   | 49  | 40.5% | 0-6 Months                   | 45            | 37.2%             |              |                    |                    |                              |             |
| Male                     | 72  | 59.5% | 7-12 Months                  | 23            | 19.0%             |              |                    |                    |                              |             |
| Unknown                  | 0   | 0.0%  | 13-18 Months                 | 9             | 7.4%              |              |                    |                    |                              |             |
| <b>Age</b>               |     |       | 19-24 Months                 | 8             | 6.6%              |              |                    |                    |                              |             |
| Under 1                  | 8   | 6.6%  | 2 Years +                    | 36            | 29.8%             |              |                    |                    |                              |             |
| 1 to 5                   | 13  | 10.7% | <b>Average</b>               |               | 1 Year 8 Months   |              |                    |                    |                              |             |
| 6 to 10                  | 21  | 17.4% |                              |               |                   |              |                    |                    |                              |             |
| 11 to 15                 | 46  | 38.0% |                              |               |                   |              |                    |                    |                              |             |
| 16+                      | 33  | 27.3% |                              |               |                   |              |                    |                    |                              |             |
| <b>IFA Fostering</b>     | 69  | 21.1% |                              |               |                   |              |                    |                    |                              |             |
| <b>Gender</b>            |     |       | <b>Duration of Placement</b> |               |                   |              |                    |                    |                              |             |
| Female                   | 21  | 30.4% | 0-6 Months                   | 20            | 29.0%             |              |                    |                    |                              |             |
| Male                     | 48  | 69.6% | 7-12 Months                  | 12            | 17.4%             |              |                    |                    |                              |             |
| Unknown                  | 0   | 0.0%  | 13-18 Months                 | 7             | 10.1%             |              |                    |                    |                              |             |
| <b>Age</b>               |     |       | 19-24 Months                 | 10            | 14.5%             |              |                    |                    |                              |             |
| Under 1                  | 3   | 4.3%  | 2 years +                    | 20            | 29.0%             |              |                    |                    |                              |             |
| 1 to 5                   | 13  | 18.8% | <b>Average</b>               |               | 1 Year 8 Months   |              |                    |                    |                              |             |
| 6 to 10                  | 10  | 14.5% |                              |               |                   |              |                    |                    |                              |             |
| 11 to 15                 | 27  | 39.1% |                              |               |                   |              |                    |                    |                              |             |
| 16+                      | 16  | 23.2% |                              |               |                   |              |                    |                    |                              |             |
| <b>Connected Persons</b> | 20  | 6.1%  |                              |               |                   |              |                    |                    |                              |             |
| <b>Gender</b>            |     |       | <b>Duration of Placement</b> |               |                   |              |                    |                    |                              |             |
| Female                   | 12  | 60.0% | 0-6 Months                   | 6             | 30.0%             |              |                    |                    |                              |             |
| Male                     | 8   | 40.0% | 7-12 Months                  | 7             | 35.0%             |              |                    |                    |                              |             |
| Unknown                  | 0   | 0.0%  | 13-18 Months                 | 0             | 0.0%              |              |                    |                    |                              |             |
| <b>Age</b>               |     |       | 19-24 Months                 | 0             | 0.0%              |              |                    |                    |                              |             |
| Under 1                  | 1   | 5.0%  | 2 Years +                    | 7             | 35.0%             |              |                    |                    |                              |             |
| 1 to 5                   | 6   | 30.0% | <b>Average</b>               |               | 2 Years 11 Months |              |                    |                    |                              |             |
| 6 to 10                  | 3   | 15.0% |                              |               |                   |              |                    |                    |                              |             |
| 11 to 15                 | 8   | 40.0% |                              |               |                   |              |                    |                    |                              |             |
| 16+                      | 2   | 10.0% |                              |               |                   |              |                    |                    |                              |             |

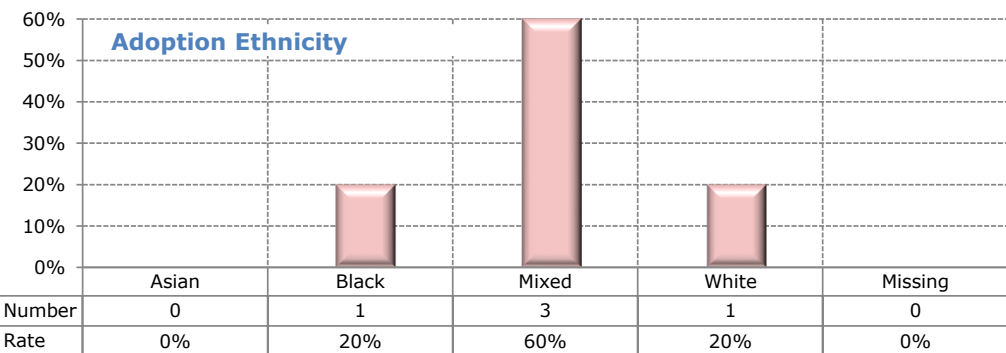
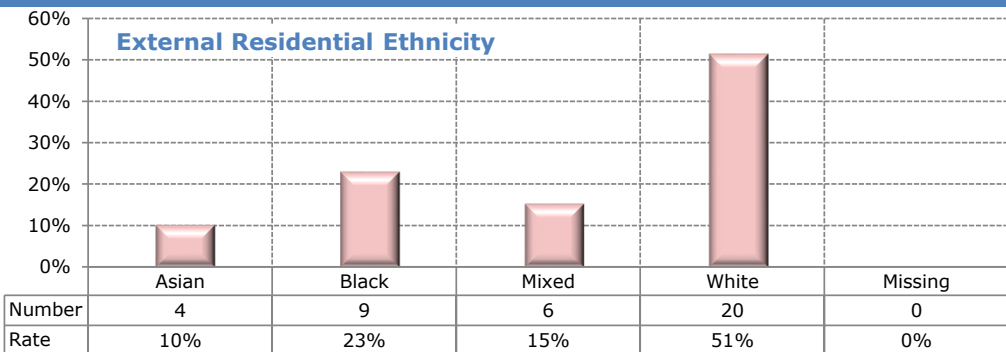
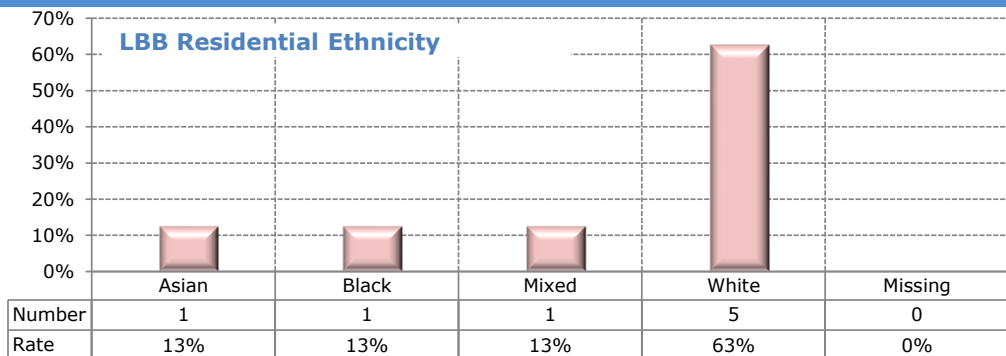


# LONDON BOROUGH OF BARNET

## CIC PLACEMENTS SERVICE

(30 September 2018)

| All Current Placements      | No. | %     | Rate / 10,000                | 3+ Placements |                  | M to F Ratio | Starters           | Leavers            | Avg Length of All Placements | No. of UASC |
|-----------------------------|-----|-------|------------------------------|---------------|------------------|--------------|--------------------|--------------------|------------------------------|-------------|
|                             | 327 | 100%  | 33.7                         | 11            | 3.4%             | 1.68 : 1     | Month 16 : Year 86 | Month 12 : Year 92 | 1 Year 5 Months              | 67          |
| <b>LBB Residential</b>      | 8   | 2.4%  |                              |               |                  |              |                    |                    |                              |             |
| <b>Gender</b>               |     |       | <b>Duration of Placement</b> |               |                  |              |                    |                    |                              |             |
| Female                      | 4   | 50.0% | 0-6 Months                   | 5             | 62.5%            |              |                    |                    |                              |             |
| Male                        | 4   | 50.0% | 7-12 Months                  | 0             | 0.0%             |              |                    |                    |                              |             |
| Unknown                     | 0   | 0.0%  | 13-18 Months                 | 2             | 25.0%            |              |                    |                    |                              |             |
| <b>Age</b>                  |     |       | 19-29 Months                 | 0             | 0.0%             |              |                    |                    |                              |             |
| Under 1                     | 0   | 0.0%  | 2 Years +                    | 1             | 12.5%            |              |                    |                    |                              |             |
| 1 to 5                      | 0   | 0.0%  | <b>Average</b>               |               | 0 Years 8 Months |              |                    |                    |                              |             |
| 6 to 10                     | 0   | 0.0%  |                              |               |                  |              |                    |                    |                              |             |
| 11 to 15                    | 5   | 62.5% |                              |               |                  |              |                    |                    |                              |             |
| 16+                         | 3   | 37.5% |                              |               |                  |              |                    |                    |                              |             |
| <b>External Residential</b> | 39  | 11.9% |                              |               |                  |              |                    |                    |                              |             |
| <b>Gender</b>               |     |       | <b>Duration of Placement</b> |               |                  |              |                    |                    |                              |             |
| Female                      | 20  | 51.3% | 0-6 Months                   | 17            | 43.6%            |              |                    |                    |                              |             |
| Male                        | 19  | 48.7% | 7-12 Months                  | 7             | 17.9%            |              |                    |                    |                              |             |
| Unknown                     | 0   | 0.0%  | 13-18 Months                 | 6             | 15.4%            |              |                    |                    |                              |             |
| <b>Age</b>                  |     |       | 19-29 Months                 | 4             | 10.3%            |              |                    |                    |                              |             |
| Under 1                     | 1   | 2.6%  | 2 years +                    | 5             | 12.8%            |              |                    |                    |                              |             |
| 1 to 5                      | 0   | 0.0%  | <b>Average</b>               |               | 1 Years 1 Months |              |                    |                    |                              |             |
| 6 to 10                     | 2   | 5.1%  |                              |               |                  |              |                    |                    |                              |             |
| 11 to 15                    | 17  | 43.6% |                              |               |                  |              |                    |                    |                              |             |
| 16+                         | 19  | 48.7% |                              |               |                  |              |                    |                    |                              |             |
| <b>Adoption</b>             | 5   | 1.5%  |                              |               |                  |              |                    |                    |                              |             |
| <b>Gender</b>               |     |       | <b>Duration of Placement</b> |               |                  |              |                    |                    |                              |             |
| Female                      | 3   | 60.0% | 0-6 Months                   | 2             | 40.0%            |              |                    |                    |                              |             |
| Male                        | 2   | 40.0% | 7-12 Months                  | 1             | 20.0%            |              |                    |                    |                              |             |
| Unknown                     | 0   | 0.0%  | 13-18 Months                 | 2             | 40.0%            |              |                    |                    |                              |             |
| <b>Age</b>                  |     |       | 19-29 Months                 | 0             | 0.0%             |              |                    |                    |                              |             |
| Under 1                     | 1   | 20.0% | 2 Years +                    | 0             | 0.0%             |              |                    |                    |                              |             |
| 1 to 5                      | 4   | 80.0% | <b>Average</b>               |               | 0 Years 9 Months |              |                    |                    |                              |             |
| 6 to 10                     | 0   | 0.0%  |                              |               |                  |              |                    |                    |                              |             |
| 11 to 15                    | 0   | 0.0%  |                              |               |                  |              |                    |                    |                              |             |
| 16+                         | 0   | 0.0%  |                              |               |                  |              |                    |                    |                              |             |

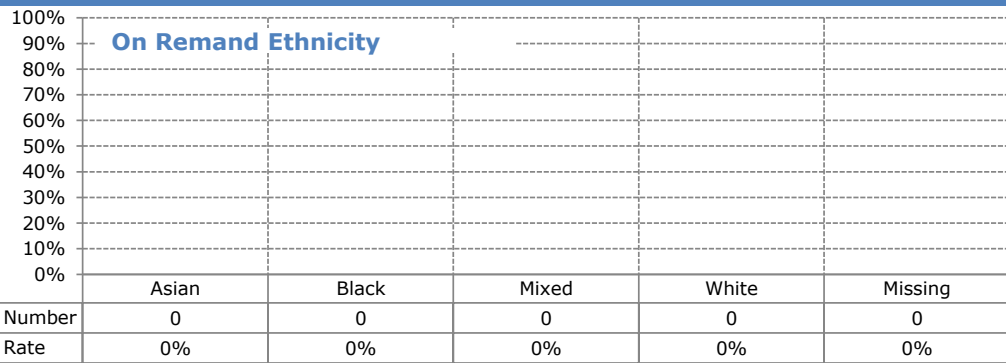
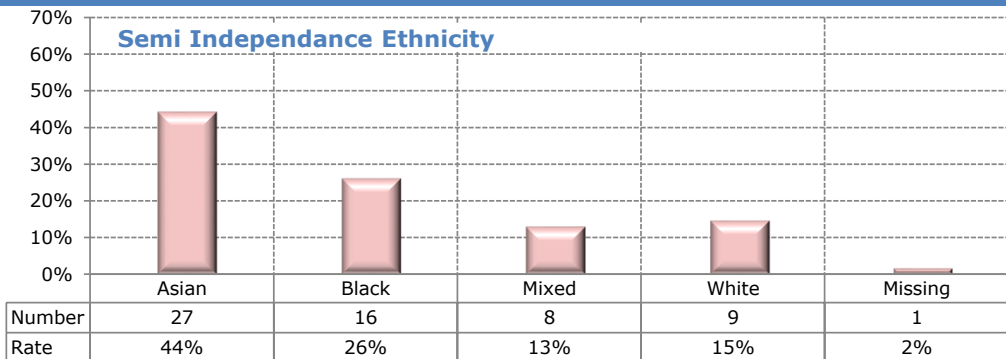
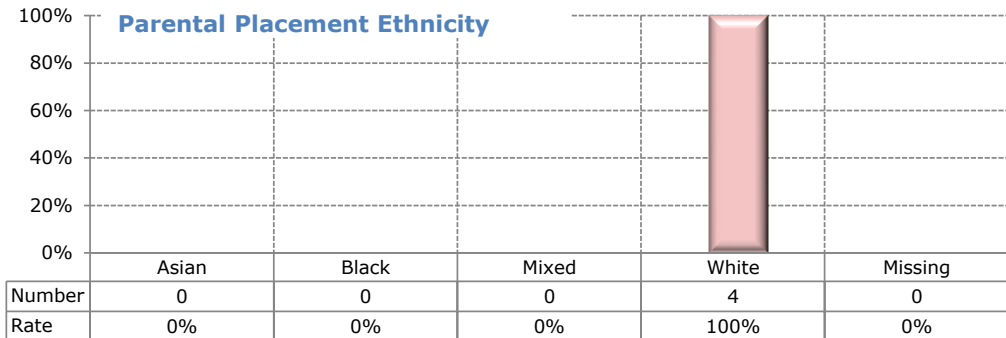


# LONDON BOROUGH OF BARNET

## CIC PLACEMENTS SERVICE

(30 September 2018)

| All Current Placements   | No.       | %                            | Rate / 10,000  | 3+ Placements |                  | M to F Ratio |     | Starters           | Leavers            | Avg Length of All Placements | No. of UASC |
|--------------------------|-----------|------------------------------|----------------|---------------|------------------|--------------|-----|--------------------|--------------------|------------------------------|-------------|
|                          | 327       | 100%                         | 33.7           | 11            | 3.4%             | 1.68         | : 1 | Month 16 : Year 86 | Month 12 : Year 92 | 1 Year 5 Months              | 67          |
| <b>Parental</b>          | <b>4</b>  | <b>1.2%</b>                  |                |               |                  |              |     |                    |                    |                              |             |
| <b>Gender</b>            |           | <b>Duration of Placement</b> |                |               |                  |              |     |                    |                    |                              |             |
| Female                   | 2         | 50.0%                        | 0-6 Months     | 1             | 25.0%            |              |     |                    |                    |                              |             |
| Male                     | 2         | 50.0%                        | 7-12 Months    | 0             | 0.0%             |              |     |                    |                    |                              |             |
| Unknown                  | 0         | 0.0%                         | 13-18 Months   | 1             | 25.0%            |              |     |                    |                    |                              |             |
| <b>Age</b>               |           | <b>19-28 Months</b>          |                |               |                  |              |     |                    |                    |                              |             |
| Under 1                  | 0         | 0.0%                         | 2 Years +      | 2             | 50.0%            |              |     |                    |                    |                              |             |
| 1 to 5                   | 0         | 0.0%                         | <b>Average</b> |               | 1 Years 9 Months |              |     |                    |                    |                              |             |
| 6 to 10                  | 0         | 0.0%                         |                |               |                  |              |     |                    |                    |                              |             |
| 11 to 15                 | 3         | 75.0%                        |                |               |                  |              |     |                    |                    |                              |             |
| 16+                      | 1         | 25.0%                        |                |               |                  |              |     |                    |                    |                              |             |
| <b>Semi Independence</b> | <b>61</b> | <b>18.7%</b>                 |                |               |                  |              |     |                    |                    |                              |             |
| <b>Gender</b>            |           | <b>Duration of Placement</b> |                |               |                  |              |     |                    |                    |                              |             |
| Female                   | 11        | 18.0%                        | 0-6 Months     | 37            | 60.7%            |              |     |                    |                    |                              |             |
| Male                     | 50        | 82.0%                        | 7-12 Months    | 14            | 23.0%            |              |     |                    |                    |                              |             |
| Unknown                  | 0         | 0.0%                         | 13-18 Months   | 9             | 14.8%            |              |     |                    |                    |                              |             |
| <b>Age</b>               |           | <b>19-24 Months</b>          |                |               |                  |              |     |                    |                    |                              |             |
| Under 1                  | 0         | 0.0%                         | 2 years +      | 0             | 0.0%             |              |     |                    |                    |                              |             |
| 1 to 5                   | 0         | 0.0%                         | <b>Average</b> |               | 0 Years 5 Months |              |     |                    |                    |                              |             |
| 6 to 10                  | 0         | 0.0%                         |                |               |                  |              |     |                    |                    |                              |             |
| 11 to 15                 | 0         | 0.0%                         |                |               |                  |              |     |                    |                    |                              |             |
| 16+                      | 61        | 100.0%                       |                |               |                  |              |     |                    |                    |                              |             |
| <b>On Remand</b>         | <b>0</b>  | <b>0.0%</b>                  |                |               |                  |              |     |                    |                    |                              |             |
| <b>Gender</b>            |           | <b>Duration of Placement</b> |                |               |                  |              |     |                    |                    |                              |             |
| Female                   | 0         | 0.0%                         | 0-6 Months     | 0             | 0.0%             |              |     |                    |                    |                              |             |
| Male                     | 0         | 0.0%                         | 7-12 Months    | 0             | 0.0%             |              |     |                    |                    |                              |             |
| Unknown                  | 0         | 0.0%                         | 13-18 Months   | 0             | 0.0%             |              |     |                    |                    |                              |             |
| <b>Age</b>               |           | <b>19-24 Months</b>          |                |               |                  |              |     |                    |                    |                              |             |
| Under 1                  | 0         | 0.0%                         | 2 Years +      | 0             | 0.0%             |              |     |                    |                    |                              |             |
| 1 to 5                   | 0         | 0.0%                         | <b>Average</b> |               | 0.0%             |              |     |                    |                    |                              |             |
| 6 to 10                  | 0         | 0.0%                         |                |               |                  |              |     |                    |                    |                              |             |
| 11 to 15                 | 0         | 0.0%                         |                |               |                  |              |     |                    |                    |                              |             |
| 16+                      | 0         | 0.0%                         |                |               |                  |              |     |                    |                    |                              |             |

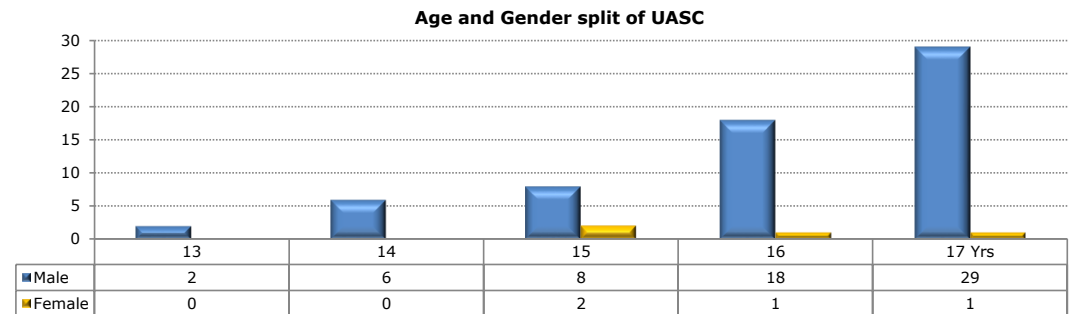
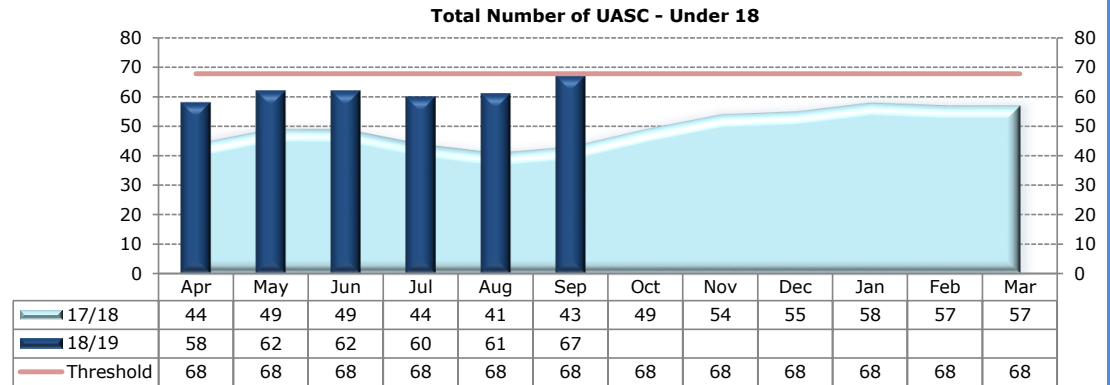


# LONDON BOROUGH OF BARNET

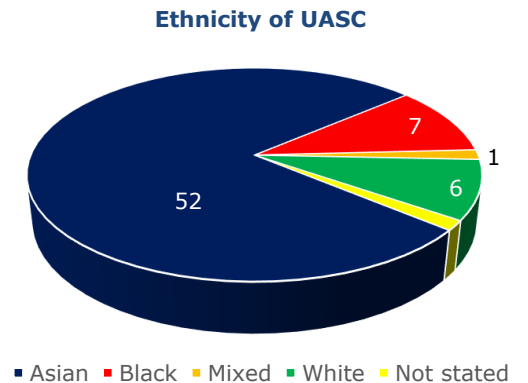
## UNACCOMPANIED ASYLUM SEEKING CHILDREN (UNDER 18)

PERFORMANCE ON A PAGE (30 September 2018)

|   |                 |          |
|---|-----------------|----------|
| <b>Current Number of UASC</b>   | <b>67</b>       | <b>-</b> |
| <b>Time in Care (Years)</b>   | <b>No.</b>      | <b>%</b> |
| Less than a Year  | 37              | 55.2%    |
| 1   | 17              | 25.4%    |
| 2   | 5               | 7.5%     |
| 3   | 7               | 10.4%    |
| 4   | 1               | 1.5%     |
| <b>Average Time in Care</b>   | 1 Year 4 Months |          |
| <b>Current Placement</b>  | <b>No</b>       | <b>%</b> |
| Fostering   | 35              | 52.2%    |
| Semi Independence   | 31              | 46.3%    |
| Residential   | 1               | 1.5%     |
| <b>UASC by Team</b>   | <b>No</b>       | <b>%</b> |
| Children In Care Team 1   | 8               | 11.9%    |
| Children In Care Team 2   | 15              | 22.4%    |
| Children In Care Team 3   | 8               | 11.9%    |
| Duty & Assessment Team 1  | 2               | 3.0%     |
| Duty & Assessment Team 2  | 2               | 3.0%     |
| Duty & Assessment Team 3  | 2               | 3.0%     |
| Duty & Assessment Team 4  | 5               | 7.5%     |
| Onwards & Upwards   | 25              | 37.3%    |
| <p>The numbers of UASC has increased this month from 61 in August to 67 in September 2018, this is an increase of 24 UASC against the same period the previous year - and is closer to the threshold than ever before. The previous highest figure of UASC ever achieved was 62 in May 2018.</p> <p>Rate of UASC who are Male : <b>94.0%</b><br/>                     Rate of Males aged 16-17 : <b>74.6%</b><br/>                     Rate of UASC placed in Semi Indep. or Fostering : <b>98.5%</b></p> |                 |          |



| Nationality  | Number    | Rate  |
|--------------|-----------|-------|
| Afgan        | 27        | 40.3% |
| Albanian     | 10        | 14.9% |
| Eritrean     | 9         | 13.4% |
| Vietnamese   | 6         | 9.0%  |
| Ethiopian    | 4         | 6.0%  |
| Sudanese     | 4         | 6.0%  |
| Iranian      | 2         | 3.0%  |
| Iraqi        | 1         | 1.5%  |
| Kuwaiti      | 1         | 1.5%  |
| Palestinian  | 1         | 1.5%  |
| Not Recorded | 2         | 3.0%  |
| <b>Total</b> | <b>67</b> |       |

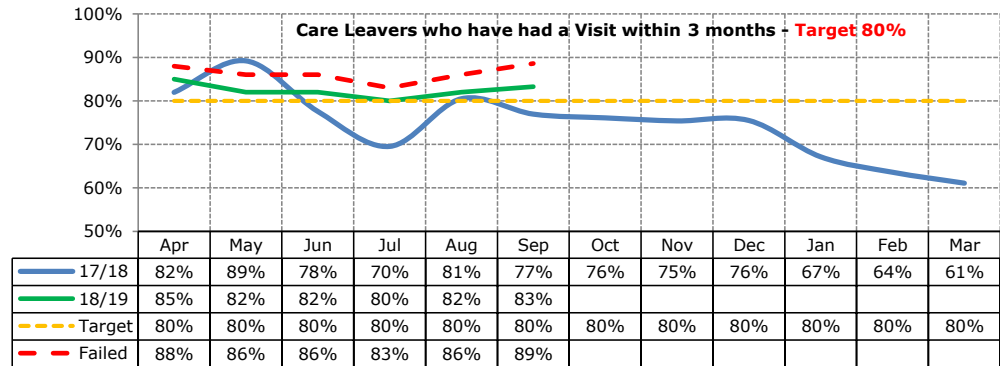
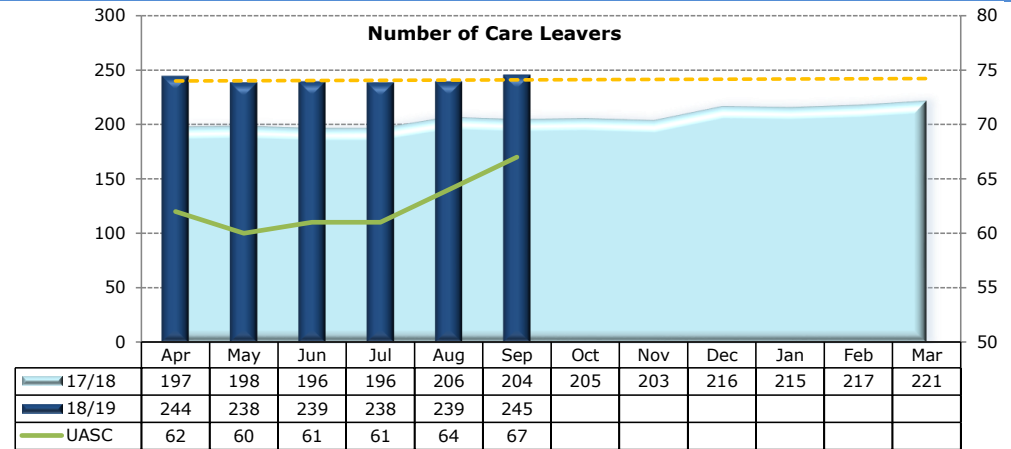


# LONDON BOROUGH OF BARNET

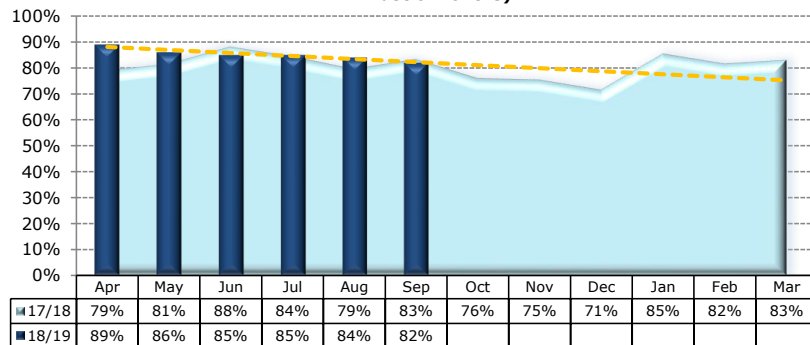
## CARE LEAVERS & 0-25 SERVICES

PERFORMANCE ON A PAGE (30 September 2018)

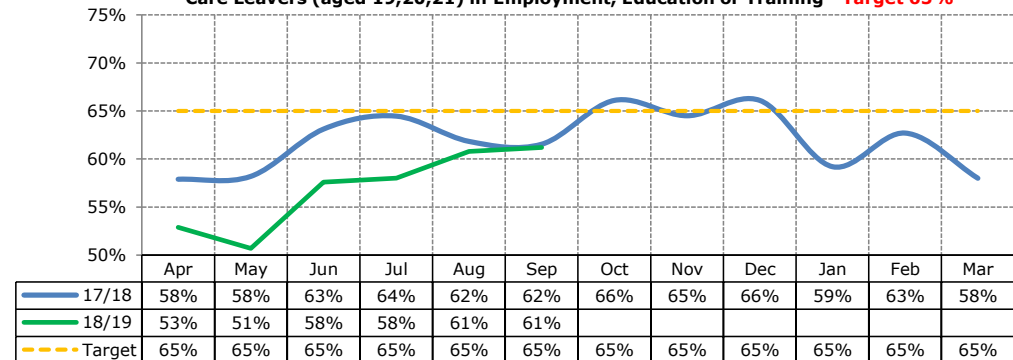
| Care Leavers  | No.        | %            |
|---|------------|--------------|
| <b>Number of Care Leavers by age</b>  | <b>245</b> | <b>-</b>     |
| 18  | 93         | 38.0%        |
| 19  | 51         | 20.8%        |
| 20  | 61         | 24.9%        |
| 21  | 17         | 6.9%         |
| 22+   | 23         | 9.4%         |
| <b>Care Leavers (18 - 25) in Employment, Education or Training</b>                              | <b>153</b> | <b>62.4%</b> |
| Young person engaged in higher education (i.e. beyond A level)                                  | 28         | 18.3%        |
| Young person engaged in education other than higher education                                   | 86         | 56.2%        |
| Young person engaged in training or employment  | 39         | 25.5%        |
| <b>Percentage of care leavers who have been in touch in the previous 12 months - Target 90%</b> | <b>229</b> | <b>93.5%</b> |
| <b>Care leavers (aged 18 - 25) in suitable accommodation</b>                                    | <b>224</b> | <b>91.4%</b> |
| B - With parents or relatives   | 13         | 5.8%         |
| C - Community home or other form of residential care  | 7          | 3.1%         |
| D - Semi-independent, transitional accommodation  | 28         | 12.5%        |
| E - Supported lodgings  | 9          | 4.0%         |
| T - Foyers  | 7          | 3.1%         |
| U - Independent living  | 88         | 39.3%        |
| V - Emergency accommodation (Postcode In Barnet n = 21)   | 48         | 21.4%        |
| Y - Other accommodation   | 4          | 1.8%         |
| Z - With Former foster carers/Staying Put   | 20         | 8.9%         |
| <b>Number of Care Leavers at University</b>   | <b>23</b>  | <b>-</b>     |



Care Leavers with up to date Pathway Plans (Plans created or Updated in the last 6 months)

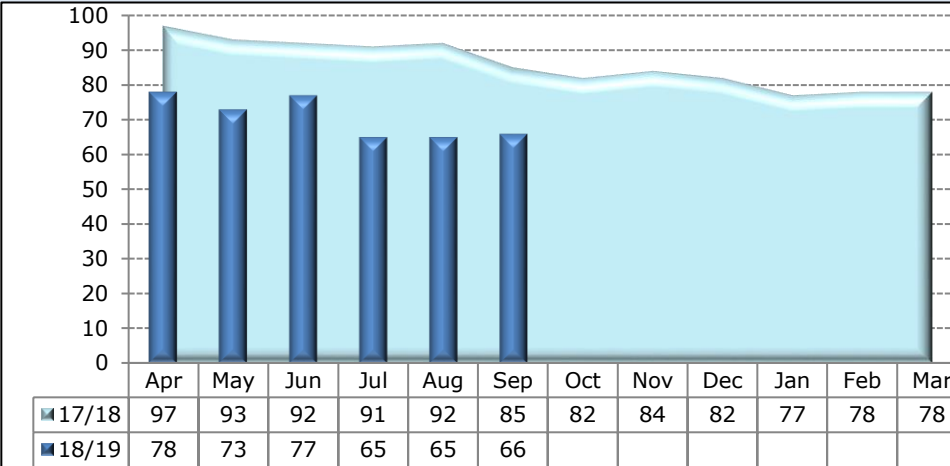


Care Leavers (aged 19,20,21) in Employment, Education or Training - Target 65%



# Youth Offending

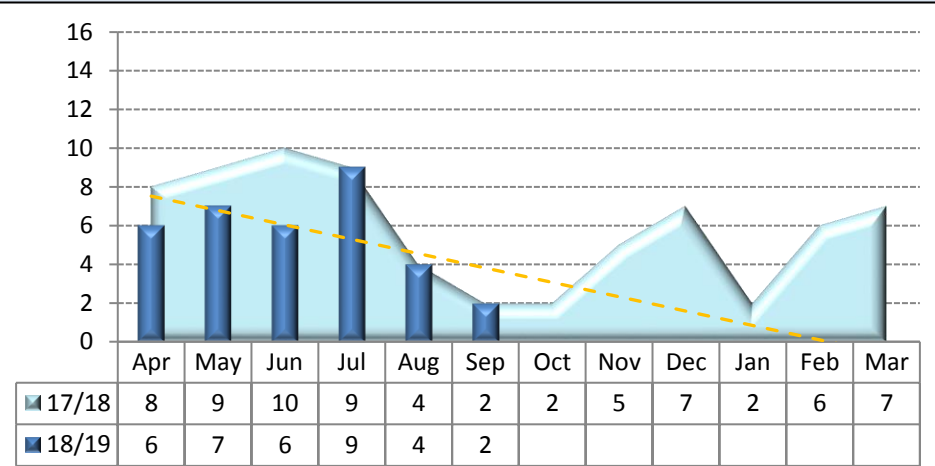
Chart 1 - Total number of Cases Currently Open to the YOT



**Data Comments :** This indicator has seen a decrease of 28% in the number of open cases since August 2017 (92) compared to 66 in September 2018.

|            |           |
|------------|-----------|
| Target :   | Monitor   |
| Latest :   | <b>66</b> |
| Variance : |           |
| SN :       |           |

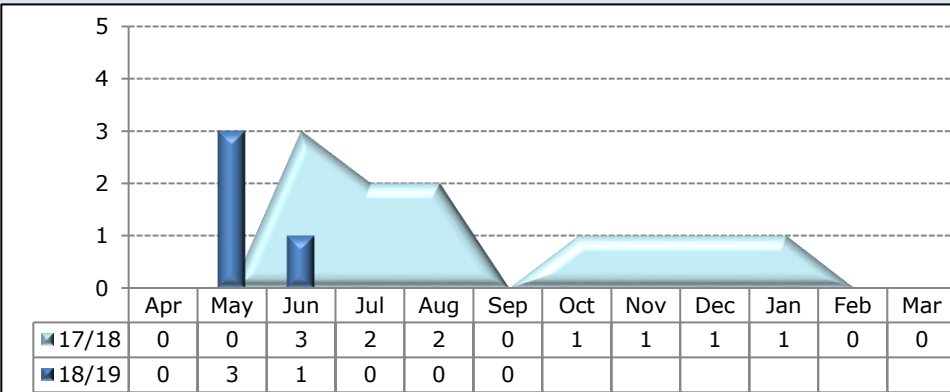
Chart 2 - First Time Entrants to the YJS Aged (10 to 17)



**Data Comments :** The number of first time entrants has seen a decrease from 9 in July 2018, to 2 in September, which is the same figure seen in September 2017.

|            |          |
|------------|----------|
| Target :   | Monitor  |
| Latest :   | <b>2</b> |
| Variance : |          |
| SN :       |          |

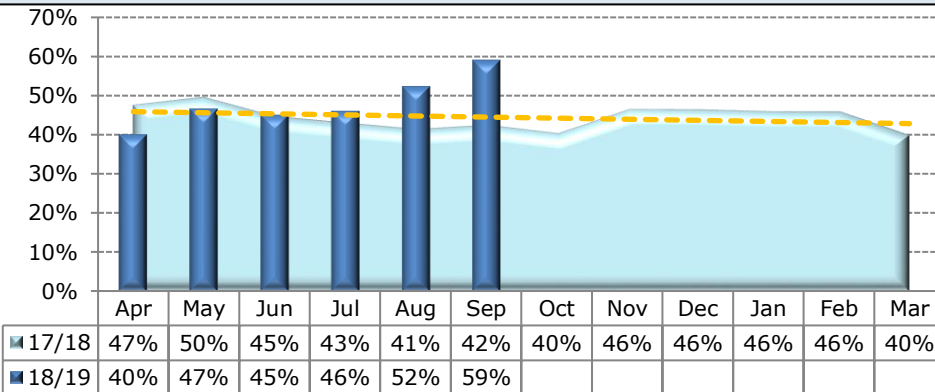
Chart 3 - No. of Young Offenders Sentenced to Custody



**Data Comments :** There have been no Young Offenders sentenced to custody in September, which is the same as the previous month.

|            |          |
|------------|----------|
| Target :   | 0        |
| Latest :   | <b>0</b> |
| Variance : | <b>0</b> |
| SN :       | 0.36     |

Chart 4 - Rate of Open Statutory Cases Assessed as Intensive on Scaled Approach

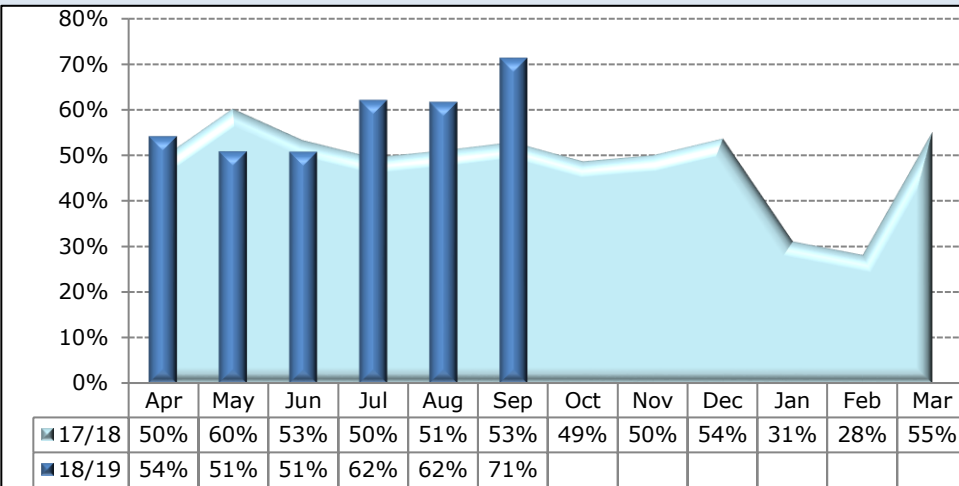


**Data Comments :** September figures have reached the highest percentage seen in the last 12 months.

|            |              |
|------------|--------------|
| Target :   | Monitor      |
| Latest :   | <b>59.0%</b> |
| Variance : |              |
| SN :       |              |

# Youth Offending

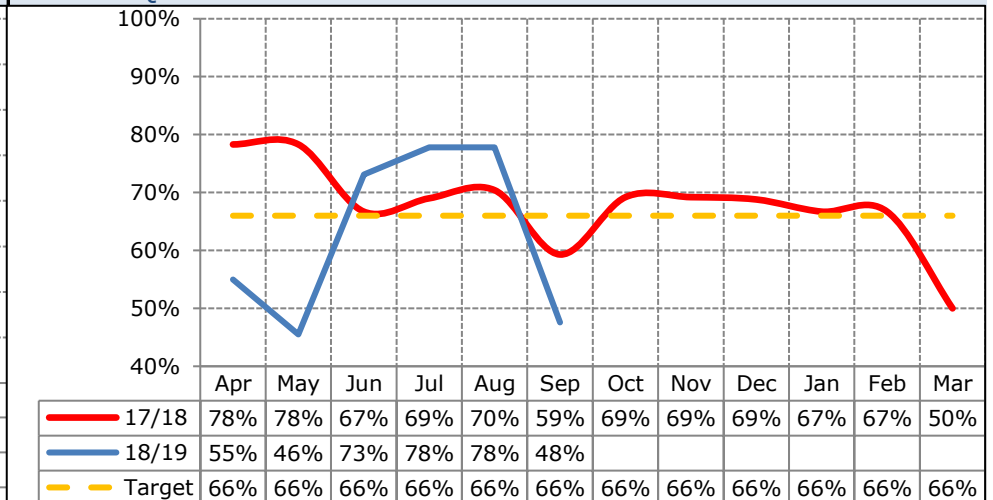
Chart 5 - Percentage of Young People who are YOT Confirmed Gang Members



**Data Comments :** September figures have reached the highest percentage seen in the last 12 months.

|            |              |
|------------|--------------|
| Target :   | Monitor      |
| Latest :   | <b>71.0%</b> |
| Variance : |              |
| SN :       |              |

Chart 6 - ETE Status of Overall Score: Young People Ending Orders in Previous Quarter



**Data Comments :** When compared to the previous month, this indicator has dropped by 30% in September to 48%. ETE is currently 11% lower than the same period the previous year.

|            |                |
|------------|----------------|
| Target :   | 66%            |
| Latest :   | <b>47.6%</b>   |
| Variance : | <b>(27.9%)</b> |
| SN :       |                |

# September 2018 Quality Assurance Dashboard

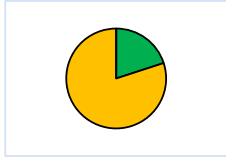
**Audit Outcomes  
Regular Audits**



**Good**  
**4**  
**36%**

**RI**  
**7**  
**64%**

**Inadequate**  
**0**  
**0%**



commentary:

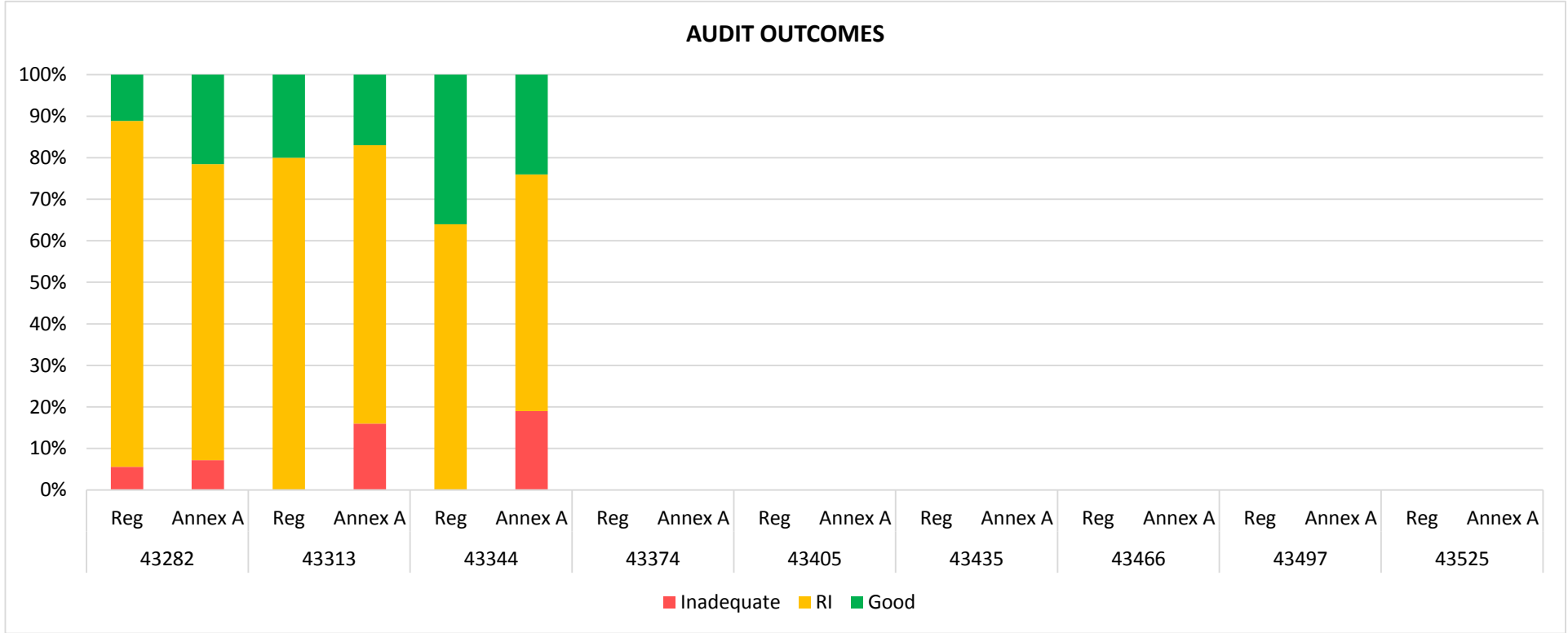
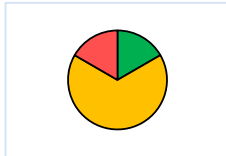
**Audit Outcomes  
Annex A Audits**



**Good**  
**5**  
**24%**

**RI**  
**12**  
**57%**

**Inadequate**  
**4**  
**19%**





## Service Area - Audit Gradings Breakdown - Regular and Annex A Audits

|                                   |            | Jul-18    | Aug-18    | Sep-18    | Oct-18 | Nov-18 | Dec-18 | Jan-19 | Feb-19 | Mar-19 | Apr-19 |
|-----------------------------------|------------|-----------|-----------|-----------|--------|--------|--------|--------|--------|--------|--------|
| Early Help                        | Good       | 0         | 0         | 0         |        |        |        |        |        |        |        |
|                                   | RI         | 1         | 0         | 3         |        |        |        |        |        |        |        |
|                                   | Inadequate | 0         | 0         | 0         |        |        |        |        |        |        |        |
| Duty and Assessment               | Good       | 4         | 2         | 5         |        |        |        |        |        |        |        |
|                                   | RI         | 9         | 9         | 8         |        |        |        |        |        |        |        |
|                                   | Inadequate | 1         | 0         | 2         |        |        |        |        |        |        |        |
| Intervention and Planning         | Good       | 2         | 1         | 1         |        |        |        |        |        |        |        |
|                                   | RI         | 10        | 7         | 7         |        |        |        |        |        |        |        |
|                                   | Inadequate | 1         | 4         | 2         |        |        |        |        |        |        |        |
| REACH                             | Good       | 0         | 0         | 0         |        |        |        |        |        |        |        |
|                                   | RI         | 0         | 0         | 1         |        |        |        |        |        |        |        |
|                                   | Inadequate | 0         | 0         | 0         |        |        |        |        |        |        |        |
| CP - Children in Care             | Good       | 1         | 1         | 2         |        |        |        |        |        |        |        |
|                                   | RI         | 2         | 0         | 0         |        |        |        |        |        |        |        |
|                                   | Inadequate | 0         | 0         | 0         |        |        |        |        |        |        |        |
| CP - Adoption and Post Permanence | Good       | 0         | 1         | 0         |        |        |        |        |        |        |        |
|                                   | RI         | 0         | 0         | 0         |        |        |        |        |        |        |        |
|                                   | Inadequate |           | 0         | 0         |        |        |        |        |        |        |        |
| Placements and Disabilities       | Good       | 0         | 0         | 0         |        |        |        |        |        |        |        |
|                                   | RI         | 1         | 2         | 0         |        |        |        |        |        |        |        |
|                                   | Inadequate | 0         | 0         | 0         |        |        |        |        |        |        |        |
| CP - Onwards and Upwards          | Good       | 0         | 0         | 1         |        |        |        |        |        |        |        |
|                                   | RI         | 1         | 2         | 0         |        |        |        |        |        |        |        |
|                                   | Inadequate | 0         | 0         | 0         |        |        |        |        |        |        |        |
| <b>TOTAL</b>                      |            | <b>33</b> | <b>29</b> | <b>32</b> |        |        |        |        |        |        |        |

# September 2018 Quality Assurance Dashboard

## Domain Outcome- Combined Assessments

|               | Good |     | RI  |     | Inadequate |     | Not Graded |    | Total Count |
|---------------|------|-----|-----|-----|------------|-----|------------|----|-------------|
|               | No.  | %   | No. | %   | No.        | %   | No.        | %  |             |
| <b>Jul-18</b> | 12   | 43% | 13  | 46% | 3          | 11% | 0          | 0% | 28          |
| <b>Aug-18</b> | 9    | 36% | 12  | 48% | 4          | 16% | 0          | 0% | 25          |
| <b>Sep-18</b> | 10   | 34% | 16  | 55% | 3          | 10% | 0          | 0% | 29          |

| N/A |
|-----|
| No. |
| 5   |
| 4   |
| 3   |

## Domain Outcome - Management Oversight

|               | Good |     | RI  |     | Inadequate |     | Not Graded |    | Total Count |
|---------------|------|-----|-----|-----|------------|-----|------------|----|-------------|
|               | No.  | %   | No. | %   | No.        | %   | No.        | %  |             |
| <b>Jul-18</b> | 7    | 21% | 23  | 70% | 3          | 9%  | 0          | 0% | 33          |
| <b>Aug-18</b> | 6    | 22% | 14  | 52% | 7          | 26% | 0          | 0% | 27          |
| <b>Sep-18</b> | 9    | 29% | 16  | 52% | 6          | 19% | 0          | 0% | 31          |

| N/A |
|-----|
| No. |
| 0   |
| 2   |
| 1   |

## Domain Outcome - CPC, Plan and core group meetings

|               | Good |     | RI  |      | Inadequate |    | Not Graded |    | Total Count |
|---------------|------|-----|-----|------|------------|----|------------|----|-------------|
|               | No.  | %   | No. | %    | No.        | %  | No.        | %  |             |
| <b>Jul-18</b> | 2    | 33% | 4   | 67%  | 0          | 0% | 0          | 0% | 6           |
| <b>Aug-18</b> | 0    | 0%  | 4   | 100% | 0          | 0% | 0          | 0% | 4           |
| <b>Sep-18</b> | 1    | 50% | 1   | 50%  | 0          | 0% | 0          | 0% | 2           |

| N/A |
|-----|
| No. |
| 27  |
| 25  |
| 30  |

## Domain Outcome - CIN


|               | Good |     | RI  |     | Inadequate |     | Not Graded |    | Total Count |
|---------------|------|-----|-----|-----|------------|-----|------------|----|-------------|
|               | No.  | %   | No. | %   | No.        | %   | No.        | %  |             |
| <b>Jul-18</b> | 1    | 10% | 6   | 60% | 3          | 30% | 0          | 0% | 10          |
| <b>Aug-18</b> | 0    | 0%  | 4   | 67% | 2          | 33% | 0          | 0% | 6           |
| <b>Sep-18</b> | 1    | 13% | 4   | 50% | 3          | 38% | 0          | 0% | 8           |

| N/A |
|-----|
| No. |
| 23  |
| 23  |
| 24  |

## Domain Outcome - CiC

|               | Good |     | RI  |      | Inadequate |     | Not Graded |    | Total Count |
|---------------|------|-----|-----|------|------------|-----|------------|----|-------------|
|               | No.  | %   | No. | %    | No.        | %   | No.        | %  |             |
| <b>Jul-18</b> | 0    | 0%  | 1   | 100% | 0          | 0%  | 0          | 0% | 1           |
| <b>Aug-18</b> | 1    | 20% | 3   | 60%  | 1          | 20% | 0          | 0% | 5           |
| <b>Sep-18</b> | 2    | 50% | 2   | 50%  | 0          | 0%  | 0          | 0% | 4           |

| N/A |
|-----|
| No. |
| 32  |
| 24  |
| 28  |

|   |  |
|---|--|
|    | <b>AGENDA ITEM 9</b><br><b>Children, Education and Safeguarding Committee</b><br><b>Business Planning 2019-2024</b><br><b>29<sup>th</sup> November 2018</b>                    |
| <b>Title</b>  | <b>Business Planning 2019-2024</b>   |
| <b>Report of</b>  | Chairman of the Committee - Councillor David Longstaff   |
| <b>Wards</b>  | All  |
| <b>Status</b>   | Public   |
| <b>Urgent</b>   | Yes  |
| <b>Key</b>  | No   |
| <b>Enclosures</b>   | Appendix A: Corporate Plan<br>Appendix B: Approach to delivery<br>Appendix C: Medium Term Financial Strategy (MTFS) and savings proposals for Committee                        |
| <b>Officer Contact Details</b>  | Chris Munday, Strategic Director, Children and Young People<br>Chris.munday@barnet.gov.uk<br>Ben Thomas, Strategic Lead, Children and Young People<br>Ben.thomas@barnet.gov.uk |
| <b>Summary</b>  |  |
| <p>The development of the council's Corporate Plan and Medium Term Financial Strategy have been aligned to cover the next five years (2019-2024). This paper sets out the priorities for the committee which are from the corporate plan, as well as the strategic approach to delivery. It also sets out the allocated budget for the committee and how it will meet its financial targets. The indicative savings proposals for the Children, Education and Safeguarding Committee for 2019-2024 is £9,793,000</p> <p>The budget projections through to 2024 are indicative figures. The budget will be formally agreed each year as part of the council budget and council tax setting process, and therefore could be subject to change.</p> <p>A final budget will be considered by Policy and Resources Committee on 20 February 2019 before being recommended to Council on 5 March 2019. The final Corporate Plan will be published following this.</p> |  |

## **Officers Recommendations**

- 1. That the Committee consider the Corporate Plan (Appendix A) and the Corporate Plan priorities in Appendix B for referral to Policy and Resources Committee before adoption by Full Council.**
- 2. That the Committee consider the MTFS proposals that relate to the committee as set out in Appendix C after having considered the initial equalities impacts and refer their comments to Policy and Resources Committee for eventual decision by Full Council.**
- 3. That the Committee approve the increases in fees charges listed set out in Table 3 and refer them for noting to Policy and Resources Committee.**
- 4. That the Committee consider the savings proposals for the next financial year as set out in Appendix C subject to the initial equalities impacts and refer them to Policy and Resources Committee for consultation and eventual decision by Full Council.**
- 5. If the Schools Forum does not support either proposal 1 or proposal 3, as set out in section 6.8.8 of this report, at its meeting on 27<sup>th</sup> November, the Committee give delegated authority to the Strategic Director, Children and Young People to submit an application to the Secretary of State for a decision, following discussion with the Chairman of the Children, Education and Safeguarding Committee.**
- 6. That the Committee delegate authority to the Strategic Director, Children and Young People to enter negotiations with Cambridge Education to enable delivery of the Early Years Standards provision, including services currently provided through a Service Level Agreement with the Barnet Early Years Alliance, via the strategic partnership with Cambridge Education and to enter into contractual arrangements as appropriate, following discussion with the Chairman of the Children, Education and Safeguarding Committee..**

### **1. WHY THIS REPORT IS NEEDED**

- 1.1 This report is required as part of the business planning process in order to discuss and approve the priorities for the Theme Committee to 2024. Additionally, the report sets out the financial position of the Council and specifically the context for this Committee. The report also seeks Committee approval for the savings programme for services within its terms of to be recommended to Policy and Resources Committee, as part of the budget setting process.

### **2. STRATEGIC CONTEXT**

- 2.1 The council wants to create successful places, achieve great outcomes, deliver quality services and develop resilient communities. But, like all councils, it faces an

increasingly difficult financial challenge, with funding sources not keeping pace with demand and uncertainty about how services will be funded in the future.

- 2.2 The council has successfully risen to its financial challenges thus far, evidenced by delivering savings in excess of £155million since 2010. It was highlighted at the June 2018 Policy and Resources Committee that the council faced difficulty in balancing it's in year position with a forecast overspend of £9.5m. Since then, a number of actions have been taken to reduce this, however there is still some way to go to fully balance.
- 2.3 Looking forward it is anticipated that these challenges will continue. Through refreshing the council's medium term financial strategy (MTFS) the organisation now faces an anticipated budget gap of £69.9m to 2023/24. This includes the savings of £17.3m already identified for 2019-20, plus a further gap of £52.6m to 2023/24.
- 2.4 To address that gap, the council will need to make some tough decisions about priorities and how limited funds are spent. This may mean that the council stops doing some things or does them in very different ways, as well as looking at how it can find opportunities to generate more income.
- 2.5 Despite the challenges, the council is ambitious for Barnet and the people that live and work here. During this time of significant challenge, the council has seen levels of resident satisfaction remain high both in terms of satisfaction with the council as well as with the range of local services. The latest Residents' Perception Survey (Autumn 2017) indicates that 85 per cent of residents are satisfied with Barnet as a place to live and 65 per cent feel that the council is doing a good job.
- 2.6 The council must now prioritise its limited resources effectively and develop plans for the next five years to deliver both statutory duties and ambitions for Barnet within these financial constraints. The council wants to ensure residents get a fair deal by maximising opportunities, sharing responsibilities with the community and partners, and working effectively and efficiently.
- 2.7 To ensure the council has a plan that reflects local priorities, as well as a financial strategy that will support a financially sustainable position, the development of the Corporate Plan and MTFS have been aligned to cover the next five years (2019-to 2024). This will help to ensure we have a medium-term plan of how we will allocate our limited resources in line with what we want to achieve for the borough. The priorities within the Corporate Plan will be considered by Policy and Resources committee on 11 December, to enable a final decision to be made by Full Council.
- 2.8 The Corporate Plan, known as Barnet 2024, is being refreshed to reflect the priorities of the new administration who were elected in May 2018, and resident feedback on what matters. Feedback has been captured through public consultation and engagement that took place over the summer of 2018. The Corporate Plan, Barnet 2024, will set the strategic direction of the council, including outcomes for the borough, the priorities we will focus limited resources on, and how we will approach delivery.
- 2.9 The three outcomes for the borough focus on place, people and communities:

- A pleasant, well maintained borough that we protect and invest in
- Our residents live happy, healthy, independent lives with the most vulnerable protected
- Safe and strong communities where people get along well

The full list of corporate priorities for the next five years that support these outcomes, and the approach to delivery, can be seen in Appendix A.

2.10 To support delivery of the outcomes in the Corporate Plan, Barnet 2024, the theme committee will be responsible for delivering any corporate priorities that fall within its remit, as well as any additional priorities that relate to matters the Committee is responsible for under its Terms of Reference.

2.11 These priorities will inform an annual theme committee delivery plan which will set out the key activities, performance indicators/targets, and risks in relation to the corporate and committee priorities. Delivery plans will be approved by Theme Committees in early 2019 and will be refreshed on an annual basis.

2.12 The vision for this committee, which is set out in the Children and Young People’s Plan, is to make Barnet the most family friendly borough in London– where children, young people, and their families are safe and healthy, are informed and responsible, and feel listened to. At the core of this is a resilience based model of practice which involves identifying issues early and supporting families to build their resilience, underpinned by high quality social work. Our safeguarding arrangements for vulnerable children and young people will be effective and robust, with greater interface between services to provide a cohesive approach. We strive for schools in Barnet to remain among the best in the country, with enough early years and school places for all and children achieving the best they can, with attainment and progress of pupils in the top 10% nationally, and the progress of the most disadvantaged and vulnerable pupils accelerated.

2.13 The corporate priorities relevant to this Theme Committee, and the strategic approach to delivery are set out below and can also be seen in Appendix B.

| <b>Corporate Priority</b>  | <b>How will we meet this by 2024?</b>  |
|--|--|
| Improving services for children and young people and ensuring the needs of children are considered in everything we do | <ul style="list-style-type: none"> <li>• Improving children’s services to get a ‘good’ Ofsted rating</li> <li>• Providing effective leadership and empowering staff</li> <li>• Improving the social, emotional and mental health and wellbeing of children and young people</li> <li>• Preventing young people from getting involved in violence, crime, exploitation and anti-social behaviour</li> <li>• Being a good corporate parent to children in care and care leavers</li> </ul> |
| Ensuring we have good schools and enough school places so all children have access to a great                          | <ul style="list-style-type: none"> <li>• Planning and forecasting to deliver school places to meet identified needs</li> <li>• Improving pupils’ achievement and narrowing the attainment gap</li> <li>• Improving outcomes for children and young people with</li> </ul>  |

|   |   |
|---|---|
| education                               | special educational needs and disabilities <ul style="list-style-type: none"> <li>• Supporting children to have the best start in life and be ready for learning</li> </ul>   |
| Ensure we are a family friendly borough | <ul style="list-style-type: none"> <li>• Helping children to live in safe and supportive families and communities</li> <li>• Providing services that encourage and build resilience</li> <li>• Ensuring children and families know about and can influence decisions that affect them</li> <li>• Increasing the participation, voice and influence of young people</li> <li>• Embedding children’s rights across policies and procedures</li> </ul> |

### Theme Committee Savings

- 2.14 In order to address the budget gap between 2019 and 2024 savings proposals have been identified. A range of savings and / or income generation proposals within the Committee’s area of responsibility can be seen below within table 1 and in Appendix C for full detail.
- 2.15 In April and May 2017, Children’s services in Barnet were judged by Ofsted to be inadequate when they undertook an ‘Inspection of services for children in need of help and protection, children looked after and care leavers, and review of the effectiveness of the Local Safeguarding Children Board’. The Council fully accepted the findings of the report and has been working collectively with the partnership to drive the improvements needed to transform services for children, young people and their families from inadequate to good. In June 2017, the Policy and Resources Committee agreed to invest an additional £5.7m in Family Services. The original savings target for the Children, Education and Safeguarding Committee for 2018/19-2019/20 was £8.303m, was also reviewed and revised to £4.435m in the 2018/19 Policy and Resource Committee Business Planning Report. This investment in additional resources has seen a significant decrease in caseloads and increase in management oversight in order to deliver safe, high quality practice.
- 2.16 There have been four Ofsted monitoring visits to date, which have indicated that there is steady progress but that there is still some way to go to be ‘good’. The most recent letter following a visit in July/August stated that ‘the scope and pace of the improvement work over the last year has been appropriately considered and has been steady.’ It is critical that any savings that are proposed are not going to impact on the improvement to the quality of children’s services, which could undermine the progress that is being made.
- 2.17 Some of the savings, such as through the development of 0-19 Family Hubs and through the Cambridge Education contract, have previously been agreed at this Committee and this savings plan reflects those agreements. Where possible, the approach has been to propose savings through bringing in additional income and through back-office savings rather than reducing services.
- 2.18 As the Committee is responsible for education services, it has to consider savings from the dedicated schools grant (DSG), as well as savings from the council’s general fund. The DSG is ring-fenced funding to fund education in schools within the

borough. It is split into four blocks: schools block, high needs block, central schools services block and early years block. There are regulations and statutory guidance prescribing how the funding can be used to ensure a minimum funding guarantee to schools. Not all of the council's education responsibilities can be funded from the DSG and if there is a shortfall in funding in the DSG, the council can decide to use funding from its general fund to meet this shortfall.

- 2.19 There is increasing pressure on high needs block ("High Needs") budgets across the country, as a result of demographic growth, the increasing complexity of needs and the impact of the government's special educational needs reforms (in particular extending educational provision for pupils with special educational needs from 0 to 18 year olds to 0 to 25 year olds). Across 27 London Boroughs there is an overall overspend on High Needs budgets of £55.7 million. These pressures have impacted on the council's High Needs budget this year, which is now forecasting an overspend of over £1m in 2018-19, despite savings of £1.2m having already been made.
- 2.20 The main causes of the overspend are
- Increasing numbers of pupils with Education, Health and Care Plans (EHCPs) - a 30% increase in the number of children and young people with an EHCP between 2014 (when the new SEND reforms were introduced) and 2017.
  - An increase in post-16 numbers and costs – 16-19 year olds with EHCPs rising from 309 in 2016 to 493 in 2018, and 19-25 year olds with EHCPs rising from none in 2016 to 174 in 2018.
  - Increasing complexity – Barnet's Special Schools provide for pupils with the most complex needs; their placement costs rose from £5.5m in 2015-16 to £7.1m forecast for 18-19.
- 2.21 Further savings measures are proposed, as set out in Table 2 below. The impact of the first four proposed savings in the table will not be felt until 2019-20, so there will be a carried forward deficit in the DSG from the current year. In order to remove the deficit and to prevent cuts in provision and support for pupils with special educational needs and disabilities, it is also proposed to transfer 0.5% (£1.26m) of the 'school block' from within the overall 'Schools Budget' to the High Needs block. This is the fifth proposal in Table 2 and is permissible in accordance with the Education and Skills Funding Agency's Operational Guidance. This will reduce the funding distributed to schools in the schools block. Section 6.8.8 below provides some information on consultation and the decision-making process in relation to this proposal.
- 2.22 Table 3 sets out changes to fees and charges. These are in line with the recommendation agreed by the Children, Education and Safeguarding Committee as part of the 0-19 Family Hub Business case on 6<sup>th</sup> June 2018 to 'deliver traded non-statutory services at full cost recovery'.



TABLE 1- SUMMARY OF SAVINGS PROPOSALS – General Fund proposals

| ITEM  | DESCRIPTION   | 19/20<br>(£000) | 20/21<br>(£000) | 21/22<br>(£000) | 22/23<br>(£000<br>) | 23/24<br>(£000) | TOTAL |
|---|---|-----------------|-----------------|-----------------|---------------------|-----------------|-------|
| Contract management , including keeping costs down          | Inflationary increases to third party contracts are built into the budget. These savings would be achieved by negotiating rates across contracts including: secure accommodation, fostering support, and short breaks   | 418             | 334             | 334             | 334                 | 334             | 1,754 |
| Charging ESG services to the budgets of maintained schools. | Charging budgets of maintained schools to fund services previously funded from the Education Services Grant (ESG) and de-delegation to fund school improvement activities if school improvement grant is removed by the Department for Education.   | 1,000           |                 |                 |                     |                 | 1,000 |
| Placements  | Continuing Health Care contribution to appropriate placements for 18-25 year olds   | 300             | 300             |                 |                     |                 | 600   |
| Gainshare   | Gainshare with Cambridge Education through increased income from contracts with other local authorities   |                 |                 |                 | 100                 | 50              | 150   |
| Grant funding   | Savings through better use of grant funding- eg Troubled Families grant, Youth Justice grant, Trusted Relationships grant   | 275             | 200             |                 |                     |                 | 475   |
| Early Years further service reform                          | Development of 0-19 Family Hubs, including reconfiguration of Council staff into Hubs, with no impact on front line staff   | 527             |                 |                 |                     |                 | 527   |
| Early Years service reform                                  | Transfer Early Years Standards provision, including services provided through two Service Level Agreements with the Barnet Early Years Alliance, to Cambridge Education   | 75              | 75              |                 |                     |                 | 150   |
| Safeguarding Children's Partnership                         | Implement new multi-agency arrangements for safeguarding children to replace the current Local Safeguarding Children Board, resulting from the new Children Act 2004 responsibilities, introduced by the Children and Social Work Act 2017. This requires a 'shared and equal duty' between statutory partners. |                 | 100             |                 |                     |                 | 100   |

|   |   |      |      |      |      |      |       |
|---|---|------|------|------|------|------|-------|
| Legal Spend                               | Reduce spend through commissioning less external counsel  |      | 250  |      |      |      | 250   |
| Contact Centre                            | Remodelling of Contact Centre – this proposal will be subject to a future report, once further detail is known.   |      |      |      | 150  | 200  | 350   |
| Demand Management                         | Remodelling of placements to reduce number of children in high cost placements  | 400  | 450  | 405  | 550  | 725  | 2,530 |
| Autism Placements                         | Earlier intervention to avoid significant future growth in high cost packages/placements for young people with high functioning autism with challenging behaviour   |      |      |      |      | 200  | 200   |
| Staff flexibility                         | Back office saving through voluntary option for non- social work staff to work 4 day weeks  |      |      | 270  | 270  |      | 540   |
| Contracts Review                          | The 19/20 savings will be delivered through further Cambridge Education contract savings- a rebate on pensions under 'allowable assumptions' and through not renewing the Barnet Pre-School Learning Alliance contract when it expires at the end of March 2019 | 277  | 50   |      |      |      | 327   |
| Agency staffing costs including overheads | A reduction in agency staffing and a reduction in the overhead for agency staffing  | 190  | 200  |      |      |      | 390   |
| Education and Skills- New Delivery model  | Contractual savings to be delivered as part of the strategic partnership with Cambridge Education to provide Education and Skills services.   | 450  |      |      |      |      | 450   |
| <b>TOTAL</b>                              |   | 3912 | 1959 | 1009 | 1404 | 1509 | 9793  |

TABLE 2- SUMMARY OF PROPOSALS FOR SAVINGS IN THE HIGH NEEDS BLOCK OF THE DEDICATED SCHOOLS GRANT

| ITEM  | DESCRIPTION   | 19/20 (£000) | 20/21 (£000) | TOTAL |
|---|---|--------------|--------------|-------|
| Education, Health and Care Plan assessments - alignment with the Code of Practice | Review of decision-making on requests for EHC assessments, to ensure alignment with the statutory Code of Practice, providing a clear, graduated response to need, where the majority of children and young people with SEND have their needs met at SEN Support. | 530          | 400          | 930   |

|  |   |      |     |      |
|--|---|------|-----|------|
| Review of decision-making on the length of post-16 placements, to ensure alignment with the Code of Practice.    | Review of decision-making on the length of post-16 placements, to ensure alignment with the statutory Code of Practice and development of alternative pathways with parents, young people and post-16 providers. Any savings are likely to begin from September 2019.                                 | 270  | 200 | 470  |
| Negotiate appropriate funding rates for post-16 providers  | Negotiations with providers to reduce rates. Full impact would be for new placements from September 2019.   | 120  | 200 | 320  |
| Reduce Top-up rates for Additional Resourced Provision (specialist SEN provision attached to mainstream schools) | Review of top-up levels to ensure the amounts paid per pupil with a specialist ARP place are appropriate to meet needs, as part of a rebalancing of provision and funding between ARPs, special schools and mainstream schools.   | 280  | 0   | 280  |
| Seek Schools Forum agreement to the transfer of 0.5% of the Schools Block to the High Needs Block (i.e.£1.26m)   | The proposal would reduce the funding available for distribution through the school funding formula by approximately £1.26m. This amount would be transferred to the High Needs block in order to fund the costs of provision and support for pupils with special educational needs and disabilities. | 1260 | 0   | 1260 |
| <b>TOTAL</b>   |   | 2460 | 800 | 3260 |

TABLE 3 – CHANGES TO FEES AND CHARGES

| Reference /Area | Fee/ Charge Title | Description                | Unit of Measure | Charges 2018/19 | Charges 2019/20 | Change from prior year (actual) | Change from prior year (%) |
|-----------------|-------------------|----------------------------|-----------------|-----------------|-----------------|---------------------------------|----------------------------|
| Youth services  | Duke of Edinburgh | Silver Award Enrolment Fee | Per Award       | £ 25.00         | £ 30.00         | £ 5.00                          | 20.00%                     |
| Youth services  | Duke of Edinburgh | Gold Award Enrolment Fee   | Per Award       | £ 32.00         | £ 35.00         | £ 3.00                          | 9.38%                      |

### 3. REASONS FOR RECOMMENDATIONS

- 3.1 Local Government as a whole continues to face significant reductions in funding and increased demand for services, as set out in the above context. These challenges require continual longer term, robust financial and strategic planning and the recommendations in this report support this.
- 3.2 By law, the council is required to set a legal, balanced budget. These proposals are the best way of doing that by meeting financial targets and delivering outcomes and ambitions for Barnet.

#### **4. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

- 4.1 The alternative option is not to approve the proposed savings for 2019/20, the MTFS and the additional priorities. This would require alternative savings to be identified in order to meet the Council's budgetary challenges.

#### **5. POST DECISION IMPLEMENTATION**

- 5.1 As part of recommendation 1, following approval of the priorities that sit within this committee, plans will be developed to deliver these.
- 5.2 If the Children, Education and Safeguarding Committee approves recommendation 2 and 3 made by this report, then the savings proposals will be referred to Policy and Resources Committee on 11 December as part of the budget setting process.
- 5.3 If the Schools Forum does not support either proposal 1 or proposal 3, as set out in section 6.8.8 of this report, at its meeting on 27<sup>th</sup> November, and, in response to recommendation 4, the Children, Education and Safeguarding Committee is asked to delegate authority to the Strategic Director, Children and Young People to make an application to the Secretary of State for approval of the proposal(s). As the meeting of School Forum is after the date of publication of this report, a verbal update will be provided to the committee.

#### **6. IMPLICATIONS OF DECISION**

##### **6.1 Corporate Priorities and Performance**

- 6.1.1 The council's corporate plan, which sets out the outcomes, priorities and approach, has been refreshed for 2019 to 2024, alongside the Medium Term Financial Strategy for the same period. The updated corporate priorities can be seen in Appendix A. Committees may also have specific additional priorities they will deliver alongside this. The performance indicators/targets for the corporate and committee priorities will be updated in early 2019 as part of the theme committee delivery plans.

##### **6.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

- 6.2.1 The Children, Education and Safeguarding Committee savings programme will enable the council to meet its savings gap as set out in the MTFS. These budgets will be formally agreed each year, and individual proposals will be subject to appropriate consultation and equality impact assessments where necessary. For this reason, the proposals are subject to change.

##### **6.3 Social Value**

- 6.3.1 The Public Services (Social Value) Act 2012 requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits. Before commencing a procurement process, commissioners

should think about whether the services they are going to buy, or the way they are going to buy them, could secure these benefits for their area or stakeholders.

## 6.4 Legal and Constitutional References

- 6.4.1 Section 31A of the Local Government Finance Act 1992 requires billing authorities to calculate their council tax requirements in accordance with the prescribed requirements of that section. This requires consideration of the authority's estimated revenue expenditure for the year in order to perform its functions, allowances for contingencies in accordance with proper practices, financial reserves and amounts required to be transferred from general fund to collection fund.
- 6.4.2 Local authorities owe a fiduciary duty to council tax payers, which means it must consider the prudent use of resources, including control of expenditure, financial prudence in the short and long term, the need to strike a fair balance between the interests of council tax payers and ratepayers and the community's interest in adequate and efficient services and the need to act in good faith in relation to compliance with statutory duties and exercising statutory powers.
- 6.4.3 In relation to the DSG, this is a ring-fenced budget for funding education services, including funding for schools. The Council cannot use this funding towards any other purpose. Some of the Council's education functions cannot be funded by the DSG and if there is a shortfall in the DSG, the Council is permitted to fund any deficit from its general fund. There is detailed statutory guidance on use of the DSG and movement between the blocks and all proposals are in accordance with these. There are also regulations prescribing the decision making process, the role of the schools' forum and the requirement for consultation with schools on any proposals. Detailed reports were submitted to Schools Forum, following consultation with relevant schools on the proposals. As Schools Forum will meet only 2 days before this meeting, it is not possible to feedback the discussion or decision of that body in this report, however a detailed verbal update will be provided at the meeting.
- 6.4.4 The proposal for Cambridge Education to deliver services relating to early years is based on the ability for the Council to request Cambridge Education to deliver education related services as part of the change procedures under the contract. The recommendations delegate authority to the Strategic Director, Children and Young People to make a decision on this, once the detailed contractual arrangements have been considered. As part of this decision, the Strategic Director will consider any implications resulting from a change in service provider and a reduction in funding.
- 6.4.5 Some of the proposals, particularly around high cost placements and use of EHCPs, relate to savings resulting from operational decisions being made in a different way, resulting in an anticipated saving. These decisions will be made on a case by case basis, within the legal framework. The saving is therefore an indicative saving and its deliverability will be dependent on a number of factors. As part of the budget setting process, Policy and Resources Committee will consider the need for an appropriate contingency to cover any savings that are indicative and may not be met due to operational decisions. Some of the proposals in the MTFS relate to proposals that are at a very early stage. These proposals will be subject to further business planning and decision making to test whether they can be delivered and what the

impact of such a proposal will be. These proposals will be considered in further detail during future business planning reports.

6.4.6 The Council's Constitution (Article 7, Article 7 – Committees, Forums, Working Groups and Partnerships) sets out the responsibilities of all council Committees. This committee has a wide range of responsibility for all matters relating to children, schools and education. This includes approving the Children and Young People Plan and leading on the council's responsibilities under the Children Act 2004 and Education and Inspection Act 2007. The Committee's responsibilities include making recommendations to Policy and Resources Committee on issues relating to the budget for the Committee, including virements or underspends and overspends on the budget. No decisions which result in amendments to the agreed budget may be made by the Committee unless and until the amendment has been agreed by Policy and Resources Committee.

6.4.7 All proposals emerging from the business planning process will need to be considered in terms of the council's legal powers and obligations (including, specifically, the public-sector equality duty under the Equality Act 2010).

## 6.5 Risk Management

6.5.1 The council has an established approach to risk management, which is set out in the Risk Management Framework. Risks associated with the saving proposals will be outlined within the Theme Committee reports as each proposal is brought forward for the Committee to consider.

6.5.2 An integral part of the Theme Committee delivery plans will be identifying any risks to delivering the corporate or committee priorities and key activities.

6.5.3 Risks will be reviewed quarterly (as a minimum) and any high-level risks will be reported to the relevant Theme Committee and P&R Committee.

## 6.6 Equalities and Diversity

6.6.1 Equality and diversity issues are a mandatory consideration in the decision-making of the council. The Equality Act 2010 and the Public-Sector Equality Duty, requires elected Members to satisfy themselves that equality considerations are integrated into day-to-day business and that all proposals emerging from the business planning process have taken into consideration the impact, if any, on any protected group and what mitigating factors can be put in place.

6.6.2 An Equality Impact Assessment was previously undertaken for the following proposals:

- Development of 0-19 Family Hubs, including reconfiguration of Council staff into Hubs- an Equality Impact Assessment was included in the Full Business Case that went to the Children, Education and Safeguarding Committee on 6<sup>th</sup> June 2018.
- Education and Skills new delivery model- An initial Equalities Impact Assessment was included in the business case that went to the Children, Education and Safeguarding Committee on the 15th September 2014.

- There is an Equality Impact Assessment included in the consultation documents on the schools budget for both maintained schools and academies. Details of this will be provided to the committee verbally, once the decision of Schools Forum is known.

6.6.3 An initial assessment of the equality implications for the proposal to transfer early years services to Cambridge Education is that the proposal will impact on younger children and their families to a greater extent than the wider population and the equality implications will be neutral, as despite the saving, Cambridge Education is better placed to deliver an integrated service, so it is anticipated that this will provide a more joined up service at a lower cost. The equality implications will be kept under review and taken into account as the proposal develops.

6.6.4 Some of the proposals involve indicative savings from making operational decisions in a different way, for instance in relation to EHCPs and placements budgets. These proposals will impact on children and young people and their families and in particular children and families with special educational needs and disabilities to a greater extent than the general population. The equality implications will be considered on a case by case basis and will be kept under review by the individual services. Decisions will continue to be made within the statutory framework, in the best interests of children and their families, and in line with the Corporate Parenting principles as set out below.

6.6.5 The consultation section below outlines details of planned consultation on the budget proposals, including consultation with groups representing families with children with SEND. The results of this consultation will be analysed to identify any equality implications arising from the budget proposals and this will be considered by Policy and Resources Committee as part of the budget setting process.

## 6.7 Corporate Parenting

6.7.1 In line with Children and Social Work Act 2017, the council has a duty to consider Corporate Parenting Principles in decision-making across the council. The outcomes and priorities in the refreshed Corporate Plan, Barnet 2024, reflect the council's commitment to the Corporate Parenting duty to ensure the most vulnerable are protected and the needs of children are considered in everything that the council does. To this end, great attention has been paid to the needs of children in care and care leavers when approaching business planning within Family Services, to ensure decisions are made through the lens of what a reasonable parent would do for their own child.

6.7.2 Each of the seven corporate parenting principles have, and will continue to be, considered as part of the development and delivery of MTFs proposals for 2019/20 and beyond; especially within service areas where there are greater savings pressures, such as Demand Management on Placements. In the case of placements savings, an initial strategic outline case has been developed which takes into account the corporate parenting principles, such as 'acting in the best interests, and promoting the health and well-being of children and young people' and 'taking into

account the views, wishes and feelings of children and young people'. Data from a range of sources was reviewed and analysed to inform the proposals, which included:

- Feedback from care about their experience of placements and unmet needs
- Data pertaining to care leavers rent and council tax arrears
- Consultation responses from care leavers regarding the newly introduced council tax relief policy
- Benchmarking with 'good' and 'outstanding' Ofsted rated local authorities

This insight enabled savings proposals to be developed through the lens of what a reasonable parent would do to support their own children, and ensured due regard of the corporate parenting principles. As work progresses to further develop business cases and deliver plans in order to achieve savings, further steps and opportunities will be taken to seek out the views of children in care and care leavers, and ensure services that meet their needs and reflect the corporate parenting principles continue to be delivered.

## 6.8 Consultation and Engagement

6.8.1 As a matter of public law, the duty to consult with regards to proposals to vary, reduce or withdraw services will arise in four circumstances:

- Where there is a statutory requirement in the relevant legislative framework
- Where the practice has been to consult, or, where a policy document states the council will consult, then the council must comply with its own practice or policy
- Exceptionally, where the matter is so important that there is a legitimate expectation of consultation
- Where consultation is required to complete an equalities impact assessment.

6.8.2 Regardless of whether the council has a duty to consult, if it chooses to consult, such consultation must be carried out fairly. In general, a consultation can only be considered as proper consultation if:

- Comments are genuinely invited at the formative stage
- The consultation documents include sufficient reasons for the proposal to allow those being consulted to be properly informed and to give an informed response
- There is adequate time given to the consultees to consider the proposals
- There is a mechanism for feeding back the comments and those comments are considered by the decision-maker / decision-making body when making a final decision



- The degree of specificity with which, in fairness, the public authority should conduct its consultation exercise may be influenced by the identity of those whom it is consulting
- Where relevant and appropriate, the consultation is clear on the reasons why and extent to which alternatives and discarded options have been discarded. The more intrusive the decision, the more likely it is to attract a higher level of procedural fairness.

6.8.3 Public consultation and engagement on the Corporate Plan took place between 16 July 2018 and 23 September 2018. The findings from this have been considered and incorporated into the draft document.

6.8.4 A total of 287 questionnaires were completed and 141 residents attended the three Question Time Leader led events.

6.8.5 Key headlines from the consultation are as follows:

- A clear majority of those responding to the questionnaire agree with all the outcomes the council is proposing to focus on for the next five years, with around nine out of ten respondents (90%) agreeing with each of the councils proposed outcomes.
- There was a similar level of agreement for the priorities set out under each outcome, with 80-90% of respondents agreeing with each of the priorities. The one exception to this was 'Delivering on our major regeneration schemes' where six out of ten agreed.
- Around 80% also agreed with the approach the council has outlined to deliver its outcomes over the next five years.
- When residents were asked to comment further, the main feedback was that they wanted more detail on how the priorities would be delivered and funded. This has resulted in more detail around the strategic approach to delivery being included in the draft corporate plan.
- Further comments on the outcomes, priorities and approach were very varied, the most common themes were around; street cleansing, tackling enviro-crime and anti-social behaviour, improving air quality and investing in sustainable transport methods. This feedback has now been incorporated and reflected in the draft plan. Comments on our approach related to outsourcing of services, robust management of contract and service delivery arrangements and a commitment to remaining transparent in our work. There was also a clear theme around how we balance our council tax rates with being able to deliver services.
- This feedback has now been incorporated and reflected in the draft plan.

6.8.6 Public consultation with residents and businesses on the overall budget for 2019-2024 will commence on 12 December 2018 subject to agreement from the P&R Committee on 11 December 2018. The final budget will then be recommended to

P&R Committee on 20 February 2018 ahead of final approval at Full Council on the 5 March 2019.

6.8.7 In terms of service specific consultations, the council has a duty to consult with residents and service users in a number of different situations including proposals to significantly vary, reduce or withdraw services. Consultation is also needed in other circumstances, for example to identify the impact of proposals or to assist with complying with the council's equality duties. Service specific consultations will take place where necessary in line with timescales for any changes to be implemented.

6.8.8 In relation to the proposals around schools funding, DfE guidance indicates that:

- Local authorities may transfer up to 0.5% of their schools block funding into another block, with the approval of their schools forum.
- Local authorities wishing to make a transfer should consult with all local maintained schools and academies, and the schools forum should take into account the views of the schools responding before giving their approval.
- If the schools forum turns down a proposal from the authority to move funding out of the schools block, but the authority wishes to proceed with the transfer, it must submit a disapplication request to the Secretary of State by 30 November 2018.

The guidance also states that:

- Local authorities can fund some services relating to maintained schools only from maintained school budget shares, with the agreement of maintained school members of the schools forum.
- If the local authority and schools forum are unable to reach a consensus on the amount to be retained by the local authority, the matter can be referred to the Secretary of State
- Schools forums can agree to de-delegate further funding for additional school improvement provision, in 2019 to 2020

There is no requirement to consult schools directly on the following two proposals in this report:

1. A proposal to fund some services, previously funded from the Education Services Grant, from the budget shares of maintained primary and secondary schools.
2. A proposal to increase de-delegation from maintained school budgets in order to continue the school improvement (LNI) service in its current form.

However, the council, with the agreement of the Schools Forum, has decided to consult schools on both matters before the Schools Forum is asked to make its decisions. The consultation with schools also includes consultation on the following proposal, as required by DfE guidance:

3. A proposal to transfer 0.5% of the Schools Block to the High Needs Block.

The consultation documents (one on all three proposals for maintained schools only, and one on proposal 3 only, for Academies and Free Schools) can be accessed via the background papers section of this report. Consultation is from 1 to 23 November. The Schools Forum is meeting on 27<sup>th</sup> November and its decisions will be reported to the Children, Education and Safeguarding Committee at its meeting on 29<sup>th</sup> November.

If the Schools Forum does not support either proposal 1 or proposal 3, the committee is asked to give delegated authority to the Strategic Director, Children and Young People, to ask the Secretary of State to approve the proposal(s).

- 6.8.9 For the 2019/20 savings proposals, some separate service specific consultations have already taken place as part of earlier committee decision making. The current consultations are the schools funding consultations for maintained schools and academies. As part of the budget consultation, parent groups representing children with SEN or a disability will be invited to consider the proposals and make representations. Any representations will be considered by Policy and Resources Committee before making a final recommendation on the 2019/20 budget.

## **7. INSIGHT**

- 7.1 A range of data and information has been used to develop the proposals.

## **8 BACKGROUND PAPERS**

- 8.1 Children, Young People and Family Hubs Full Business Case for Children, Education and Safeguarding Committee on 6<sup>th</sup> June 2018:  
<https://barnet.moderngov.co.uk/documents/s46576/Committee%20Report.pdf>
- 8.2 Education and Skills Future delivery of service for Children, Education, Libraries and Safeguarding Committee on 12<sup>th</sup> January 2015:  
<https://barnet.moderngov.co.uk/documents/s20181/Education%20and%20Skills%20Future%20Delivery%20of%20Services.pdf>
- 8.3 Consultation with primary and secondary maintained schools on the proposals relating to the Schools Budget  
<https://www.surveymonkey.co.uk/r/schoolsbudgetmaintained>
- 8.4 Consultation with primary and secondary Academies and Free Schools on the proposals relating to the Schools Budget  
<https://www.surveymonkey.co.uk/r/schoolsbudgetacademies>

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# DRAFT CORPORATE PLAN

October 2018



CLEAN

HAPPY

GREEN

HEALTHY

STRONG

INVEST

BUSINESSES

SAFE

INDEPENDENT



# Barnet is a fantastic place, with many people choosing to call our part of London home.

As a council, we want to create successful places, achieve great outcomes, deliver quality services and develop resilient communities. As we look to the future we want to build on our unique strengths: the parks and green spaces, excellent schools and diverse communities that get along and make an active contribution.

The pace of change in our world is fast, especially technology, so it's important that we move with the times, and make the most of the opportunities that come our way. This gives us the chance to embrace change and be innovative in the way that we deliver services.

## Financial challenges

Like all councils, we're in a difficult financial situation, with more and more people needing our services, less money to spend, and uncertainty about how councils are funded in the future.

Our resources are limited, so we must be clear about what we can do and ensure that we care for the most vulnerable people whilst achieving a financially sustainable balance across the services we provide.

We need to save £69million over the next five years. That's on top of the £155million we've saved since 2010. To do that, the council will need to make the decisions we need to about priorities and how we spend our limited funds. We may need to stop doing some things or do them in a very different way. We will also look at how we can find opportunities to generate more income.

## Ambitions for the future

Despite the challenges, we are ambitious for Barnet and the people that live and work here. We must now prioritise and use our limited resources effectively as we develop plans for the next five years.

We developed a draft plan – Barnet 2024 - which outlined outcomes we want to achieve for the borough, and priorities to focus on. These reflected what we know are important for Barnet, based on feedback from surveys, consultations, engagement events and your councillors. We also set out an approach for how we will deliver the plan within our budget.

We wanted to hear from residents, communities and businesses, so throughout the summer we gathered feedback through an online survey and events. We have taken those views on board and now incorporated them into a final draft.

## What you told us

A key piece of feedback was wanting to see more detail around how we would be delivering on the priorities we've set out, as well as how they would be funded. We understand that it's important to demonstrate our approach in how we are going to achieve what we're setting out to do.

Therefore, we have now added in information around the 5-year strategic approach to delivery for each of our priorities, giving an extra level of detail. This will be further supported by the development of annual delivery plans for each Theme Committee, which includes the responsibility of delivering any corporate priorities that fall within its remit, alongside any additional priorities specific to the committee.

Further comments on our outcomes and priorities were very varied with the most common themes being around; street cleansing, tackling environmental crime and anti-social behaviour, improving air quality and investing in sustainable transport. As these have come out as particularly important areas to you, we have now reflected them with more emphasis within our corporate plan.

Feedback was also received on our approach for how we will deliver the plan within our budget, with comments relating to outsourcing of services, robust management of contract and service delivery arrangements and a commitment to remaining transparent in our work. There was also a clear theme around how we balance our council tax rates with being able to deliver services. This has been taken on board and language has been changed to ensure there is greater clarity around these points.

## What next

The Barnet 2024 plan will be published in March 2019, alongside our Medium Term Financial Strategy.

# 2024

## WHAT WE WANT TO ACHIEVE

Our proposed focus is on three main outcomes:

### OUTCOME



### OUTCOME



### OUTCOME



## PRIORITIES

A set of key priorities that we will be focussing on sit underneath each outcome, including detail of how we intend to deliver this. This doesn't aim to capture all that the council does, rather it provides a framework to guide us.

**OUTCOME**  
**A pleasant, well maintained borough that we protect and invest in**

**Getting Barnet clean through efficient street cleaning services, minimising and recycling waste, and weekly bin collections**

**Keeping the borough moving, including improvements to roads and pavements**

**Getting the best out of our parks and improving air quality by looking after and investing in our greenspaces**

**Ensuring decent quality housing that buyers and renters can afford, prioritising Barnet residents**

**Investing in community facilities to support a growing population, such as schools and leisure centres**

**Responsible delivery of our major regeneration schemes to create better places to live and work, whilst protecting and enhancing the borough**

**OUTCOME**  
**Our residents live happy, healthy, independent lives with the most vulnerable protected**

**Improving services for children and young people and ensuring the needs of children are considered in everything we do**

**Integrating health and social care and providing support for those with mental health problems and complex needs**

**Supporting our residents who are older, vulnerable or who have disabilities, to remain independent and have a good quality of life**

**Helping people into work and better paid employment**

**Encouraging residents to lead active and healthy lifestyles and maintain their mental wellbeing**

**Ensuring we have good schools and enough school places so all children have access to a great education**

**OUTCOME**  
**Safe and strong communities where people get along well**

**Keeping Barnet safe**

**Tackling anti-social behaviour and environmental crime**

**Celebrating our diverse and strong communities and taking a zero-tolerance approach to hate crime**

**Ensuring we are a family friendly borough**

**Focusing on the strengths of the community and what they can do to help themselves and each other**

**Supporting local businesses to thrive**



## PRIORITIES

### OUTCOME

**A pleasant,  
well  
maintained  
borough that  
we protect  
and invest in**



### **Getting Barnet clean through efficient street cleaning services, minimising and recycling waste, and weekly bin collections**

How we will deliver this:

- Supporting residents to reduce waste to below the London average by working on initiatives that promote waste minimisation and reuse
- Working with landlords and agents to reduce the hidden 'throw away' culture in many communal dwellings
- Fully utilising new street cleansing equipment
- Reducing bin clutter in town centres by continuing to implement time-banded collections

### **Keeping the borough moving, including improvements to roads and pavements**

How we will deliver this:

- Improving the condition of our roads and pavements
- Encouraging the use of public transport, walking and cycling through the 'healthy streets' approach
- Lobbying for improvements to public transport and bringing back disused public transport such as rail lines
- Developing a cycle network to major destinations in the borough without impeding main traffic routes
- Promoting and continuing to roll out electric vehicle charging and car clubs
- Using enforcement to increase compliance and support traffic to move smoothly and safely

# 2024

## **Getting the best out of our parks and improving air quality by looking after and investing in our greenspaces**

How we will deliver this:

- Developing masterplans that deliver significant improvements to parks
- Delivering the tree planting programme across the borough to alleviate the effects of pollution
- Identifying sites for using green spaces to promote health and wellbeing
- Working with TfL and Highways England to improve air quality on the main network corridors and areas close to schools

## **Ensuring decent quality housing that buyers and renters can afford, prioritising Barnet residents**

How we will deliver this:

- Increasing supply to ensure greater housing choice for residents
- Delivering new affordable housing, including new homes on council-owned land
- Prioritising people with a local connection and who give back to the community through the Housing Allocations Scheme
- Ensuring that good landlords continue to provide accommodation and that poor-quality housing is improved

## **Investing in community facilities to support a growing population, such as schools and leisure centres**

How we will deliver this:

- Investing in community facilities such as;
  - new and replacement schools;
  - enhancing our indoor and outdoor sporting facilities;
  - maintaining our 21st century libraries
  - transformation of parks and open spaces

## **Responsible delivery of our major regeneration schemes to create better places to live and work, whilst protecting and enhancing the borough**

How we will deliver this:

- Working with partners to deliver the Brent Cross Cricklewood scheme which includes; a new town centre, train station, 27,000 jobs and 7,500 new homes
- Working with The Barnet Group to deliver housing on smaller sites across the borough
- Continuing to invest in Colindale, including through;
  - progressing the development of Grahame Park
  - enhancements to Colindale tube station
  - ensuring that the major housing developments in the area contribute to an overall sense of place

### OUTCOME

**Our residents live happy, healthy, independent lives with the most vulnerable protected**



### **Improving services for children and young people and ensuring the needs of children are considered in everything we do**

How we will deliver this:

- Improving children's services to get a 'good' Ofsted rating
- Providing effective leadership and empowering staff
- Improving the social, emotional and mental health and wellbeing of children and young people
- Preventing young people from getting involved in violence, crime, exploitation and anti-social behaviour
- Being a good corporate parent to children in care and care leavers

### **Integrating health and social care and providing support for those with mental health problems and complex needs**

How we will deliver this:

- Working with local NHS organisations, GPs and NHS Barnet Clinical Commissioning Group to provide more health and care services closer to home
- Working with the NHS to achieve timely discharge from hospital for patients
- Offering, and signposting to, prevention support for people to stay active and more independent in the community
- Developing joined up services for those with complex mental health needs to prevent crisis and to enable residents to fulfil their potential

# 2024

## Supporting our residents who are older, vulnerable or who have disabilities, to remain independent and have a good quality of life

How we will deliver this:

- Opening new extra care schemes for people that need additional support to remain living independently
- Providing enablement services that help people regain or increase their independence
- Using technology to enhance independence and assist with care
- Offering support for carers of people with dementia
- Providing equipment that allows people to stay more independent at home

## Helping people into work and better paid employment

How we will deliver this:

- Working with partners to provide employment support
- Offering employment schemes and apprenticeships on the regeneration sites
- Offering specific support to help people find work such as care leavers, people with disabilities and Universal Credit claimants
- Promoting apprenticeships across Barnet and supporting businesses to make use of the apprenticeship levy

## Encouraging residents to lead active and healthy lifestyles and maintain their mental wellbeing

How we will deliver this:

- Delivering new indoor and outdoor sporting facilities and enhancing existing sporting facilities, and ensuring participation in sport and physical activity is accessible to all
- Giving residents access to health and wellbeing information and activities through the Fit and Active Barnet (FAB) framework
- Completing the implementation of the new leisure contract (which includes a range of well-being services such as; the Fit & Active Barnet Card, weight management services, falls prevention, diabetes control and dementia friendly sessions)
- Supporting people to maintain and improve their mental health and wellbeing by raising awareness, tackling stigma and discrimination and making mental health everyone's business
- Providing residents advice, guidance and screening on substance misuse and ensuring that access to treatment is available to those who need it most
- Implementing the Healthy Weight strategy focusing on promoting physical exercise and healthy eating in schools

## Ensuring we have good schools and enough school places so all children have access to a great education

How we will deliver this:

- Planning and forecasting to deliver school places to meet identified needs
- Improving pupils' achievement and narrowing the attainment gap
- Improving outcomes for children and young people with special educational needs and disabilities
- Supporting children to have the best start in life and be ready for learning

### OUTCOME

**Safe and strong communities where people get along well**



### Keeping Barnet safe

How we will deliver this:

- Maintaining low levels of crime, anti-social behaviour and substance misuse on our streets
- Ensuring the effective management of offenders to reduce offending
- Supporting victims of crime and anti-social behaviour to reduce the risk of repeat victimisation
- Delivering the Violence Against Women and Girls Strategy
- Delivering a multi-agency response to violence, vulnerability and the criminal exploitation of children and vulnerable adults
- Reducing the fear of crime

### Tackling anti-social behaviour and environmental crime

How we will deliver this:

- Delivering targeted multi-agency interventions in areas subjected to persistent crime, anti-social behaviour and environmental crime (such as fly-tipping and littering)
- Using enforcement tools and powers to protect communities, reduce offending and increase compliance

# 2024

## Celebrating our diverse and strong communities and taking a zero-tolerance approach to hate crime

How we will deliver this:

- Raising awareness of Barnet's diverse communities and providing opportunities to celebrate and promote cohesion
- Preventing radicalisation and supporting victims of hate crime, including raising awareness
- Working with local community groups to respond to Hate Crime
- Mapping and building relationships with new and emerging communities

## Ensuring we are a family friendly borough

How we will deliver this:

- Helping children to live in safe and supportive families and communities
- Providing services that encourage and build resilience
- Increasing the participation, voice and influence of young people
- Embedding children's rights across policies and procedures
- Ensuring children and families know about and can influence decisions that affect them

## Focusing on the strengths of the community and what they can do to help themselves and each other

How we will deliver this:

- Encouraging individual and corporate volunteers to help build active communities
- Providing access to a comprehensive directory of community resources
- Supporting the voluntary, community and faith sector to build capacity for meeting the needs of residents
- Developing strong and resilient partnerships through the Communities Together Network and Barnet Multi-Faith Forum

## Supporting local businesses to thrive

How we will deliver this:

- Streamlining council access for businesses and developing a clear business support offer through Entrepreneurial Barnet
- Reducing the numbers of vacant units to ensure key town centres are thriving
- Encouraging residents and local businesses to play an active role in shaping their high streets
- Supporting businesses to improve workplace health
- Making Barnet the best place in London to be a small business

# OUR APPROACH

WE HAVE SET OUT BELOW HOW WE INTEND TO DELIVER BOTH OUR STATUTORY DUTIES AND AMBITIONS FOR BARNET WITHIN OUR FINANCIAL CONSTRAINTS. WE WANT TO ENSURE THAT TAX PAYERS MONEY GOES AS FAR AS IT CAN.

## A FAIR DEAL

- Delivering services that matter most by making decisions to prioritise our limited resources
- Providing value for money for the tax payer and ensuring we are transparent in how we operate
- Standing up for Barnet and ensuring it gets its fair share of resources including policing and general funding

## EFFICIENT AND EFFECTIVE COUNCIL

- Managing our finances and contracts robustly
- Providing residents with the assistance they need at the first point of contact and greater access to online services and support
- Treating residents equally, with understanding and respect, with all having access to quality services





# APPROACH

## MAXIMISING OPPORTUNITY

- Taking a commercial approach to generating income, and looking for new opportunities to generate revenue from our estate
- Making use of evolving technology and innovation to help us achieve better outcomes and become more efficient
- Capitalising on opportunities from responsible growth and development to boost the local economy

## SHARED RESPONSIBILITY

- Working with residents and the community to share responsibility to ensure Barnet thrives
- Focussing on prevention and early help so residents can live independently for as long as possible
- Collaborating locally to achieve the best outcomes for Barnet





SCHOOLS

COMMUNITIES

HEALTHY

STRONG



INVESTMENT

SAFE

RESIDENTS

## Children, Education and Safeguarding Committee

This committee has a wide range of responsibility for all matters relating to children, schools and education. This includes approving the Children and Young People Plan and leading on the council's responsibilities under the Children Act 2004 and Education and Inspection Act 2007.

### Introduction:

*[A brief strategic outline of the committee, including the vision and information on the context/environment in which the committee is operating. This section should align with what the priorities for the committee are.]*

### Committee Priorities for 2019-2024

| Priority  | How will we meet this by 2024?   |
|---|--|
| Improving services for children and young people and ensuring the needs of children are considered in everything we do<br><b>[Corporate Priority]</b> | <ul style="list-style-type: none"> <li>Improving children's services to get a 'good' Ofsted rating</li> <li>Providing effective leadership and empowering staff</li> <li>Improving the social, emotional and mental health and wellbeing of children and young people</li> <li>Preventing young people from getting involved in violence, crime, exploitation and anti-social behaviour</li> <li>Being a good corporate parent to children in care and care leavers</li> </ul> |
| Ensuring we have good schools and enough school places so all children have access to a great education<br><b>[Corporate Priority]</b>                | <ul style="list-style-type: none"> <li>Planning and forecasting to deliver school places to meet identified needs</li> <li>Improving pupils' achievement and narrowing the attainment gap</li> <li>Improving outcomes for children and young people with special educational needs and disabilities</li> <li>Supporting children to have the best start in life and be ready for learning</li> </ul>   |
| Ensure we are a family friendly borough<br><b>[Corporate Priority]</b>  | <ul style="list-style-type: none"> <li>Helping children to live in safe and supportive families and communities</li> <li>Providing services that encourage and build resilience</li> <li>Ensuring children and families know about and can influence decisions that affect them</li> <li>Increasing the participation, voice and influence of young people</li> <li>Embedding children's rights across policies and procedures</li> </ul>                                      |

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| Line ref                 | Delivery Unit       | Theme                              | Service Area    | Management Responsibility | Opportunity Area                                  | Corporate Plan Approach: Fairness, Responsibility, Opportunity or Efficiency | Outcome Priorities                                | Description of saving   | Consultation (How are we consulting on this proposal)  | Impact Assessment   |   |  | Budget  |                |          |              |          |              |          |              | Total savings (All years) | Variance Analysis |          |                |          |              |          |                |         |       |
|--------------------------|---------------------|------------------------------------|-----------------|---------------------------|---|--|---|---|--|---|---|--|---------|----------------|----------|--------------|----------|--------------|----------|--------------|---------------------------|-------------------|----------|----------------|----------|--------------|----------|----------------|---------|-------|
|                          |                     |                                    |                 |                           |   |  |   |   |  | Impact on Service Delivery  | Impact on Customer Satisfaction   | Equalities Impact  | 2018/19 |                | 2019/20  |              | 2020/21  |              | 2021/22  |              |                           |                   | 2022/23  |                | 2023/24  |              |          |                |         |       |
|                          |                     |                                    |                 |                           |   |  |   |   |  |   |   |  | £000    | £000           | FTE      | £000         | FTE      | £000         | FTE      | £000         |                           |                   | FTE      | £000           | FTE      | £000         | FTE      |                |         |       |
| <b>Efficiency</b>        |                     |                                    |                 |                           |   |  |   |   |  |   |   |  |         |                |          |              |          |              |          |              |                           |                   |          |                |          |              |          |                |         |       |
| E1                       | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday              | Contract management, including keeping costs down | Efficiency   | Residents live a happy, healthy independent lives | Inflationary increases to third party contracts are built into the budget. These savings would be achieved by improving contract management and negotiating better rates across contracts including: secure accommodation, fostering support, and short breaks  | No service specific consultation required  | This proposal increases the efficiency of third party contract spending. It is not expected to impact on service delivery | This proposal increases the efficiency of third party contract spending. It is not expected to have a negative impact on customer satisfaction. | Initial analysis indicates that no staff and/or service user Equalities Impact Assessment is required because the proposal does not impact on service delivery or staff. This will be kept under review as the specific proposals develop and any changes reported back at the next Committee decision within the business planning process. | 26,634  | (418)          |          |              | (334)    |              |          | (334)        |                           |                   | (334)    |                |          | (334)        |          |                | (1,754) | 6.59% |
| <b>Total</b>             |                     |                                    |                 |                           |   |  |   |   |  |   |   |  |         | <b>(418)</b>   | <b>0</b> | <b>(334)</b> | <b>0</b> | <b>(334)</b> | <b>0</b> | <b>(334)</b> | <b>0</b>                  | <b>(334)</b>      | <b>0</b> | <b>(334)</b>   | <b>0</b> | <b>(334)</b> | <b>0</b> | <b>(1,754)</b> |         |       |
| <b>Income Generation</b> |                     |                                    |                 |                           |   |  |   |   |  |   |   |  |         |                |          |              |          |              |          |              |                           |                   |          |                |          |              |          |                |         |       |
| I1                       | Cambridge Education | Children, Education & Safeguarding | Family Services | Chris Munday              | DSG De-delegation                                 | Efficiency   | Residents live a happy, healthy independent lives | Charging budgets of maintained schools to fund services previously funded from the Education Services Grant (ESG) and de-delegation to fund school improvement activities if school improvement grant is removed by the Department for Education.   | Consultation with and agreement from Schools Forum required. If not agreed then agreement from Secretary of state would be required  | This would impact on schools budgets  | This could have an impact on customer satisfaction  | The proposal seeks to ensure that school improvement activities are continued via use of DSG funding, following withdrawal of the ESG. If this is agreed, any equality implications are anticipated to be low.   | 2,495   | (1,000)        |          |              |          |              |          |              |                           |                   |          |                |          |              |          | (1,000)        |         |       |
| I2                       | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday              | Placements  | Efficiency   | Residents live a happy, healthy independent lives | Continuing Health Care contribution to appropriate placements for 18-25 year olds   | None   | None  | None  | No equalities impact is anticipated as a result of this funding change   | 6,170   | (300)          |          |              | (300)    |              |          |              |                           |                   |          |                |          |              |          |                | (600)   |       |
| I3                       | Cambridge Education | Children, Education & Safeguarding | Family Services | Chris Munday              | Gainshare   | Opportunity  | Residents live a happy, healthy independent lives | Profit share with Cambridge Education through increased income from contracts with other local authorities  | None   | None  | None  | No equalities is anticipated as a result of this change  | 6,759   |                |          |              |          |              |          |              |                           |                   | (100)    |                |          |              | (50)     |                | (150)   |       |
| <b>Total</b>             |                     |                                    |                 |                           |   |  |   |   |  |   |   |  |         | <b>(1,300)</b> | <b>0</b> | <b>(300)</b> | <b>0</b> | <b>0</b>     | <b>0</b> | <b>(100)</b> | <b>0</b>                  | <b>(50)</b>       | <b>0</b> | <b>(1,750)</b> |          |              |          |                |         |       |
| <b>Service reform</b>    |                     |                                    |                 |                           |   |  |   |   |  |   |   |  |         |                |          |              |          |              |          |              |                           |                   |          |                |          |              |          |                |         |       |
| S1                       | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday              | Grant funding                                     | Responsibility   | Residents live a happy, healthy independent lives | Savings through better use of grant funding eg Troubled Families grant, Youth Justice grant and Trusted Relationships grant   | None   | None  | None  | No equalities impact is anticipated as a result of this change   | N/A     | (275)          |          |              | (200)    |              |          |              |                           |                   |          |                |          |              |          |                | (475)   | 0.00% |
| S2                       | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday              | Early Years further service reform                | Opportunity  | Residents live a happy, healthy independent lives | Development of 0-19 Family Hubs, including reconfiguration of Council staff into Hubs, with no impact on front line staff   | A Full Business Case went to CES in June 2018 <a href="https://barnet.moderngov.co.uk/documents/g9466/Public%20reports%20pack%2006th-Jun-2018%2019.00%20Children%20Education%20Safeguarding%20Committee.pdf?T=10">https://barnet.moderngov.co.uk/documents/g9466/Public%20reports%20pack%2006th-Jun-2018%2019.00%20Children%20Education%20Safeguarding%20Committee.pdf?T=10</a> . Public consultation was undertaken between February and March 2018. Staff consultation was undertaken in July 2018 | The reorganisation will not impact on the current levels of service delivery across the Borough                           | Findings from the initial pilot are that the new model increases customer satisfaction.   | A full Equalities Impact Assessment for staff was completed as part of the Early Years business case considered by the Children, Education, & Safeguarding Committee on 6th June 2018  | 4,908   | (527)          |          |              |          |              |          |              |                           |                   |          |                |          |              |          | (527)          | 10.74%  |       |
| S3                       | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday              | Early Years service reform                        | Opportunity  | Residents live a happy, healthy independent lives | Transfer Early Years Standards provision, including services provided through two Service Level Agreements with the Barnet Early Years Alliance, to Cambridge Education   | Service specific consultation will be undertaken if required.  | Likely to impact on the level of support to early years providers   | This proposal may impact on customer satisfaction   | At this stage the equalities impact is believed to be low. The impact will be kept under review during any contract negotiations.  | 560     | (75)           |          |              | (75)     |              |          |              |                           |                   |          |                |          |              |          | (150)          | 26.79%  |       |
| S4                       | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday              | Safeguarding Children's Partnership               | Responsibility   | Residents live a happy, healthy independent lives | Implement new multi-agency arrangements for safeguarding children to replace the current Local Safeguarding Children Board, resulting from the new Children Act 2004 responsibilities, introduced by the Children and Social Work Act 2017. This requires a 'shared and equal duty' between statutory partners. | Service specific consultation will be undertaken if required.  | Likely to impact on service delivery  | This proposal may impact on customer satisfaction   | Any equality implications are considered to be low and will be kept under review as arrangements are developed.  | 196     |                |          |              | (100)    |              |          |              |                           |                   |          |                |          |              |          | (100)          | 51.02%  |       |
| S6                       | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday              | Legal Spend                                       | Efficiency   | Residents live a happy, healthy independent lives | Reduce spend through commissioning less external counsel  | None   | None  | None  | None   | 567     |                |          |              | (250)    |              |          |              |                           |                   |          |                |          |              |          | (250)          |         |       |
| S7                       | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday              | Contact Centre                                    | Efficiency   | Residents live a happy, healthy independent lives | Remodelling of Contact Centre – this proposal will be subject to a future report, once further detail is known.   | Service specific consultation will be undertaken if required.  | Likely to impact on service delivery  | Anticipated that improved efficiency of the model will not have an impact on customer satisfaction  | At this stage the equalities impact is unknown. An equalities impact assessment will be undertaken to determine whether there is an impact.  | 658     |                |          |              |          |              |          |              |                           | (150)             |          |                | (200)    |              |          | (350)          |         |       |
| S8                       | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday              | Demand Management                                 | Responsibility   | Residents live a happy, healthy independent lives | Remodelling of placements to reduce number of children in high cost placements  | It is not anticipated that this will require formal consultation but there will be engagement with service users and their carers in the development of the proposals  | Likely to impact on service delivery  | Anticipated that earlier intervention will improve outcomes for children  | Equality implications will be considered on a case by case basis and operational decisions will continue to be made in the best interests of children.   | 14,668  | (400)          |          |              | (450)    |              |          | (405)        |                           |                   | (550)    |                |          | (725)        |          | (2,530)        |         |       |

|                               |                     |                                    |                 |              |   |                |   |   |  |  |  |   |        |                |          |                |          |                |          |                |          |                |          |                |              |              |  |
|-------------------------------|---------------------|------------------------------------|-----------------|--------------|---|----------------|---|---|--|--|--|---|--------|----------------|----------|----------------|----------|----------------|----------|----------------|----------|----------------|----------|----------------|--------------|--------------|--|
| S9                            | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday | Autism Placements                         | Responsibility | Residents live a happy, healthy independent lives | Earlier intervention to avoid significant future growth in high cost packages/placements for young people with high functioning autism with challenging behaviour   | It is not anticipated that this will require formal consultation but there will be engagement with service users and their carers in the development of the proposals  | Likely to impact on service delivery   | Anticipated that earlier intervention will improve outcomes for children                               | Equality implications will be considered on a case by case basis and operational decisions will continue to be made in the best interests of children.  | 14,668 |                |          |                |          |                |          |                | (200)    |                | (200)    |                |              |              |  |
| S10                           | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday | Staff flexibility                         | Opportunity    | Residents live a happy, healthy independent lives | Back office saving through voluntary option for back office staff to work 4 day weeks   | Consultation will be undertaken as part of the project   | The impact on service delivery will be assessed as part of the business case | It is not anticipated that this will have an impact on customer satisfaction                           | An equalities impact assessment will be undertaken to determine whether there is an impact.   | 10,360 |                |          |                |          | (270)          |          | (270)          |          |                |          | (540)          |              |              |  |
| S11                           | Family Services     | Children, Education & Safeguarding | Family Services | Chris Munday | Contracts Review                          | Fairness       | Residents live a happy, healthy independent lives | This will be delivered next year through 1) Cambridge Education contract savings- a rebate on pensions under 'allowable assumptions' which will deliver 19/20 savings and 2) ending the Barnet Pre-School Learning Alliance contract. Details on contracts to deliver the further 50k will be worked on next year and there will be consultations if necessary. | Service specific consultation will be undertaken if required.  | The impact on service delivery will be assessed as part of the business case | This proposal may impact on customer satisfaction  | There may be an equalities impact related to any specific proposals and an Equalities Impact Assessment will be undertaken to determine whether there is an impact. This will be kept under review as the specific proposals develop. | 26,634 | (277)          |          |                | (50)     |                |          |                |          |                |          |                | (327)        |              |  |
| S12                           | Commercial Services | Children, Education & Safeguarding | Family Services | Chris Munday | Agency staffing costs including overheads | Fairness       | Residents live a happy, healthy independent lives | A reduction in Family Services agency staffing and a reduction in the overhead for agency staffing  | None   | None   | None   | No equalities impact is anticipated as a result of this but it will be kept under review  | 8,200  | (190)          |          |                | (200)    |                |          |                |          |                |          |                |              | (390)        |  |
| <b>Total</b>                  |                     |                                    |                 |              |   |                |   |   |  |  |  |   |        | <b>(1,744)</b> | <b>0</b> | <b>(1,325)</b> | <b>0</b> | <b>(675)</b>   | <b>0</b> | <b>(970)</b>   | <b>0</b> | <b>(1,125)</b> | <b>0</b> | <b>(5,839)</b> |              |              |  |
| <b>Shared services models</b> |                     |                                    |                 |              |   |                |   |   |  |  |  |   |        |                |          |                |          |                |          |                |          |                |          |                |              |              |  |
| S7                            | Cambridge Education | Children, Education & Safeguarding | Family Services | Chris Munday | Education and Skills- New Delivery model  | Opportunity    | Residents live a happy, healthy independent lives | Contractual savings to be delivered as part of the strategic partnership with Cambridge Education to provide Education and Skills services.   | Service specific consultation with schools, residents and groups of parents took place during 2014/15. <a href="https://engage.barnet.gov.uk/the-future-delivery-education-and-skills">https://engage.barnet.gov.uk/the-future-delivery-education-and-skills</a> | This saving is not expected to impact on service delivery                    | There is likely to be a positive impact on schools as services are protected and potentially enhanced. | An initial Equalities Impact Assessment formed part of the business case considered by CELS on the 15th September 2014.   | 6,759  | (450)          |          |                |          |                |          |                |          |                |          |                | (450)        | 6.66%        |  |
| <b>Total</b>                  |                     |                                    |                 |              |   |                |   |   |  |  |  |   |        | <b>(450)</b>   | <b>0</b> | <b>0</b>       | <b>0</b> | <b>0</b>       | <b>0</b> | <b>0</b>       | <b>0</b> | <b>0</b>       | <b>0</b> | <b>0</b>       | <b>(450)</b> | <b>0.00%</b> |  |
| <b>Overall Savings</b>        |                     |                                    |                 |              |   |                |   |   |  |  |  |   |        | <b>(3,912)</b> | <b>0</b> | <b>(1,959)</b> | <b>0</b> | <b>(1,009)</b> | <b>0</b> | <b>(1,404)</b> | <b>0</b> | <b>(1,509)</b> | <b>0</b> | <b>(9,793)</b> |              |              |  |

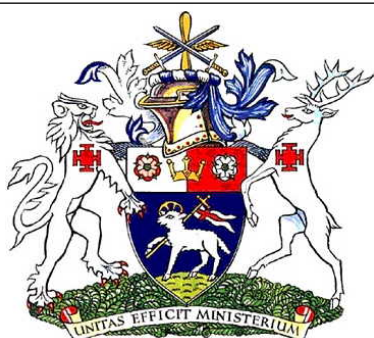
Overall Savings

Children, Education and Safeguarding Committee Medium Term Financial Strategy

| Line ref  | Delivery Unit | Theme                              | Service Area         | Management Responsibility | What service metrics will be used to demonstrate the achievability of the savings | Opportunity Area   | Corporate Plan Approach: Fairness, Responsibility, Opportunity or Efficiency | Responsibility (Commissioning Director or Delivery Unit) | Outcome Priorities | Description of saving   | Consultation (How are we consulting on this proposal)   | Impact Assessment  | Saving against projected 2018-19 outturn (£1m overspend) |  |                |          |              |          |          |          | Total savings (All years) | Variance Analysis |                |  |
|---|---------------|------------------------------------|----------------------|---------------------------|---|--|--|--|--------------------|---|---|--|--|--|----------------|----------|--------------|----------|----------|----------|---------------------------|-------------------|----------------|--|
|   |               |                                    |                      |                           |   |  |  |  |                    |   |   |  | 2018/19  | 2019/20  |                | 2020/21  |              | 2021/22  |          |          |                           |                   |                |  |
|   |               |                                    |                      |                           |   |  |  |  |                    |   |   |  | £000   | £000   | FTE            | £000     | FTE          | £000     | FTE      |          |                           |                   |                |  |
| <b>DSG High Needs Block - actions to try to avoid an overspend on the High Needs budget</b>   |               |                                    |                      |                           |   |  |  |  |                    |   |   |  |  |  |                |          |              |          |          |          |                           |                   |                |  |
| HN1   |               | Children, Education & Safeguarding | Education and Skills | Helen Phelan              |   | Education, Health and Care Plan assessments - alignment with the Code of Practice                                | Efficiency   | Education and Skills service                             |                    | Review of decision-making on requests for EHC assessments, to ensure alignment with the Code of Practice, providing a clear, graduated response to need, where the majority of children and young people with Special Educational Needs and Disabilities (SEND) have their needs met at SEN Support.  | No service specific consultation required, however the parent representative group will be consulted as part of the budget consultation.  | Over time, this may mean a small reduction in the number of assessments and Education, Health and Care Plans (based on an assessment of individual needs). | This proposal may impact on customer satisfaction.       | No service user Equalities Impact Assessment is required because the proposal does not involve a change of policy.               | 0              | (530)    | 0            | (400)    | 0        | 0        | 0                         | 0                 | (930)          |  |
| HN2   |               | Children, Education & Safeguarding | Education and Skills | Helen Phelan              |   | Review of decision-making on the length of post-16 placements, to ensure alignment with the Code of Practice.    | Responsibility and Efficiency  | Education and Skills service                             |                    | Review of decision-making on the length of post-16 placements, to ensure alignment with the Code of Practice and development of alternative pathways with parents, young people and post-16 providers. Any savings are likely to begin to kick in from September 2019.  | No service specific consultation required, however the parent representative group will be consulted as part of the budget consultation.  | Over time, this may mean a small reduction in the length of post-16 placements being (based on an assessment of individual needs).                         | This proposal may impact on customer satisfaction.       | No service user Equalities Impact Assessment is required at this stage because the proposal does not involve a change of policy. | 0              | (270)    | 0            | (200)    | 0        | 0        | 0                         | 0                 | (470)          |  |
| HN3   |               | Children, Education & Safeguarding | Education and Skills | Helen Phelan              |   | Negotiate appropriate funding rates for post-16 providers  | Efficiency   | Education and Skills service                             |                    | Negotiations with providers to reduce rates of post 16 providers. Full impact would be for new placements from September 2019.  | No service specific consultation required, however the parent representative group will be consulted as part of the budget consultation.  | No anticipated impact on service delivery  | No impact expected                                       | No impact on services so no EIA needed.  | 0              | (120)    | 0            | (200)    | 0        | 0        | 0                         | 0                 | (320)          |  |
| HN4   |               | Children, Education & Safeguarding | Education and Skills | Helen Phelan              |   | Reduce Top-up rates for Additional Resourced Provision (specialist SEN provision attached to mainstream schools) | Efficiency   | Education and Skills service                             |                    | Review of top-up levels to ensure the amounts paid per pupil with a specialist Additional Resourced Provision (ARP) place are appropriate to meet needs, as part of a rebalancing of provision and funding between ARPs, special schools and mainstream schools.  | No service specific consultation required, however the parent representative group will be consulted as part of the budget consultation and schools with ARPs will be consulted..   | No impact on service delivery as funding levels will match needs   | No impact expected                                       | No impact on services so no EIA needed.  | 0              | (280)    | 0            | 0        | 0        | 0        | 0                         | 0                 | (280)          |  |
| HN5   |               | Children, Education & Safeguarding | Education and Skills | Ian Harrison              |   | Seek Schools Forum agreement to the transfer of 0.5% of the Schools Block to the High Needs Block (i.e.£1.26m)   | Efficiency   | Education and Skills service                             |                    | This is not a saving as such. It is a realignment of budgets. The proposal would reduce the funding available for distribution through the school funding formula by approximately £1.26m. This amount would be transferred to the High Needs block in order to fund the costs of provision and support for pupils with special educational needs and disabilities. | Requires consultation with the Schools Forum and all local maintained schools and academies. The Schools Forum is expected to take into account the views of the schools responding before giving their approval. Consultation with schools is taking place from 1 to 23 November with the results being reported to the Schools Forum at a special meeting on 27 November. | Will mean less funding for schools through the funding formula but more funding available for special educational needs.                                   | No impact expected.                                      | No impact on services so no EIA needed.  | 0              | (1,260)  | 0            | 0        | 0        | 0        | 0                         | 0                 | (1,260)        |  |
| <b>Total</b>  |               |                                    |                      |                           |   |  |  |  |                    |   |   |  |  |  | <b>(2,460)</b> | <b>0</b> | <b>(800)</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b>                  | <b>0</b>          | <b>(3,260)</b> |  |
| <b>Note:</b> The savings targets shown for H1, H2, H3 and H4 are estimates. The actual amount saved against each measure may vary, but the intention is to ensure the total saving of £1.2m in 19-20 rising to £2m in 20-21 will be achieved across the three measures. |               |                                    |                      |                           |   |  |  |  |                    |   |   |  |  |  |                |          |              |          |          |          |                           |                   |                |  |

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## Children, Education and Safeguarding Committee

### 29<sup>th</sup> November 2018

|                   |  |
|-------------------|--|
| <b>Title</b>      | Proposal to establish Noam Primary School as a Barnet Council maintained voluntary aided school.   |
| <b>Report of</b>  | Chairman of the Children, Education and Safeguarding Committee, Councillor David Longstaff   |
| <b>Wards</b>      | All  |
| <b>Status</b>     | Public   |
| <b>Urgent</b>     | No   |
| <b>Key</b>        | Yes  |
| <b>Enclosures</b> | <p>Appendix 1a(i): The proposal to establish Noam Primary as a voluntary aided school</p> <p>Appendix 1a(ii): Summary of responses to the proposal</p> <p>Appendix 1a(iii): Supporting letter from Pajes, in response to the proposal</p> <p>Appendix 1b(i): Consultation document</p> <p>Appendix 1b(ii): Summary of responses to the consultation</p> <p>Appendix 2a: Barnet's Framework for Independent Schools Seeking to Join the Maintained Sector</p> <p>Appendix 2b: List of evidence provided in support of the proposal</p> <p>Appendix 3: Key findings– Staetsky and Boyd's 'Rise and Rise of Jewish School Places'</p> <p>Appendix 4: Ofsted Report January 2018 – Summary of findings</p> <p>Appendix 5: Governance Self-Assessment</p> |

|                                |   |
|--------------------------------|---|
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## Summary

This report sets out a proposal by The Trustees and Governors of Noam Primary School, an independent faith school, to move into the maintained sector through the establishment of a voluntary aided school with effect from the 1<sup>st</sup> January 2019. On the 9<sup>th</sup> March 2015, the Children, Education, Libraries and Safeguarding Committee approved a framework for considering proposals from independent faith schools seeking to move into the maintained sector. This report sets out the evidence submitted by the school proposer in relation to the framework.

## Officers Recommendations

1. That the Children, Education and Safeguarding Committee consider the proposal by Noam Primary School, an independent faith school located in Wembley, to establish the school as a Barnet Council maintained voluntary aided primary school with effect from the 1<sup>st</sup> January 2019 and decide to either:
  - (a) approve the proposal without modification
  - (b) approve the proposal with such modifications as they think desirable, after consulting the proposer
  - (c) approve the proposal – with or without modification – subject to certain conditions being met; or
  - (d) refuse the proposal.

### 1. WHY THIS REPORT IS NEEDED

1.1 On the 9<sup>th</sup> March 2015, the Children, Education, Libraries and Safeguarding Committee approved a framework for considering proposals from independent faith schools seeking to move into the maintained sector (Appendix 2a). The framework is designed to assist the council in reaching a decision on such proposals. It is based on guidance published by the Department for Education (DfE) on opening and closing maintained schools. This guidance confirms that the following matters are relevant for proposers and decision makers:

- Demand versus need

- the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools), in relation to the number of places to be provided.
- the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the needs of parents, raise local standards and narrow attainment gaps.
- the popularity of other schools in the area and evidence of parental demand for a new school. Whilst the existence of surplus capacity in neighbouring schools should not in itself prevent the creation of new places, they should consider the impact of the new places on existing educational provision in the local area.
- Proposed admission arrangements.
- Curriculum – all maintained schools must follow the National Curriculum.
- School size - Decision-makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also consider the impact on the LA's budget of the need to provide additional funding to a small school to compensate for its size.
- Equality issues.
- Integration and community cohesion –
  - Whether the school will be welcoming to pupils of any faith and none; and show how the school will address the needs of all pupils and parents.
  - Whether the curriculum will be broad and balanced and prepare children for life in modern Britain including through the teaching of spiritual, moral, social and cultural (SMSC) education.
  - Whether the school will promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and none.
  - Whether the school will encourage pupils from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and ideas and respect each other's views.
- Travel and accessibility
- Funding – if there is a need for capital funding, the proposer must make a separate bid to the Department for Education.
- School premises
  - Under the School Premises (England) Regulations 2012 all maintained schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.
  - Under the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, where proposals for a new VA school provide for the provision of

playing fields, the duty to implement that part of the proposal (i.e. to provide the playing field) rests with the local authority.

- Suitability – a proposal should demonstrate that, as part of a broad and balanced curriculum, the proposed new school should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, as set out in the department's guidance on Promoting fundamental British values through SMSC.

- 1.2 Noam Primary School, is a high-performing, independent co-educational, Orthodox Jewish school for children aged between 3 and 11 years, located at 8-10 Forty Ave, Wembley, Middlesex HA9 8JW. The school opened in September 1999 with only 5 pupils. It now caters for 181 pupils and currently has 167 pupils on roll. The school has recently been inspected by Ofsted and has been rated as 'outstanding' in one category and 'good' in all other areas.
- 1.3 Noam Primary School has consulted on a proposal to establish a voluntary aided maintained school (see Appendix 1a(i), in order to move the current independent faith school into the maintained sector. Following the end of the consultation period, the Council is required to reach a decision. Whilst the school is located in the London Borough of Brent, the proposer is requesting determination of its proposal by London Borough of Barnet on advice from the DfE. This is driven by the home address of its pupils, nearly all of whom live in Barnet. The school has identified a new site in Barnet and plans to relocate to the new school building, which is currently under construction, in January 2020.

### **About the proposal**

- 1.4 The current independent school is owned and run by The Noam Primary School Limited, a private company registered as a charity.
- 1.5 The proposal is for the establishment of Noam Primary a new voluntary aided school, under section 11 of the Education and Inspections Act 2006 and the School Organisation (Establishment and Discontinuance of Schools) Regulation 2013.
- 1.6 The proposal is being made by the trustees and governors of the existing school, who collectively have the expertise and experience of operating a successful independent school.
- 1.7 It is intended that the proposed maintained school will provide 240 places for boys and girls aged 3 to 11 years, serving the local Orthodox Jewish Community.
- 1.8 The foundation body for the new voluntary aided school will be Noam Educational Trust (NET), a company limited by guarantee and a registered charity (Company No. 08203599; Charity No. 1151459). The Objects of the Noam Educational Trust are the advancement of education for the benefit of the public, in particular but without limitation the provision and maintenance of a school or schools and by ancillary or incidental educational activities for the benefit of the community in particular but not exclusively for Jewish children.

- 1.9 A new permanent site for the school has been secured on East End Road, Burnt Oak HA8 0AJ. The new school building will provide modern, purpose-built facilities compliant with Building Bulletin 103 guidelines for mainstream schools. The new site in Burnt Oak is owned by NET, which will make the site available to the school on a permanent basis.
- 1.10 Noam Primary School expects to continue operating as a voluntary aided school from the current site, United Wembley Synagogue, 8-10 Forty Avenue, Wembley, Middlesex HA8 8JW, until the end of the calendar year 2019, by which time construction of the new school building is scheduled to be complete. Noam Primary plans to move to the new site by January 2020.
- 1.11 The school currently has a one year renewable licence with the United Synagogue, which allows for early termination on six months' notice. The terms of the licence are such that the school will be able to bring the licence to an end simultaneous with its move to Burnt Oak, with no financial penalty.
- 1.12 The school has submitted a proposal to implement a revised governance arrangement, to be called 'The governing body of Noam primary School', with responsibility for the strategic leadership, accountability and oversight of the proposed maintained school. The Governing body will employ the staff and will be the relevant admissions authority for the school.
- 1.13 The Governing Body will be constituted in accordance with the School Governance (Constitution) (England) Regulations 2012. It shall consist of two parent governors, one local authority governor, one staff governor, one headteacher and 10 foundation governors; a total of 15 governors.
- 1.14 NET, as the foundation body of the new voluntary aided school will have responsibility for ensuring the ethos and religious character of the school is preserved. It will be responsible for appointing the foundation governors of the voluntary aided school.
- 1.15 The current independent school seeks to receive 26 Reception children each year and currently has 167 pupils on roll with capacity limitations. The proposed maintained school will have a Published Admission Number of 30, for the first Reception intake in September 2019. Over the course of the seven year period after the proposed change, the school expects to expand to 30 in each class as the cohorts age and move through the school from the bottom up. The proposed expansion in the current number of pupils is planned to be modest with existing class sizes increasing from their current size to 30 pupils each. It is expected that this can be managed with no significant additional stretch on current resources. The new school site has been designed to accommodate classes of 30 pupils.
- 1.16 The proposed admission criteria for the maintained school is compliant with the School Admissions Code issued under Section 84 of the School Standards and Framework Act 1998.

### **Evidence to support the proposal**

- 1.17 Appendix 2b sets out a list of evidence that the school has submitted as part of its proposal to become Voluntary Aided.
- 1.18 The supporting evidence has been reviewed and approved by lead council officers with expertise in school admissions, school governance, schools accountancy, school improvement, and school premises.
- 1.19 The council has also engaged technical advice on the new build contract, from HB Public Law and the Council's Finance, Commissioning Group.

### **Demand / need for this type of school in the community**

- 1.20 Demand for the existing independent school is evident from the fact that it has been established and operating since 1999. Roll numbers have been consistently high, with some fluctuation over the past ten years, even though the school is fee-paying and located in Wembley, at some distance from the parent body located mainly in Barnet.
- 1.21 The table below sets out the current roll count by year group and the maximum physical capacity in the existing classrooms. Reception numbers have been slightly lower in recent intakes, which has been attributed to natural fluctuations in line with the London-wide trend. The school has reported seeing a definite spike upwards with 10 new pupils admitted at the start of the year and five more pupils expected to start mid-year. The school has reported high demand for Nursery places, the main point of entry to the school.

| <b>Class</b> | <b>No. of pupils currently on roll</b> | <b>Current capacity</b> |
|--------------|--|-------------------------|
| Nursery      | 19                                     | 24                      |
| Reception    | 18                                     | 24                      |
| Year 1       | 22                                     | 24                      |
| Year 2       | 24                                     | 24                      |
| Year 3       | 19                                     | 19                      |
| Year 4       | 21                                     | 22                      |
| Year 5       | 22                                     | 22                      |
| Year 6       | 22                                     | 22                      |
| <b>Total</b> | <b>167</b>                             | <b>181</b>              |

- 1.22 The proposers have advised that school has been operating in Brent because of the difficulty to find a suitable site in Barnet. However, almost all pupils are Barnet residents, with only a small number of pupils from other boroughs, at any given time.
- 1.23 The proposed maintained school is expected to increase demand as it will relocate to Barnet, closer to the current parent body, will also cease to charge fees and will be able to offer modern, purpose built facilities.
- 1.24 The proposers have made reference to Staetsky and Boyd's report dated November 2016, published by the Institute for Jewish Policy Research (JPR), entitled The Rise and Rise of Jewish Schools, which highlights the clear and continuing upward demand for Orthodox Jewish school places.
- 1.25 This is reflected in local experience, with nearly all schools Barnet Jewish schools being consistently oversubscribed and many offering above published admission numbers to accommodate local demand. Historical data relating to former independent Orthodox Jewish schools that have joined the state sector also provides evidential basis of sustained demand. The most recent example is the former Independent Menorah High School for Girls', which has been oversubscribed as a first preference school since its entry to the state sector as a voluntary aided school in April 2016.

#### **Current financial health of the proposer**

- 1.26 The proposers have provided 3 years of audited accounts for Noam Primary School Limited and 3 years of externally reviewed accounts for Noam Educational Trust. The proposers have confirmed that any liabilities of Noam Primary School Limited will remain with this company and will not transfer to the new voluntary aided school.
- 1.27 Currently, the school receives in excess of £650k from school fee income and £300k from voluntary donations from the public.
- 1.28 The present independent school does not follow the School Teachers' Pay and Condition but upon entry to the state sector as a voluntary aided school will adopt compliant arrangements which it will seek to implement from the outset. A copy of the proposed pay policy has been provided and approved.

#### **Projected financial health of the proposer**

- 1.29 The proposers have developed a detailed 5-year projected revenue budget for the future operation of the voluntary aided school, which has been scrutinised and approved by the Council's School Finance and School Funding Managers. The budget is based on the school's plan to grow gradually over the next five years with the aim having the full cohort of 240 pupils by 2025/26.
- 1.30 Should Noam be successful in its applications to become state aided, the school will continue to request donations to fund the Jewish studies curriculum

A budget calculation is provided which separates the income and expenditure for 2019/20

- 1.31 A primary school with one form entry is not uncommon for local authority maintained schools. In Barnet alone, over 40% of primary schools, have a published admission number of 30 or lower and almost two-thirds of these are faith schools. As school funding is based primarily on the number of pupils, the success and financial health of most of existing small primary schools indicates financial viability of Noam Primary's projected revenue budget as a maintained school.
- 1.32 A projection of the number of pupils in each year group for the for the first seven years of operation has been provided as part of the 5 Year Budget, which has been approved by lead council officers. The delivery of the National Curriculum within the submitted budget is funded entirely through central government grant.
- 1.33 From the information submitted by the proposer, the delivery of the proposed faith curriculum is dependent on a significant amount of voluntary donations, a source of income that is not guaranteed. Jewish studies amount to 50% of the school timetable. The budget excludes any external donations for revenue resourcing even though it does not expect these donations to fall to zero from £300k presently received. The assumptions made are for pupil numbers to increase to full class sizes and for the recovery rates for parental voluntary contributions to drop from their current position of 90% for school fees charged to 70%.
- 1.34 The proposers' 5-year budget provides a separate calculation of the income and expenditure for 2019/20 which shows that the school does not place reliance in the budget on the voluntary contributions as these are to wholly fund the Jewish studies.
- 1.35 The amount of voluntary donations required to offer the full school timetable poses some risk. Unlike school funding through central government grant, voluntary donations, by their nature are not guaranteed income. Maintained schools cannot charge for education within the school hours (including the supply of material etc.) unless this falls within very limited prescribed conditions, for example, individual music lessons where parental consent has been obtained. DfE guidance 'Charging for school activities, Departmental advice for governing bodies, school leaders, school staff and local authorities October 2014 sets out the very limited circumstances under which maintained schools may charge and gives guidance on voluntary contributions. Nothing in legislation prevents a school governing body from asking for voluntary contributions for the benefit of the school or any school activities as long as no child is excluded from an activity simply because his or her parents are unwilling or unable to pay and parents are pressurised or harassed into paying these contributions.
- 1.36 The proposers have provided a copy of its 'Policy for Voluntary Contributions', which sets out the protocol on charges, contributions, remissions and refunds.



The policy clearly states that the school may not charge for education provided during school hours (including the supply of any materials, books, instruments or other equipment) or education provided outside school hours if it is part of the National Curriculum or part of Jewish Studies education. The Governing Body may ask parents/guardians of students at the School for voluntary contributions for the benefit of the school generally or to fund any specific school activities, including school visits. Furthermore, the policy clearly sets out that when making requests for voluntary contributions, the school must ensure that parents are not made to feel pressurised into paying, as any contributions are voluntary and not compulsory. No student should be treated differently or excluded from an activity or visit simply because his or her parents/guardians are unwilling or unable to pay a voluntary contribution. This should be made clear to parents/guardians when any request for voluntary contributions is made.

- 1.37 Whilst the school's current experience of receiving parental, governor and other donations offers some reassurance, the school would, in future, be operating as a voluntary aided state maintained school. The proposer perceives that the risk of parents or other donors no longer wishing to donate once the school is state-maintained is low and is confident that the growth in pupil numbers required to generate the projected budget is realistic.
- 1.38 Many of Barnet's existing faith schools receive voluntary donations and there are several comparators of one-form entry, non-faith primary schools, providing reassurance that a full broad and balanced curriculum can be offered should donations discontinue. The proposers are conscious that should the Jewish Studies budget fall into deficit, they alone are responsible to reduce the overspend and implement any restructuring plan necessary. This means that the school has no expectation on the council to financially support any staff restricting/redundancies from the point of transfer.

### **Long term value for money**

- 1.39 The school will diversify the local educational offer for parents and contribute towards meeting the growing demand for Orthodox Jewish school places in the local community.
- 1.40 Within the state maintained sector, school improvement is increasingly delivered through school-to-school support. Noam Primary School has already developed links with other Barnet schools such as Beis Yaakov Primary School, Pardes House Primary School and expects to widen its connections once it becomes a voluntary aided school in Barnet. The school currently has a very strong assessment system that has been shared with other Barnet schools. Noam Primary School values the opportunity to work in partnership with other schools and would wish to further develop opportunities for inter-school activities once it becomes voluntary aided.

### **Ability to meet the high standards expected of state funded educational provision**

- 1.41 Noam Primary School has recently undergone a 3-day Ofsted inspection, from 30 January 2018 to 1 February 2018. The school was rated 'Outstanding' in the category 'Personal Development, Behaviour and Welfare' and 'Good' in all other categories, maintaining an overall effective rating of 'Good'. The review reported that leaders are highly ambitious with a clear vision for the school, independent school standards are met, the school continues to improve, staff are committed and highly motivated, governors and the proprietor work closely with senior leaders and provide effective support and challenge. The review also reported that the quality of teaching is good, the broad and balanced curriculum is enriched with a range of educational activities and visits, pupils' attitudes toward learning are consistently strong and their behaviour is impeccable. The school's most recent Key Stage 2 and SATS results found were found to be well above the national average. Although located in Brent, any future Ofsted inspection of the voluntary aided school will form part of the overall position for the proportion of Barnet schools in each Ofsted category.
- 1.42 As part of its body of evidence, the school has provided a self-assessment of its governing body (Appendix 5).
- 1.43 The proposers have provided examples of how the governing body has effectively monitored and challenged the school to improve educational standard, which include the following:
- Introduction of the Big Writing Scheme, an area identified for improvement by governors of the Education Committee who are closely involved in monitoring the implementation of the scheme.
  - Improved attainment in certain key focus areas such as the KS1 phonic screening check. In 2014/2015, 73% of children passed the test. In 2016/2017, 89% of children passed the test. The Y6 SATs also show an upward trend in Reading, Maths and Grammar/Spelling. The improvement was achieved through identifying the issue in discussion between the Senior Leadership Team (SLT) and the Education Committee, and the latter monitored the improvements over time.
  - The governors have worked closely with the SLT to improve attendance figures. A robust approach has been taken with attendance issues and children who are below the threshold of acceptable attendance being identified by the school. Attendance was reportedly stable over 2016/2017 with 83% of children above 95% attendance. This is seen as a significant improvement on previous years and SLT and the governors are working jointly to further improve these figures.

#### **Suitability: British Values and Community Cohesion**

- 1.44 The school's admission arrangements permit children of all faiths to be admitted to the school. The proposed admission arrangements meet statutory requirements and comply with the School Admissions code. The proposers state that the governing body of the voluntary aided school will ensure that any

faith based priority for admission will be measured through independently verifiable criteria, including synagogue attendance and commitment to Jewish learning.

- 1.45 The statutory Admissions Code requires that oversubscription criteria is reasonable, clear, objective, procedurally fair and complies with relevant legislation. Criteria should not disadvantage unfairly children from particular social or racial groups or children with a disability or special educational needs. Faith-based oversubscription criteria is permitted, but places must be offered to every child whose parent applies, regardless of faith, if there are places available. In addition, the school must give priority to looked after children of the faith, before other children of the faith.
- 1.46 The school's recent Ofsted inspection concluded that the work it does to encourage spiritual, cultural, social and moral development is highly effective and British values are actively promoted. The Ofsted review also reported that pupils learn about respect, democracy and the rule of law. Pupils mark the Black History month and learn about other cultures. There are links with other faith schools, including a Muslim school, to promote awareness of diversity and other religions. Pupils visit the Houses of Parliament and are aware of the electoral system. They are encouraged to get involved in current affairs, debates on elections and the referendum. The proposers have reported that Noam was also the only Jewish School to be invited to take part in the Children's EU Referendum Debate at Speakers House. Noam currently devotes many of its assemblies to exploring British Values and current events. Annual themes include Diwali, Guy Fawkes, Black History, Remembrance Day and Anti-Bullying current events.

### **Equality issues**

- 1.47 The proposers confirm that the school is compliant with the duties of schools as identified in the Equality Act 2010 and positively promotes equal opportunity for all pupils and the wider school community. A copy of the school's Equality Policy has been provided. The school seeks to raise awareness of the policy through school website, meetings with staff, newsletters and written reports to parents and governors. The school undertakes regular Equality Impact Assessments (EIA), to ensure the policy is in line with the Equalities Act. The last EIA took place in August 2018 and next assessment is due in August 2020.
- 1.48 The Council should ensure that it has sufficient school places to meet the needs of its local area. Sufficient includes having a diverse base of schools to meet the diversity needs of its inhabitants.

### **Staff contracts**

- 1.49 The Governing Body of Noam Primary School will be responsible for staff employed at the voluntary aided school. The appointed Staffing Committee will convene regularly for more focussed oversight in this area. The proposers have

provided a list of all staff that will be employed in the proposed maintained school and confirmed that all staff members responsible for delivering the National Curriculum have Qualified Teacher Status (QTS), except for one who has completed the Qualified Teacher Learning and Skills (QTLS) qualification. A number of policies that have provided, as outlined in Appendix 2b, have been reviewed by Local Authority officers.

- 1.50 The present independent school does not follow the School Teachers' Pay and Condition but upon entry to the state sector as a voluntary aided school will adopt compliant arrangements which it will seek to implement from the outset. All existing staff will remain on their current salaries, which follow the Inner London weighting. For new staff, the school intends to move towards adopting the outer London pay scale. A copy of the proposed pay policy has been provided.

### **Due diligence**

- 1.51 A full set of policies that are statutory requirement of the Department for Education are published on the school's website and listed in Appendix 2b.
- 1.52 A copy of the current register of interest for the headteacher and governors have been provided.

### **Premises: current school building and new permanent site**

- 1.53 Noam Primary presently lease part of the two-storey detached Wembley Synagogue, of a concrete block and timber construction built circa 1940, owned by United Synagogue. The proposed voluntary aided school will continue to operate from this site for approximately one year, while the new school building is being constructed on the permanent site in Burnt Oak.
- 1.54 The school commissioned an independent condition Asbestos Re-Inspection Survey of the current building, on 31 July 2018. The Survey concluded that residual asbestos on the site is in good and safe condition and can remain so undisturbed for the buildings own useful life.
- 1.55 In August 2018, the school commissioned an interim Fire Risk Assessment of the current building, after having undertaken initial remedial work in response to the findings of a previous inspection in June 2018. The outstanding areas of concern highlighted in the re-inspection were i) housekeeping issues, ii) improvements to means of escape and an additional escape route and iii) ensuring all final exit doors and escape routes are permanently available. A fire-safety re-assessment was conducted on 6 November 2018 by Capital Fire Safety, a member of the Fire Protection Association. The inspection has concluded that 'The site is much improved with recommendations having generally been implemented in all areas; as such the risk to life from fire is considered to be 'tolerable' once the housekeeping issues, as detailed, have been addressed'.

- 1.56 On 30 October 2018, the Council's Principal Building Surveyor carried an informal visit at the Wembley Synagogue site and noted no significant concerns other than the fire safety issues already identified and subsequently addressed. Visitors to Noam Primary are handed a Visitor Information Leaflet, which outlines health and safety, fire safety and safe-guarding protocols.
- 1.57 The new site in Burnt Oak is owned by NET, which will make the site available to the school on a permanent basis. All capital costs are to be met by the proposers. The cost of acquiring the site, amounting to 950K has already been paid in full. The proposers have provided a signed contract in respect of the new building, a letter from the chartered surveyor confirming that the new building will comply with the DfE Building Bulletin for mainstream schools and a Gantt Chart outlining the schedule of works. Construction work is underway and the new site is expected to be ready for occupation by January 2020, if not earlier. All necessary planning permissions required for the proposed new school building have been obtained.
- 1.58 The new build funding is mostly reliant on pledges from a number of donors, which has to be taken on trust. For the remaining balance being borrowed, the bank has required that there is a lease to the school in place for a matching period of the term loan, which includes an annual rental payment. The trustees have given an undertaking to fund the school for the repayment of a term loan and feel confident the risk of non-payment is very low. The proposers have provided a detailed breakdown of the funding arrangements for the new build. The Council will not be required to make any financial contribution towards the new school building project or pay for any maintenance charges in respect of the existing school building.
- 1.59 All maintained schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely. Where proposals for a new VA school provide for the provision of playing fields, the duty to implement that part of the proposal (i.e. to provide the playing field) rests with the local authority. The current site in Wembley has limited outdoor space for physical education. The school makes use of the indoor hall, front yard and local fields for sports events. The new site will provide suitable outdoor space for pupils to participate in physical education, in accordance with the school curriculum, and to play outside safely.

### **Travel / accessibility**

- 1.60 Almost all pupils on roll at the independent school reside in Barnet, evidencing that the school is preferred on grounds of religious ethos despite the excessive journey length and travel expenditure. The proposed relocation of the voluntary aided school closer will make the school more accessible to its pupils and support the local authority's duty to promote sustainable travel and transport to school. In accordance with its planning consent, the school has developed a School Travel Plan. Its aim is to maximise the use by pupils and teachers of public transport and walking and to significantly minimise private car use. Car sharing is encouraged where possible.

## **2. REASONS FOR RECOMMENDATIONS**

- 2.1 The Council is required to make a determination of the proposal to establish Noam Primary Independent as a voluntary aided school, within two months of the end of the statutory consultation by the school, which closed on 1 November 2018.

## **3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

- 3.1 The alternative option open to the school proposers was to apply to join the state sector via the Free School route. This option was not pursued by the school.

## **4. POST DECISION IMPLEMENTATION**

- 4.1 If the proposal is approved, Noam primary School will begin the process to join the maintained sector as a voluntary aided school. The school would become voluntary aided with effect from 1<sup>st</sup> January 2019 and begin receiving public funds from that date.

## **5. IMPLICATIONS OF DECISION**

### **5.1 Corporate Priorities and Performance**

- 5.1.1 The quality of the education offer is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet a popular and desirable place with many families attracted to the area by the good reputation of Barnet's schools. Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to deliver the Council's strategic objectives set out in its Corporate Plan 2015-2020:

- put children and families at the heart of everything we do with great schools and early years provision for our children
- have enough primary and secondary school places that are amongst the best in the country, so demand is met and children achieve the best they can, with the Council recognising this is why people choose to live in Barnet
- strive for the attainment and progress of children in Barnet schools to be within the top 10% nationally and progress of most disadvantaged pupils will be accelerated
- ensure every child has a great start in life and young people are well prepared for adulthood.

## **5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

- 5.2.1 On becoming a voluntary aided state maintained school, Noam Primary would be revenue-funded through Barnet's allocation of central government grant (Dedicated Schools Grant - DSG). The Education Funding Agency has confirmed that the pupils at Noam Primary would attract DSG funding on entry to the maintained sector. However, there are certain implications on Barnet's DSG that may impact on the overall DSG budget.
- 5.2.2 As any state maintained schools grows, the additional pupils are funded through a local 'growth fund' within the DSG which is in effect, top sliced from the overall DSG. This is the case for all newly created school places and is not unique to Noam Primary.
- 5.2.3 In relation to capital funding, the Council receives an annual allocation for the maintenance programme at community schools. The allocation is not sufficient to remedy or repair Barnet's existing maintained schools and many schools have to wait several years for remedial works. Therefore, Barnet's framework states that 'the school must demonstrate that it has sufficient financial resources to meet the financial responsibilities of any planned maintenance work for a 5-year period.
- 5.2.4 Please see paragraphs 1.57 and 1.58 above in relation to the commitment to fund any planned maintenance and any building works to accommodate additional pupils.
- 5.2.5 The financial health of the proposer and school are set out above in paragraphs 1.26 and 1.27.
- 5.2.6 There are no staffing implications for the council. Please see paragraphs 1.49 and 1.50 above for staffing issues in relation to the proposed voluntary aided school.
- 5.2.7 The premises at the proposed permanent site will meet the requirements of the School Premises (England) Regulations 2012. Please see paragraph 1.57 above.

## **5.3 Legal and Constitutional References**

Section 11 of the Education and Inspections Act 2006 provides for the establishment of a new voluntary aided school, without requiring Secretary of State consent and without the need to seek proposals for a new free school. Voluntary aided schools will normally be opened to meet a specific type of need, commonly to meet demand for a particular faith group.

- 5.3.1 The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 set out the process for establishing a new school. The process requires formal consultation for at least 6 weeks, followed by the publication of a statutory proposal and a 4-week representation period. This

process is the responsibility of the proposer. The decision of whether to establish a new voluntary aided school lies with Barnet Council, as the proposed authority to maintain the school.

5.3.2 Statutory guidance is provided in Opening and Closing Maintained Schools – November 2018. The consultation and representation responses are outlined below (Part 6) and the full text of all representations made is included in Appendix 1a(ii). These representations and all other relevant information contained in this report and appendices must be taken into account when making a decision.

5.3.3 The Council, as decision maker may

- reject the proposal;
- approve the proposal without modification;
- approve the proposal with such modifications as they think desirable, after consulting the proposer; or
- approve the proposal – with or without modification – subject to certain conditions being met.

5.3.4 The conditions could include the grant of planning permission or delivery of a new site. This would mean that the conversion to a voluntary aided school could not happen until these conditions are met.

5.3.5 Barnet Council has a statutory duty under section 14 of the Education Act 1996 to ensure that sufficient schools for providing primary and secondary education are available in the area.

5.3.6 The Council's Constitution, Article 7 sets out the terms of reference of the Children, Education and Safeguarding Committee which includes responsibility for

- all matters relating to children, education and schools and
- for determining arrangements for making nominations to the governing bodies of Local Authority administered schools

## 5.4 Risk Management

### a) School Build Project Funding/ Lease to the School

The cost of the new school build is approximately £3.9m. NET has secured access to approximately £5.8m. The funding consists of a) donations and loans already received and held in cash (£1.325m approx.); b) firm pledges by supporters of the school (£2.25m approx.) and c) a commercial development loan (£2.28m approx.).

In total, NET has secured three loans to fund the project:

- £600k from a Charitable Trust, to assist cash flow (discussions are being



- held to potentially convert this into a gift)
- £2.28m Development Loan to be repaid from the outstanding pledges
- £1.2m Term Loan to be repaid from fund raising.

For the period of the Term Loan, the bank has required that there is a lease to the school in place for a matching period which includes an annual rental payment of £84,000 (the annual repayment under the term loan is approximately £67,000). The school, accordingly, will be put in funds for this amount to be paid by NET and anticipate no net cost to the school for the rent payment.

The proposers are confident in their ability to raise the necessary funds, from their experience as successful fundraisers. Noam each year reportedly hosts a fundraising dinner that raises approximately £100,000 and that money will be earmarked to cover the rent/loan repayment.

Noam considers that the risk of non-repayment of the loans is very low and have given assurance that the governors of Noam and the trustees of NET are fully committed to ensuring there is no repayment default. They have stated that in the unlikely event there is a default during the loan period then the school will continue to have the right to remain on the site under the lease. Noam does recognise there is a residual risk to the school should the bank enforce the security but believes this risk is low and well within the prudent/cautious range for planning purposes. Also, if the bank were to enforce the security it would be in all parties' interest to achieve an outcome that allows the school to continue operating and educating its pupils.

The proposers have provided the Council with a detailed outline of the funding arrangements and list of donors for the build project, in the strictest confidence. They have also offered to arrange a meeting between the financiers and the Council, if required.

b) The school is unable to sustain the curriculum offer within the resources available

The school is reliant on continued collection of voluntary contributions to fund faith-based curriculum. Any significant shortfall in donations could potentially have a significant impact on the delivery of the faith timetable. The proposers are confident that donations and voluntary contributions will continue and demonstrated past success in this area.

c) Reduced parental demand for the school

One impact of a reduction in the number of pupils would initially be a reduction in central government funding. A fall in pupil numbers would result in a reduction in funding to the school and to the local authority. Given the size of the school, it is particularly susceptible to changes in parental demand and is less able than larger schools to withstand some turbulence in demand.

The school's permanent site is in Planning Area 1, where school roll population is projected to increase, despite the overall falling demand recently experienced. The rising demand for Jewish School places, has been researched and outlined Staetsky and Boyd's report (Appendix 3)

### Contingency measures available to the Council

In the event that the school is consistently unable to deliver a balanced budget the consequences would be as follows:

- the council would consider approving a licenced deficit if the issue was short term and there was a plan of action by the governing body to achieve a balanced budget (for example, changes to staffing levels).
- should a licenced deficit be refused or if a licenced deficit continued for longer than agreed, the council may conclude that there is evidence of poor financial management and the school could be deemed to be a 'school causing concern'. The council may then take action that leads it to exercise its powers under Section 66 of the Education and Inspections Act 2006 which enables a local authority to suspend the governing body's right to a delegated budget by giving the governing body of the school notice in writing and remove and replace the governing body with an interim body.
- there are a number of interventions available to the local authority and Secretary of State for schools causing concern and ultimately, the Secretary of State may direct a local authority to cease to maintain a school where that school is eligible for intervention other than by virtue of section 60A of the 2006 Act (non-compliance with teachers pay and conditions). In these circumstances, the cost of redundancy and closure would fall to the local authority.

## **5.5 Equalities and Diversity**

5.5.1 There are a number of primary schools in Barnet that seek to provide education in accordance with the tenets of strictly Orthodox Judaism, which are regularly over-subscribed, evidencing the high demand for places at schools in the area for this type of education. Present trends indicate that this demand will continue to grow requiring further places to be created in the maintained sector.

5.5.2 By entering the maintained sector Noam will support the diversity of provision within the Barnet maintained sector reflecting the religious, ethnic and cultural diversity of its population. Providing additional Jewish primary school places within the state sector will enable the Orthodox Jewish community to have a greater choice of schools and help to meet the growing demand.

5.5.3 The school is committed to working in partnership with families and the community to develop pupils to become responsible, committed members of the Jewish community and society at large and will work with other local schools

to build links with the wider community and promote community cohesion. The school intends to work with schools of faith, different faiths and non-faith schools.

- 5.5.4 According to the recent Ofsted findings, there is no discernible difference between the progress that boys make compared to that of girls. Overall, boys and girls make good progress across the year groups.
- 5.5.5 There are a small number of pupils who speak English as an additional language. About one seventh of the school population have SEN and/or disabilities. There are currently no pupils who have an Education, Health and Care Plan (EHCP) or a statement of SEN, but two potential EHCPs are currently in process. A new SEN coordinator has been appointed. The school will adopt an inclusive approach to all children with SEN and disabilities but will not offer any specific reserved provision.

## **6. Consultation and Engagement**

- 6.1.1 The school proposers undertook a 6-week formal consultation from 1 January 2018 to 19 February 2018, followed by publication of the statutory notice and proposal in Aug 2018. The prescribed 4-week representation period commenced on 4 October 2018 and ended on 1 November 2018. During the 6-week consultation, 28 responses were received; all in firmly favour of the change. During the four-week representation period, 15 responses were received, all firmly in support of the proposal. Those who responded were mainly parents of children at the school and strongly welcomed the proposal for the school to become voluntary aided. Rabbi David Meyer, Executive Director of PaJeS has submitted a letter in support of the proposal.
- 6.1.2 Whilst School Forum members have not been consulted explicitly on Noam Primary's application to become voluntary Aided, Noam has been included in the funding models as joining the maintained sector in the report to Forum, for this financial year (originally the school budget was set for 7 months as their expected joining date was 1st September 2018).
- 6.1.3 The proposers have stated that as part of the process to become voluntary aided, they have consulted with all primary schools within two miles of the proposed permanent site and all Early Years Foundation Stage providers within Barnet. No comments were received from any of the consultees (other than the response from Menorah Foundation School, already included in Appendix 1a(ii)).

## **7. Insight**

- 7.1 The Council has referred to data that shows increasing demand for primary school places in the area (Planning Area 1), where the new school will be located. This is an area of major regeneration and additional pupil yield expected from 2020. The existing Orthodox Jewish primary schools in the area are all oversubscribed.

## **8. Corporate Parenting**

- 8.1 The School Admissions Code imposes a mandatory requirement on governing bodies of maintained schools to give priority in its oversubscription criteria to all looked after children and previously looked after children. The code does not apply to independent schools and Noam Primary currently has no looked after children on roll.
- 8.2 The proposed admission arrangements for Noam Primary as a voluntary aided school give priority to all looked after children and previously looked after children of the faith before other children of the faith. In relation to children not of the faith, looked after children and previously looked after children not of the faith will be given priority above other children not of the faith.

## **9. BACKGROUND PAPERS**

- a) Children, Education, Libraries and Safeguarding Committee Framework for considering applications from independent schools applying to move into the maintained sector 9<sup>th</sup> March 2015.  
<http://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MId=7927&Ver=4>
- b) DfE's Statutory guidance on 'Opening and closing maintained schools, dated November 2018  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/756328/Opening\\_and\\_Closing\\_maintained\\_schools\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/756328/Opening_and_Closing_maintained_schools_Guidance.pdf)



**PROPOSAL  
TO ESTABLISH A NEW  
VOLUNTARY AIDED SCHOOL**

**NOAM PRIMARY  
SCHOOL**

**October 2018**

## PROPOSAL DOCUMENT

This document sets out the proposal for the establishment of a new voluntary aided school to be known as Noam Primary School (the “school”) and which will replace the existing independent school, known by the same name. It is being sent to the decision maker, the London Borough of Barnet.

### Contact Details

**1. The name of the proposer or proposers and a contact address.**

The Trustees and Governors of The Noam Primary School  
8-10 Forty Avenue  
Wembley  
Middlesex HA9 8JW

[governors@noamprimary.org](mailto:governors@noamprimary.org)

### Implementation

**2. The date on which it is proposed that the school be opened or, where it is proposed that the opening be implemented in stages, the dates of and information about each stage.**

It is proposed that the new school be opened on 1 January 2019 (being the start of the 2018/9 academic year). As the school is already well established as an independent school (since 1999), it is proposed that the opening be implemented in one stage.

**3. Where the proposals are to establish a voluntary, foundation or foundation special school, a statement as to whether the proposals are to be implemented by the local authority or by the proposers, and if the proposals are to be implemented by both, (a) a statement as to the extent that they are to be implemented by each body, and (b) a statement as to the extent to which the capital costs of implementation are to be met by each body.**

The proposals are to be implemented by the proposers. All capital costs are to be met by the proposers.

### Reason for the new school

**4. A statement explaining the reason why the new school is considered necessary and whether it is to replace an existing school or schools.**

The proposal is for the existing co-educational, independent school, Noam Primary School, to enter the maintained sector by becoming a voluntary aided school and nursery catering for pupils from Nursery through to Year 6. The new voluntary aided school will be 1FE (as is the case with the current independent school) with spaces for 240 pupils in total. The present school is located at Wembley Synagogue in the London Borough of Brent. Since its foundation in 1999, however, the school has had as its objective the provision of education to pupils resident in Barnet and substantially all pupils are Barnet resident, with only a small number of pupils resident outside the

borough. The present location of the school in Wembley is due to the shortage of suitable sites within Barnet. A new site for the school in Barnet has now been secured and, on entry to the maintained sector, it is proposed that the school will be relocated to a new purpose-built building presently being constructed at that site on East Road, Burnt Oak HA8 0AJ.

The current independent school was established in 1999 to meet an increasing demand for additional school provision which follows the National Curriculum but that was tailored to the needs of the Orthodox Jewish community in North West London. The current school aims to achieve the highest educational standards in both secular and religious studies. It seeks to provide this education in a warm and caring environment, where children are happy and can grow into valued members of the community. It is intended that the current school's successful approach will be continued within the maintained sector as a voluntary aided school.

The new school, which will replace the existing independent school, is necessary as there is currently a well-recognised need for additional primary school places in the maintained sector at schools serving the needs of the Orthodox Jewish population of North West London. This reflects a generally recognised wider requirement for additional primary school provision in London. The shortage of places in the maintained sector is evidenced by the current popularity of the existing independents school which has been over-subscribed in many of its recent admission years notwithstanding its present location at some distance outside of Barnet and the requirement to pay fees. It is well-recognised by the current school that its present popularity is due to a lack of suitable equivalent provision within the maintained sector.

Becoming a maintained school will also support the diversity of provision within the Barnet maintained sector reflecting the religious, ethnic and cultural diversity of its population. By entering the maintained sector Noam will also increase the number of maintained school places that can be provided by Barnet Council to meet the current demand for such places that exists both for the Orthodox Jewish population and more generally for the wider Barnet population. Further, by entering the maintained sector, the governors of Noam believe that the school's ability to provide high quality education will be enhanced by providing the school with greater access to the skills, knowledge and resources available to schools in the maintained sector and by allowing the school to benefit from the experience and expertise of other schools in Barnet by allowing the school to become an active participant in the network of maintained schools, to the benefit of Barnet-resident pupils who choose to attend the school.

### **Category**

- 5. The category of school that it is proposed be established (a foundation or foundation special school and, if so, whether it is to have a foundation, a voluntary school, a community or community special school, or a local authority maintained nursery school) and, if required by section 10, a statement that the Secretary of State's consent has been obtained to publish the proposals.**

It is proposed that the new school will be voluntary aided. It was not necessary to gain the Secretary of State's consent to publish the proposal.

**Ethos and religious character**

**6. A short statement setting out the proposed ethos of the school, including details of any educational philosophy, which it is proposed that the school will adhere to.**

The governors intend that Noam will be an Orthodox Jewish school providing the Orthodox Jewish community in North West London with access to a high quality general education that meets the National Curriculum as well as excellent religious education in accordance with Orthodox Jewish law and practice.

The ethos of Noam is reflected in its mission statement which states that Noam's aim is to:

*Provide children with the tools, skills and confidence to go out into the world as responsible members of society.*

Noam seeks to achieve this by ensuring that its students succeed academically. But in addition Noam seeks to develop the whole child by imbuing in each child a love of Orthodox Jewish practice and Torah values with its focus on developing positive personality traits. Jewish prayer and the study of Orthodox Jewish sources, including Chumash, Mishnah and Talmud as well as programmes that aim to encourage positive character traits are therefore integral to the overall programme followed at the school. In addition Noam places a high value on developing pupils as well-rounded individuals who can play a part in British society. Teaching British values and preparing them for life in modern Britain is therefore integrated into the curriculum and is an important part of the pupils' education.

Noam therefore will:

- provide an outstanding and inspiring Jewish studies curriculum that is integrated with an excellent secular education
- create a warm and friendly school for the local community
- work in partnership with parents to help their children learn and develop
- add to the life and well-being of the school's local community
- foster a safe, supportive and nurturing learning environment
- ensure that all children have equal access to a broad and balanced curriculum
- encourage children to have respect for themselves and for others
- offer care and support to children with special educational needs

**7. If it is proposed that the school is to have a religious character, confirmation of the religion or religious denomination in accordance with whose tenets religious education will, or may be required to be provided at the school; and a statement that the proposers intend to ask the Secretary of State to designate the school as a school with such a religious character.**

The school will have a Strictly Orthodox Jewish religious character. The proposer intends to ask the Secretary of State to designate the school as a school with such a religious character.



**8. Where it is proposed that the school—**

- (a) has a religious character, evidence of the demand in the area for education in accordance with the tenets of the religion; or**
- (b) adheres to a particular philosophy, evidence of the demand for education in accordance with that philosophy that is not already met in other maintained schools or academies in the area.**

See section 4 above. The London Borough of Barnet includes one of the largest populations of residents who are Orthodox Jewish. In the 2011 Census 15.2% of Barnet residents gave Judaism as their religion and a large proportion of this group will be Orthodox Jewish. There are a number of primary schools in Barnet that seek to provide education in accordance with the tenets of strictly Orthodox Judaism, which are regularly over-subscribed, evidencing the high demand for places at schools in the area for this type of education. Present trends indicate that this demand will continue to grow requiring further places to be created in the maintained sector.

The current demand for places at the existing independent Noam Primary School, notwithstanding the requirement to pay fees and its location at some distance from where most of the pupils are resident is itself evidence of the demand for this type of educational provision.

**Pupil numbers and admissions**

**9. The numbers (distinguishing between compulsory and non-compulsory school age pupils), age range, sex, and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is to be made at the school.**

It is proposed that the school will have 240 day pupils, both boys and girls. This will consist of a Nursery with an admission number of 30 and a primary school for years Reception through to Year 6 with an admission number of 30 to Reception.

**Admission Arrangements**

**10. Except in relation to proposals for special schools, the proposed admission arrangements and over-subscription criteria for the new school including, where the school is proposed to be a foundation or voluntary school which is to have a religious character—**

- (a) the extent to which priority for places is proposed to be given to children of the school's religion or religious denomination; and**
- (b) the extent, if any, to which priority is to be given to children of other religions or religious denominations or to children having no religion or religious denomination.**

As a faith school, it is proposed that the school will give priority to Orthodox Jewish children. Any priority given, however, will be subject at all times to meeting the requirements of the School Admissions Code. The decision as to whether or not an applicant qualifies for priority consideration will be based on the information provided by the applicant in the Supplementary Information Form ("SIF"). Verification of Orthodox Jewish practice will be obtained from the Rabbi of the orthodox synagogue

where the applicant family regularly attends. Evidence will be sought of active orthodox synagogue worship and observance of Orthodox Jewish laws and practice.

Accordingly, in the event that the school is oversubscribed priority will be given as follows:

- Looked After and Previously Looked After Orthodox Jewish children
- Orthodox Jewish children with siblings who are currently at Noam Primary School (or, in the case of the nursery, are currently at Noam Primary School or Nursery) at the time of the application.
- Other Orthodox Jewish children
- Other Looked After and Previously Looked After children
- Other children

Children with a statement of special educational needs or an Education, Health and Care (EHC) plan that names the school will be admitted. This is a separate process to the normal admission procedure.

The full proposed admissions criteria for the school can be found at Annex A.

### **Early Year Provision**

- 11. Where the proposals are to include provision for pupils aged two to five—**
- (a) details of how the early years provision will be organised, including the number of full-time and part-time pupils, the number of places, the number and length of sessions in each week, and the services for disabled children that will be offered;**
  - (b) how the school will integrate the early years provision with childcare services, and how the proposals for the establishment of the school are consistent with the integration of early years provision with childcare;**
  - (c) evidence of parental demand for additional provision of early years provision;**
  - (d) assessment of capacity, quality and sustainability of provision in schools, and in settings outside of the maintained school sector which deliver the Early Years Foundation Stage within three miles of the school; and**
  - (e) the reasons why schools and settings outside the maintained school sector which deliver the Early Years Foundation Stage within three miles of the school and which have spare capacity, cannot make provision for any forecast increase in the numbers of such children.**

The school proposal includes the provision for a Nursery:

- (a) Early years provision will be provided through the school Nursery (3 – 4 years old) and Reception (4 – 5 years old) which will each offer 30 full-time places. The nursery will offer two sessions per day (morning and afternoon) five days per week. The site currently under development for the school in East Road, Burnt

Oak is designed to be fully compliant with the legal requirements for disabled provision but the School and Nursery do not offer specialist provision for disabled children. The school will seek to provide the necessary services and provision for disabled children on request.

- (b) The school will integrate the early years provision with childcare services by offering parents the full early years curriculum covering all seven areas of learning as required. The school will offer parents the 15 or 30 hours free childcare in line with government policy. The proposals for the establishment of the school are consistent with the integration of early years provision with childcare as the school will offer a broad and balanced early years curriculum with qualified staff. Staff have undergone training and attended moderation sessions to ensure all assessments are in line with national requirements. The school intends also to continue to work with Local Authority Early Years experts to continually develop solid integration of the early years provision.
- (c) See sections 4 & 8 for which discusses demand for educational provision in Orthodox Jewish schools. The proposed Nursery will replace the existing independent Nursery operated by the school. This is highly popular and has been over-subscribed in many recent admission years. The school expects this demand for Nursery places to continue. Pupils who attend the Nursery invariably seek to continue at the School in Reception (although the admission criteria to Reception do not give priority to pupils who attend the Nursery). The school therefore offers parents the possibility of Nursery through to Y6 education at the same school which is highly attractive to many parents.
- (d)&(e) Of the schools and settings outside the maintained sector, which deliver the Early Years Foundation Stage within three miles of the school and which have capacity, the majority are not tailored to provide education for the Orthodox Jewish community. The proposers believe that the demand in the Orthodox Jewish community for Early Year Foundation Stage places is at maintained schools that offer the possibility of remaining at the same school through to Year 6. This is evidenced from the number of highly popular and over-subscribed Nursery places provided by other voluntary aided schools providing for Orthodox Jewish pupils. As part of the process to become Voluntary Aided, the school has consulted with all primary schools within two miles of the proposed site and all Early Year Foundation Stage providers within Barnet. No comments were received from any of these consultees.

### **Sixth Form Provision**

- 12. Where it is proposed that the school will provide sixth form education, how for 16 to 19 year olds in the area the proposals will—**
- (a) improve the educational or training achievements;**
  - (b) increase participation in education or training; and**
  - (c) expand the range of educational or training opportunities available to them.**

It is not proposed to provide secondary education at the school and accordingly there will be no Sixth Form provision.

### **Special educational needs provision**

**13. Whether the school will have provision that is recognised by the local authority as reserved for children with special educational needs and, if so, the nature of such provision.**

The school will adopt an inclusive approach to all children with SEN and disabilities but will not offer any specific reserved provision.

**14. Details of the proposed policy of the school relating to the education of pupils with special educational needs.**

The school aims to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;

The school aims to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents.

The school will work to ensure that all its pupils feel valued, are secure and are given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils in both the religious and secular curriculum. The school aims to ensure that all pupils have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met.

The school recognises the importance of early identification and assessment of children with special educational needs and it promotes a multi-disciplinary approach. The school believes that it has a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

The school's approach to SEN concentrates on raising the aspirations and expectations for all pupils. The school provides a focus on outcomes for children and young people and utilizes the expertise of support staff to meet their learning social and emotional needs. The school actively analyses data to track and monitor pupil progress and to ensure that interventions are effective and have a sustainable and noticeable impact. The school recognizes that it is working in partnership with parents and it is receptive to their views, concerns and contributions regarding their children.

For the benefit of all pupils the school works closely with the health service, social care, the learning and behaviour support team, and the education social worker.

The school's full SEND and Inclusion Policy is available to download from the school website at <http://www.noamprimary.org/our-school/our-policies>.

- 15. Where the school will replace existing educational provision for children with special educational needs—**
- (a) a statement on how the proposer believes the proposal is likely to lead to improvements in the standard, quality and range of educational provision for these children;**
  - (b) details of the improvements that the proposals will bring in respect of—**
    - (i) access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local authority's Accessibility Strategy;**
    - (ii) access to specialist staff, both education and other professionals, including any external support or outreach services;**
    - (iii) access to suitable accommodation; and**
    - (iv) supply of suitable places.**

This school will not be replacing existing education provision for children with special needs.

### **Single Sex School**

- 16. Where the school is to admit pupils of a single sex —**
- (a) evidence of local demand for single sex education and how this will be met if the proposals are approved; and**
  - (b) a statement giving details of the likely effect the new school will have on the balance of provision of single sex education in the area.**

It is not proposed that the school will admit pupils of a single sex only. The school will admit both boys and girls.

### **Curriculum**

- 17. Confirmation that the school will meet the general requirements in relation to the curriculum contained in section 78 of EA 2002 and an outline of any provision that will be in addition to the basic curriculum required by section 80 of EA 2002, in particular any 14-19 vocational education.**

The Proposers confirm that the school will meet the general requirements in relation to the curriculum contained in section 78 of EA 2002.

The school will provide for a curriculum that offers secular studies and Jewish studies with the aim of delivering excellence in both. To deliver this, the school will be teaching a timetable with 50% that is allocated to deliver the National Curriculum. The balance of the timetable 50% is allocated to additional Jewish Studies educational provision that is in addition to the requirements of the National Curriculum. The school ensures that the two parts of the curricula are integrated where possible to enhance the effectiveness of the educational provision.

**Relevant experience of proposers**

**18. Evidence of any relevant experience in education held by the proposers including details of any involvement in the improvement of standards in education.**

The school is being proposed by the Trustees and Governors of the existing Noam Primary School, who collectively have developed extensive experience in education through the successful operation of the current independent school. The present governing body includes individuals with the following expertise – these individual have all indicated their intention to continue as governors on entry of the school into the maintained sector:

- Two trustees/governors with over 15 year's involvement each as governors of the current school, taking leading roles in establishing and developing the school.
- The school already operates with a full complement of experienced and qualified teachers. The Head Teacher, who also sits as a governor of the school is highly experienced in education having joined the school from a school which is in the maintained sector. The Head Teacher brings to the school a proven track record of working to raise standards.
- A governor with specialist SEND and safeguarding expertise in an educational context, including as governor of Kisharon, which provides education for children with learning disabilities
- A governor with professional accounting expertise for schools
- A governor with professional expertise as a lawyer, who has served as a governor of the school for over 10 years.
- A governor (and chair of the Education Committee) with professional experience as a teacher at a school in the maintained sector.

**Effects on standards and contributions to school improvement**

**19. Information and supporting evidence on —  
(a) how the school will contribute to enhancing the diversity and quality of education in the area; and  
(b) how the school will contribute to school improvement.**

a) The proposed school will increase parental choice and diversity of provision by increasing the maintained primary school options available to Orthodox Jewish parents in the local area. The school will provide access for Orthodox Jewish children to Jewish religious and secular education within the maintained sector, in response to considerable demand for such education including in the London Borough of Barnet. The school will increase the diversity of provision within maintained sector reflecting the religious, ethnic and cultural diversity of the area. The new purpose built building, which is currently under construction, will allow the school to expand provision to 30 pupils per class, providing much needed additional education provision that is tailored to meet the requirements of the local Jewish community.

The current school has an established track record of excellent results and on entry to the maintained sector the school will be able to offer access to pupils without the need to charge fees, allowing a greater diversity of access. An important focus of this school is the integration of the secular (National

Curriculum) and Jewish Studies with the aim of raising achievement and achieving excellence in both.

- b) The school is already a high performing independent school and was judged Outstanding in one category (Personal Development, Behaviour & Welfare) with an Overall Effectiveness of Good by Ofsted at its most recent inspection, which was conducted in February 2018. The school's most recent KS2 SATS results found the school to be well above the national average. The schools contribution to school improvement is expected to increase once the school has become maintained, receives delegated funding for school improvement activities and has access to challenge and support from the wider partnership of Barnet schools. This will also be supported by the improved educational environment that will be provided by the new purpose built premises, currently under construction.

Approval of these proposals will contribute to the overall quality of education and school improvement in Barnet. In particular:

- Standards of achievement are currently above the national average and the school expects the standards of educational provision to continue to rise in the new primary school.
- The most recent Ofsted report for the school (February 2018) judged the school as Outstanding in one category (Personal Development, Behaviour & Welfare) with an Overall Effectiveness of Good.
- The whole school ethos, policies and schemes of work will ensure the continuity and progression in the National Curriculum and provide opportunities to improve further teaching and learning and the raising of standards across the primary school age range. The school will work in partnership with other schools to share good practice and learn from their successes within and beyond the curriculum.

### Location and costs

20. **A statement about—**
- (a) the area or particular community or communities which the new school is expected to serve;**
  - (b) the location of the site or sites including, where appropriate, the postal address or addresses;**
  - (c) the current ownership and tenure (freehold or leasehold) on which the site will be held, and if the site is to be held on a lease, details of the proposed lease;**
  - (d) whether the site is currently used for the purposes of another school and if so why the site will no longer be required by the other school;**
  - (e) the estimated capital costs of providing the site and how those costs will be met (including the extent to which the costs are to be met by the proposers and the local authority) and how the proposers intend to fund their share of the costs of implementing the proposals (if any);**
  - (f) whether planning permission is needed under the Town and Country Planning Act 1990, and when it is anticipated that it will be obtained;**
  - (g) confirmation from the Secretary of State or local authority (as the case may be) that funds will be made available (including costs to cover any**

**necessary site purchase).**

- a) The school will serve primarily the Orthodox Jewish community of Barnet, but may attract strictly Orthodox Jewish families with children from neighbouring Boroughs.
- b) On completion of the new school building, which is currently under construction, the school will occupy a single site at East Road, Burnt Oak HA8 0AJ.
- c) The freehold of the permanent site is owned by Noam Educational Trust (NET) (a company limited by guarantee and a registered charity). NET is currently constructing a new purpose-built school building on the site for use by the school which NET will make available to the school on a permanent basis.
- d) The site is not currently used for the purposes of another school and had been unused for some time prior to its acquisition by NET.
- e) The budgeted capital costs of providing the site is presently around £4m (exclusive of professional fees) which is the cost of constructing the proposed building. These costs will be met entirely by NET which has secured donations and loans for the full amount required.
- f) All necessary planning permissions required for the proposed new school building have been obtained.
- g) No funding will be required from the Secretary of State or the Local Authority for capital costs of providing the new site.

**Travel**

**21. The proposed arrangements for travel of pupils to the school.**

In accordance with its planning consent, the school has developed a School Travel Plan. Its aim is to maximise the use by pupils and teachers of public transport and walking and to significantly minimise private car use. Car sharing is encouraged where possible.

**Federation**

**22. Details of any proposals for the school to be established as a federated school.**

There are no proposals for the school to be established as a federated school.

**Voluntary aided schools**

**23. Where the school is to be a voluntary aided school—  
(a) details of the trusts on which the site is to be held; and  
(b) confirmation that the governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.**

- a) The proposed permanent site is wholly owned Noam Educational Trust which will make the site available to the school.
- b) The governing body is able and willing to carry out its obligations under Schedule 3 of the School Standards and Framework Act 1998.



### **Foundation schools**

- 24. Where the school is to be a foundation or foundation special school, confirmation as to —**
- (a) whether it will have a foundation and if so, the name or proposed name of the foundation**
  - (b) the rationale for the foundation and the particular ethos that it will bring to the school;**
  - (c) the details of membership of the foundation, including the names of the members;**
  - (d) the proposed constitution of the governing body; and**
  - (e) details of the foundation's charitable objects**

The school will not be a foundation or foundation special school.

### **Independent schools entering the maintained sector**

- 25. Where a school is an independent school entering the maintained sector-**
- (a) a statement that the requirements of section 11(3) are met;**
  - (b) a statement as to whether the premises will meet the requirements of the School Premises (England) Regulations 2012 and, if not,**
    - (i) details of how the premises are deficient; and**
    - (ii) details of how it is intended to remedy the deficiency**

- a) The requirements of section 11(3) of the Education and Inspections Act 2006 are met.
- b) The premises at the proposed permanent site will meet the requirements of the School Premises (England) Regulations 2012

## **Annex A – Part 1: Proposed admissions criteria for Noam Primary School when it enters the Maintained Sector**

This is the comprehensive admissions policy and procedure for entry into Noam Primary School.

Noam Primary School was founded to provide a sound Jewish religious and secular education and priority for admission is given to those children of families where both parents are members of orthodox synagogues and whose doctrines, principles and practices are in accordance with strictly Orthodox Judaism as determined by the Rabbinical Authority of the school. The decision as to whether or not an applicant qualifies for priority consideration will be based on the information provided by the applicant in the Supplementary Information Form ("SIF"). In this policy those who qualify for priority are referred to as Orthodox Jewish Children and in the event of any dispute as to whether a child is an Orthodox Jewish child the ruling of the Rabbinical Authority of Noam Primary School is final.

### **Admissions**

- The school has a Published Admission Number (PAN) of 30 children.
- In the event that the school is oversubscribed priority will be given as follows.
  - Looked After and Previously Looked After Orthodox Jewish children
  - Orthodox Jewish children with siblings who are currently at Noam Primary School at the time of the application. For these purposes "siblings" shall include half-siblings, step-siblings and adopted siblings who are Orthodox Jewish Children and who are living at the same address.
  - Other Orthodox Jewish children
  - Other Looked After and Previously Looked After children
  - Other children
- If in any category there are more qualifying applicants than there are available places, a random ballot will be used to determine which children will be admitted under the criterion in question, in the presence of an independent observer.
- A "Looked After child" is a child in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. A "Previously Looked After child" is a child who was in public care, but ceased to be so because they were adopted or became subject to a residence order or special guardianship order immediately after being in public care. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. A special guardianship order is defined by section 14A of the Children Act 1989.
- Verification of Orthodox Jewish practice will be obtained from the Rabbi of the orthodox synagogue where the applicant family regularly attends. Evidence will be sought of active orthodox synagogue worship and observance of Orthodox Jewish laws and practice.

### **Admissions Procedure**

- All applications for places at the school must be submitted on the Barnet CAF form and, if the applicant seeks consideration for priority admission, the applicant should provide a completed SIF. This must be sent to the school at the same time as the CAF is completed.
- The closing date for all applications to the Reception class will be a date set each year in line with nationally set dates for the making of offers for admission in the school year (1 September to 31 August) in which the child will attain four years of age. Late applications will be dealt with in accordance with the London Borough of Barnet Coordinated Admissions Scheme.
- Parents will be notified by the London Borough of Barnet in accordance with its Coordinated Admissions Scheme. Parents must indicate in writing within 10 days their intention to take up a place

### **Waiting List**

- When all available places have been filled, children not allocated places will be placed on a waiting list ranked in descending order according to the published admissions criteria. The waiting list will remain in operation from the day the original places are awarded and will be open until the end of the academic year. Those who wish to remain on the waiting list after this period should notify the school each year in writing.

### **Applications on behalf of Twins or Triplets (Multiple Births)**

- If only one place is available at the school and the next child who qualifies for a place is one of multiple birth siblings, those children will be admitted in excess of the Published Admission Number to avoid a situation where the children have to attend different schools. The children admitted over the PAN will be “excepted pupils” until the class size falls back to 30 pupils.

### **Request to delay entry to school (known as deferred entry)**

- Children reach compulsory school age at the beginning of the term following their fifth birthday. Where a child has been offered a place at the school, that child is entitled to a full-time place in the September following the child’s fourth birthday. Parents of children below compulsory school age may, however, defer their child’s entry to a Reception class until later in the school year. However, a Reception class place must be taken up by the start of the summer term. Where parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age. If parents want their child to take up a Year 1 place in the following academic year a fresh application must be made.

### **Summer-born children**

- Parents of summer born children may choose not to send that child to school until the September following their fifth birthday and may request that their child is admitted out of their normal age group – to Reception rather than Year 1.
- If parents wish to apply for their summer-born child to join a Reception class, instead of Year 1, in September of the following year, they must complete an application for Reception of the current admission year **and** must submit a separate written request

to the Governing Body. Summer-born children are those born between 1 April and 31 August.

### **Requests for admission outside the normal age group**

- Children are educated in school with others of their age group, with the curriculum differentiated as necessary to meet the needs of individual children. However, parents may request that their child is exceptionally admitted outside their age group, for example if their child is gifted or talented or has experienced problems such as ill health. The Governing Body will decide whether or not the individual circumstances make this appropriate on educational grounds and in the best interests of the child. This will include taking account of the parents' views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The Governing Body will also take into account the view of the Head Teacher of the school.

### **Special Needs**

- Children with a statement of special educational needs or an Education, Health and Care (EHC) plan that names the school will be admitted. This is a separate process to the normal admission procedure.

### **Incorrect or Misleading Applications**

- If the information given in the application form is not accurate or up to date, your child may lose priority. In such a case, the Governing Body will have discretion to refuse the offer of a place. The Governing Body reserves the right to withdraw the offer of a place where it is found that the place was offered on the basis of fraudulent or misleading information.

### **Appeal Procedure**

- If a place is not offered, parents will be advised as to their right to appeal to the Independent Appeal Panel and will be advised on the process for appeal.

## **Annex A – Part 2: Proposed admissions criteria for Noam Primary School nursery when it enters the Maintained Sector**

Noam Primary School nursery was founded to provide a sound Jewish religious and secular education and priority for admission is given to those children of families where both parents are members of orthodox synagogues and whose doctrines, principles and practices are in accordance with strictly orthodox Judaism as determined by the Rabbinical Authority of the school. The decision as to whether or not an applicant qualifies for priority consideration will be based on the information provided by the applicant in the Supplementary Information Form ("SIF"). In this policy those who qualify for priority are referred to as Orthodox Jewish Children and in the event of any dispute as to whether a child is an Orthodox Jewish Child the ruling of the Rabbinical Authority of Noam Primary School is final.

### **Admissions**

- The nursery has a Published Admission Number of 30 children.
- In the event that the nursery is oversubscribed priority will be given as follows.
  - Looked After and Previously Looked After Orthodox Jewish children
  - Orthodox Jewish children with siblings who are currently at Noam Primary School or Nursery at the time of the application. For these purposes "siblings" shall include half-siblings, step-siblings and adopted siblings who are Orthodox Jewish Children and who are living at the same address.
  - Other Orthodox Jewish children
  - Other Looked After and Previously Looked After children
  - Other children
- If in any category there are more qualifying applicants than there are available places, a random ballot will be used to determine which children will be admitted under the criterion in question, in the presence of an independent observer.
- A "Looked After child" is a child in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. A "Previously Looked After child" is a child who was in public care, but ceased to be so because they were adopted or became subject to a residence order or special guardianship order immediately after being in public care. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. A special guardianship order is defined by section 14A of the Children Act 1989.
- Verification of Orthodox Jewish practice will be obtained from the Rabbi of the Orthodox synagogue where the applicant family regularly attends. Evidence will be sought of active Orthodox synagogue worship and observance of Orthodox Jewish laws and practice.

### **Admissions Procedure**

- All applications for places at the school must be sent to the Noam Primary School nursery. If the applicant seeks consideration for priority admission, the applicant should provide a completed SIF. This must be sent to the school at the same time as

the application.

- The closing date for all applications to the nursery class will be a date set each year (in line with nationally set dates for the making of offers for admission, if any) in the school year (1 September to 31 August) in which the child will attain three years of age. Late applications will be placed at the end of the waiting list.
- Parents will be notified by Noam Primary School nursery and must indicate in writing within 10 days their intention to take up a place.

### **Waiting List**

- When all available places have been filled, children not allocated places will be placed on a waiting list ranked in descending order according to the published admissions criteria. The waiting list will remain in operation from the day the original places are awarded and will be open until the end of the academic year. Those who wish to remain on the waiting list after this period should notify the school each year in writing.

### **Applications on behalf of Twins or Triplets (Multiple Births)**

- If only one place is available at the nursery and the next child who qualifies for a place is one of multiple birth siblings, those children will be admitted in excess of the Published Admission Number to avoid a situation where the children have to attend different nurseries. The children admitted over the PAN will be “excepted pupils” until the class size falls back to 30 pupils.

### **Incorrect or Misleading Applications**

- If the information given in the application form is not accurate or up to date, your child may lose priority. In such a case, the Governing Body will have discretion to refuse the offer of a place. The Governing Body reserves the right to withdraw the offer of a place where it is found that the place was offered on the basis of fraudulent or misleading information.

### **Places at Noam Primary School**

- Admission to Noam Primary School nursery will not guarantee the child a place in Reception.

## Summary of representation responses

| Date received | Response (personal / identifiable information redacted)   |
|---------------|---|
| 23/10/2018    | Letter of support from Executive Director of PaJeS {Appendix 1a(iii)}   |
| 24/10/2018    | <p>I currently have children at Noam Primary School and one who has progressed into high school.</p> <p>I believe that Noam is an amazing school and the recent Ofsted report backs this up. My children are incredibly lucky to be going to such a caring school.</p> <p>However, there are things that Noam, as a private school, cannot provide. I strongly believe that VA status will enable Noam to provide proper facilities to enable our children to receive the education they deserve and help Noam to achieve its ambition of an outstanding in its next Ofsted</p>   |
| 24/10/2018    | <p>I have been a parent of Noam Primary School since the second year of its inception. I have been so impressed over the years by the strong secular education, the solid moral code set by the religious department as well as the British values taught and the “village” style school where children of all ages play together and all look after each other. It is a warm and friendly school where the happiness of the staff filters down into the children. There is strong leadership from the head and she is respected and well liked. We have been very fortunate to have been in the school for all 6 children and have seen the strong education pay off as they were in the top sets for Maths, English and Science in their high schools. Noam would be a real asset to Barnet and likewise, to benefit from state aid would allow the school to flourish instead of being cooped up in rented premises.</p> |
| 24/10/2018    | <p>As parents at Noam primary school we are writing to strongly support the school’s application for voluntary aided status.</p> <p>The move of the school to the state sector is long overdue and will make an enormous difference to the children being educated there.</p> <p>We hope the local authority will agree to this application.</p>  |
| 24/10/2018    | <p>I am a mum at The Noam Primary School for the last 10 years. My oldest child has graduated from there and my other children are currently studying there. My husband and I are very happy with the school and we are looking forward for it to become state aided soon.</p> <p>Academically and socially we are very happy and feel it as a success primary school for us as a family. We do however feel that it can achieve so much more to become an outstanding school if we had VA status to help us provide the right facilities our children deserve from playground to practical class resources. We would be grateful, as our children will, when this happens.</p>   |

|            |  |
|------------|--|
| 24/10/2018 | <p>We are taking the time to write to you to tell you how much it would benefit us and our children for Noam Primary School to become voluntary aided.</p> <p>We are proud parents of children at the school and we are very happy there. However, they would benefit greatly from having better resources both academically and socially, in the classroom and outside. In addition, we would really appreciate as parents having the benefit of the council's support in various areas such as curriculum etc.</p> <p>We came to the school always hoping to see it become voluntary aided, and we look forward to the day soon that this dream will become a reality for us!</p>  |
| 24/10/2018 | <p>I understand you are the person to whom I should address about my children's School, Noam Primary School's application to become voluntary aided. I am fully in support of their application and have read their proposal which was submitted and endorse it wholeheartedly.</p> <p>I have had one child progress through Noam and carry on to Year 7 with flying colours (and SATS). Whilst she might have been an exceptional student, it is a testimony of how encouraging and nurturing Noam and its teachers are for their pupils and how they help them to achieve their potential. I currently have two children who are supported by the school in their learning journey.</p> <p>I would hope that with the assistance of voluntary aid, Noam's current limitations (mainly due to constraints in premises and current budget) will be removed and allow more children to benefit and flourish. Better facilities and resources which go hand in hand with the voluntary aid and development of the new Noam building would in turn allow Noam to achieve its ambitions of becoming an outstanding school.</p> <p>Whilst I am part of the religious community that send children to Noam, I work in the City and as such straddle two worlds. Noam reflects that ethos and my children are growing up with an excellent balance in their knowledge.</p> <p>I hope that the proposal will be successful and Noam will go from strength to strength.</p> |
| 24/10/2018 | <p>I am writing to let you know how passionately I believe in the Noam Primary School application for voluntary aid you are currently considering. Of course, I am influenced by the fact four of my children attend the school, but as a teacher I simply cannot tell you how fabulous the staff in that school are. They strive for excellence in all areas, not only academic but pastoral, but looking to the future, making sure the children go onto higher education as well-rounded, decent human beings with a real desire to improve themselves and the world. What more could we want from our young people?</p> <p>To have produced such excellent results year on year for such a sustained time in a building that, at present does leave a lot to be desired, is a testament to the sheer will and force of the people in the</p>   |



|            |   |
|------------|---|
|            | <p>school to help children become fabulous adults. Imagine what could be achieved in a purpose-built space, with professional support coming from Barnet? It would surely become a school to be immensely proud of in your borough.</p> <p>It's a huge commitment from you, but my goodness the school is ready to move to the next level in its growth in partnership with Barnet. I can only see that any monetary concerns would be assuaged with the huge success of the school and the inevitable demand for places.</p> <p>Please agree to the school's proposal and secure a long-term place for Noam and a secure future for all of the pupils, their families, teachers, headteachers and support staff. You would be hard-pressed to find a team so utterly dedicated to making a school succeed.</p>   |
| 24/10/2018 | <p>My family wanted to write to you to support our school's application to become a voluntary aided.</p> <p>Our son has struggled with dyslexia and dyscalculia. The school has tried so hard to support him and I'm pleased that through their work he has been granted an EHCP. However, if the school would have been voluntary aided I believe they would have been better resourced to support him.</p> <p>Noam holds a special place within the Jewish community. We chose to send to Noam as while it teaches the religious values that we strive to teach at home, the school also ensures that students become contributing and valued members British society.</p> <p>We have other children in the school. We wholeheartedly and sincerely support their application and hope that the reviewing officers will look favourable on their application and secure the future of our beautiful school.</p> |
| 24/10/2018 | <p>We wanted to express our interest in having Noam Primary School as a state aided school. We now have 3 kids in the school, one just finished Y6 in August.</p> <p>The school is amazing! They look after our kids like they were their own. Our kids are happy and excited to go to school every day.</p> <p>To have state aid would open new doors and a new exciting challenge, and be greatly appreciate by everyone.</p>   |
| 24/10/2018 | <p>We currently have children in Noam Primary, and our oldest has recently graduated to secondary school, having been at Noam since nursery.</p> <p>We are extremely happy with the school, it has a warm community spirit. Our children are very happy, and are thriving in their education. We fully support Noam becoming voluntary aided, which will help give the school a secure footing for years to come.</p>   |

|            |  |
|------------|--|
| 24/10/2018 | <p>I am writing to you as a long-standing Noam parent in support of Noam's application to become State-aided. I have been a parent at Noam since its second year, 2000. I have had three children go through the school and my fourth is currently in year six.</p> <p>Noam is a lovely school, with a British-respecting and Orthodox Jewish ethos. The staff care about the children's well-being as well as their learning, and liaise with parents regularly. I have been especially pleased with the school's pastoral care over the years - they have contacted me on occasion and have responded well to my concerns. The children learn in a variety of different ways and make pleasing progress in both the National Curriculum and in their Jewish studies</p> <p>In short, I feel that Noam would be an asset to Barnet as a State-aided school, and do hope that it will be awarded that status very shortly.</p>                   |
| 25/10/2018 | <p>I write to you as a parent of children at Noam, a parent of children who have graduated from Noam Primary School, as a member of the Noam Education Committee, and an educator in a Barnet-supported school. In my above capacities I have seen what Noam has already accomplished, as well the benefit of being part of the Barnet School system, with the support and cohesion that it offers. I believe that Noam Primary School has so much to offer to the community, and working with Barnet will allow it to offer more to Barnet children than it already does. There is a clear demand for more good, funded school places in the Barnet Jewish community, and I believe that should Noam Primary School's proposal for voluntary aid be accepted, this will address the needs of the community. Noam Primary School has already achieved so much as an independent school, and with Barnet's support, can achieve so much more.</p> |
| 25/10/2018 | <p>I am writing to endorse Noam Primary School's application for voluntary aided status. As a long-term parent at the school (my eldest child started the school in 2006, and my youngest is still a pupil), I have been very happy with the school.</p> <p>Voluntary aided status would however make a huge difference to the quality of provision at school. It would allow the staff and governors to tap into resources to improve things like provision of differentiated learning, and better tracking of pupil attainment, as well as ensuring each child had access to all the benefits of being in the State aided system.</p> <p>Becoming state aided would, in my opinion, take Noam Primary School onto the next level.</p>  |
| 25/10/2018 | <p>I am writing to explain why it is so important that our school is successful in this voluntary aid application.</p> <p>I feel I am in a good position to put this viewpoint across for a number of reasons. We have been lucky enough to have all 6 of our children educated at Noam. Three have graduated and three are there now. Each child has an individual character and way of learning and each</p>   |

has benefited in different ways. But the main unifying factor is something of great value to us and that is to be useful contributors to the community and country they live in.

The children learn a sense of responsibility and of doing the right thing. They learn to have a strong identity and to use that to strive to do their best in everything. Our oldest son just turned 17 and is studying electrical installation. He also takes on various jobs to gain experience. In his spare time, he is a youth group leader as well as regularly helping local families by keeping their special needs children busy for an hour or so a week.

A few years ago, I started working in the nursery. I see first-hand just how dedicated the teachers are and so full of innovative ideas. The voluntary aid status would allow those ideas to come into fruition so that every child could make maximum progress with access to so much more.

I urge you to push this application forward and help these kids and their teachers have maximum success.

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## Supporting Jewish Schools

Ms Ferzana Arif  
Deputy Admissions Team Manager and  
School Place Planner  
Admissions Team  
London Borough of Barnet  
North London Business Park  
Oakleigh Road South  
London  
N11 1NP  
United Kingdom

PaJeS  
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44b Albert Road  
London  
NW4 2SG

Tel: 020 8203 6427  
Email: [office@pajes.org.uk](mailto:office@pajes.org.uk)  
[www.pajes.org.uk](http://www.pajes.org.uk)

Chair: Sarah Anticoni  
Executive Director: Rabbi David  
Meyer

21 Nov. 18

Dear Ferzana,

I am writing as Executive Director of PaJeS to lend my support to the application for VA status for Noam Primary school.

For the North West London Jewish Community this is an essential development that will help address the increase in demand from the orthodox sector as projected by JPR in a recent study. It is a community that proudly supports the work of the Local Authority but there is a growing urgency to ensure that these families can access state funded education in line with their ethos and beliefs.

As you are aware Noam is now a well-established school serving the orthodox Jewish community with the organisational infrastructure already in place for running a school that can operate successfully in the state aided sector. This includes both an experienced staff and an experienced and organised governing body who have sought for a number of years now to run the school in line with best practice for schools in the state aided sector. The school finds a good balance between providing excellence in both Jewish studies and secular studies and places a high priority on teaching British Values, which is integrated into the curriculum. It is currently rated as Good by Ofsted.

The school occupies an important position in the Jewish community, and due to its educational approach and the significant growth in this sector of the community there is high demand for places at the school with significant oversubscription in recent years. Pupils at Noam are primarily from within Barnet despite the present location of the school, in Wembley synagogue, which is quite a distance for many parents to travel, especially during the rush hour. Though the school offers significant subsidies for lower income families, the fact that it is a fee paying school certainly impacts on admissions and for many of the current parent body meeting the financial obligations is a significant challenge.

As you will also know the school is in the process of building a new school building on the site it has acquired in Burnt Oak. Once the school has relocated, it will be able to expand to 30 places per class. I understand work is now underway and is fully funded, with the intention that they will be in the building by the second term of the new academic year.

# PajES

## Supporting Jewish Schools

Noam's application is seen as an important element in the meeting of the needs of our community, and I am therefore writing to lend my support to their application.

If there is any further information you require please feel free to contact me.

Yours sincerely

Warmest regards,



David

Rabbi David Meyer

Executive Director

[dmeyer@pajes.org.uk](mailto:dmeyer@pajes.org.uk)

Telephone: 0203 869 3896

44a Albert Road, Hendon, NW4 2SG

[www.pajes.org.uk](http://www.pajes.org.uk)

**CONSULTATION  
BY**



# **NOAM PRIMARY SCHOOL**

**In relation to a planned Proposal to join  
the maintained sector as a voluntary  
aided school**

**January 2018**

## CONSULTATION DOCUMENT

**Consultation by Noam Primary School (“Noam”) in relation to a planned proposal for the school and nursery to leave the independent sector to join the maintained sector as a voluntary aided school and nursery.<sup>1</sup>**

### 1. Why you have received this document.

You have received this document as Noam is consulting with regard to its planned proposal for the school and nursery to join the maintained sector as a voluntary aided school (the “**Proposal**”). Before publishing its statutory proposal, Noam is required to consult with such persons as it appears to Noam to be appropriate. On entering the maintained sector (although it will remain a one form entry school) Noam will also be increasing its size as detailed further below.

Noam believes you may be an interested party and we are inviting your comments on the Proposal. Noam is also arranging a public consultation meeting which you may wish to attend. If you have any questions regarding this consultation you are invited to send them by email to [consultation@noamprimary.org](mailto:consultation@noamprimary.org) or you can contact the school. Further copies of this consultation document can be downloaded from [www.noamprimary.org](http://www.noamprimary.org).

Please note that, following the consultation, if Noam decides to proceed, it may provide the following information as part of its Proposal, which includes details relating to any response you may provide:

- (a) a list of the persons and/or parties who were consulted;
- (b) minutes of all public consultation meetings;
- (c) the views of the persons consulted; and
- (d) copies of all consultation documents and a statement of how they were made available.

At Annex A is a list of the parties that have been sent a copy of this consultation document.

### 2. How to Respond to this Consultation

If you would like to respond to this consultation, please send your response in writing to:

**By Post:** ‘Noam Consultation’, c/o The Secretary, Noam Primary School, 8-10 Forty Avenue, Wembley, Middlesex HA9 8JW

**By Email:** [consultation@noamprimary.org](mailto:consultation@noamprimary.org)

**By Fax:** 020 8908 5071 (please mark your fax ‘Noam Consultation’)

When responding, please provide details of who you are and, if you are responding on behalf of an organisation, please provide details of the organisation you represent.

**You are asked to provide any response to this consultation by Monday 19 February 2018. The consultation will end after that date.**

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<sup>1</sup> **NOTE:** In June 2013, Noam undertook a similar consultation, which you may have received. At the time Noam did not pursue its proposal and therefore Noam is repeating the consultation before submitting its proposal to join the maintained sector.



Subject to confirmation of sufficient interest, Noam will also be holding a public consultation meeting. If you would like to attend, please confirm your attendance by using the contact details given above or by telephoning 020 8908 9491. The details of our consultation meeting are:

**Date:** 30 January 2018

**Time:** 8.30pm – 9.30pm

**Venue:** Noam Primary School, 8-10 Forty Avenue, Wembley, Middlesex HA9 8JW

The meeting will commence with a short presentation about Noam and will include an opportunity to put questions to the school governors.

### 3. What happens after this consultation?

If Noam decides to proceed with its Proposal the next step is for Noam to publish its Proposal. Legislation sets out how Noam must present its Proposal and the way in which it should be published (as a statutory notice). Following publication of the Proposal there is a further four week period when representations can be made about the Proposal to the London Borough of Barnet Council ("**Barnet Council**"). Barnet Council will decide whether or not to agree the Proposal for Noam to join the maintained sector and must do so within two months of the end of the representation period. If the Proposal is accepted by Barnet Council (and subject to any conditions) Noam will be able to implement the Proposal.

Subject to the approval of the Proposal and any conditions that may be applied, Noam presently aims to join the maintained sector as a voluntary aided school by September 2018.

### 4. An Introduction to Noam

Noam was established in 1999 as an independent school with five pupils and it has since grown year on year so that it now has approximately 160 pupils across all years from Nursery to Year 6. Noam was established to meet a demand for additional school provision which follows the National Curriculum but that was tailored to the needs of the Orthodox Jewish community in North West London.

The school is co-educational, one form entry with a school and nursery on the same site. The school currently relies solely on fees and donations to meet its operational costs.

As a school, Noam aims to achieve the highest educational standards in both secular and religious studies. It seeks to provide this education in a warm and caring environment, where children are happy and can grow into valued members of the community. These priorities are reflected in the vision that the governors together with the senior management of Noam have set for the school:

- **Education** - To provide pupils with an inspiring chol (secular) and kodesh (religious) education that instils in each child a love of learning and the tools and skills they need to progress when they leave Noam.
- **Each Child** - To educate each child as an individual, supporting the growth of the whole child and promoting good middos (character traits).
- **Environment** - To educate pupils in a caring, safe and happy environment, where they can make friends and develop confidence.

Noam was last inspected by Ofsted in 2013 when the school was rated “Outstanding” in one category (Pupils behaviours and personal development) and “Good” in all others. A full copy of Noam’s most recent Ofsted report is available on Noam’s website.

The success of the school to date is reflected in its results. In 2017 Noam achieved the following KS2 SATS results (% passes): Reading – 100%; Maths – 100%; Grammar & Spelling – 87%. For the 2016 year Noam’s KS2 SATS results were as follows: Reading – 95%; Maths – 100%; Grammar & Spelling – 100%. The school was also invited to join the Mayor of London’s Gold Club for two years running.

The school is presently located in temporary premises in an annex to Wembley Synagogue at 8-10 Forty Lane, Wembley, HA9 8JW. The present site is in the London Borough of Brent which is some distance from where the school population lives. The site is also now at capacity and Noam is prevented from expanding provision due to the size of the premises. A number of the smaller classrooms are already unsuitable for the size of classes.

## **5. About Noam’s proposal to become voluntary aided**

The proposal is that Noam will enter the maintained sector remaining as a one-form entry, co-educational school and nursery. The school will, however, be seeking to increase its size, as set out below.

On joining the maintained sector Noam intends to relocate to new, purpose-built premises at East Road, Burnt Oak HA8 0AJ. In an ordinary year, this site will allow the school to provide 30 places per year for children from the ages of four to 11 (a total of 210 places). The nursery will cater for 30 children aged three and four. Construction of the new premises at East Road is due to begin shortly and is expected to be completed within 12 months of commencement.

The school and nursery will provide access for Orthodox Jewish children to Jewish and secular education within the maintained sector in response to considerable demand for such education within the London Borough of Barnet.

By entering the maintained sector the governors of Noam believe that the school’s ability to provide high quality education will be enhanced. Becoming a maintained school will also support the diversity of provision within the Barnet maintained sector reflecting the religious, ethnic and cultural diversity of its population. By entering the maintained sector Noam will also increase the number of maintained school places that can be provided by Barnet Council to meet the current demand for such places that exists both for the Orthodox Jewish population and more generally for the wider Barnet population.

The foundation body for the new voluntary aided school will be the Noam Educational Trust, a company limited by guarantee and a registered charity. The Objects of the Noam Educational Trust are the advancement of education for the benefit of the public, in particular but without limitation the provision and maintenance of a school or schools and by ancillary or incidental educational activities for the benefit of the community in particular but not exclusively for Jewish children.

## **6. Is there a need for a new voluntary aided school?**

There is currently a need for primary school places in the maintained sector at schools serving the needs of the Orthodox Jewish population of North West London. This reflects a generally recognised wider requirement for additional primary school provision in London.

Notwithstanding the creation of additional school provision over the past several years, there continues to be a high and growing demand for places at Orthodox Jewish schools in Barnet. Despite its current location, the requirement to pay fees and lack of a permanent home, this demand for places applies to Noam. In many of the recent years the number of applications to Noam's nursery, which is the main entry point for the school, has been significantly in excess of the number of places available. Recent increases in provision for primary schools providing for Orthodox Jewish pupils has somewhat reduced that pressure on places in the short term but demand is expected to remain high, requiring additional school places to be provided in the maintained sector.

The high demand for Orthodox Jewish primary schools in particular is likely due to a number of observable factors, such as population migration trends and the larger size of Orthodox Jewish families.

Being part of the maintained sector, Noam will increase the diversity of provision as well as providing additional capacity. Because places at the new maintained school will primarily be replacing existing places at the independent school with only a modest proposed expansion in the number of school places, the entry of Noam into the maintained sector will not lead to over-capacity in Barnet.

### **7. Is there a need for a new Voluntary Aided nursery?**

Noam's nursery, which opened in 2001, currently offers approximately 24 places each year. The points made in the previous section in relation to the shortage of school places for the Orthodox Jewish community apply equally to nursery level.

### **8. Effects on other schools in Barnet**

The governors of Noam believe that, in becoming voluntary aided, Noam will not have a detrimental impact on other schools in Barnet (or any nearby borough).

- Noam will not be taking children away from other schools: As a maintained school and nursery Noam will be mostly replacing the places currently provided by the school and nursery as an independent school.
- There will be a modest increase in places available as moving to larger premises will enable Noam to take more children in the higher year groups (in line with demand) than is currently possible. Furthermore, Noam currently takes approximately 24 children in each year group and, under the proposal, this would increase to 30 for the school and the nursery. This additional capacity will assist in meeting the demand for primary school places in Barnet.

Against a backdrop of recent shortages of primary school places in the maintained sector and overall growing demand, particularly for places in the Orthodox Jewish schools, the governors of Noam believe that the school will only have a positive impact on the overall provision of primary school places by increasing the diversity, flexibility and overall supply.

### **9. Why should Noam Primary School and nursery become Voluntary Aided?**

Noam's intention since its establishment has been to enter the maintained sector at such time as the school was sufficiently established and able to meet the requirements of the maintained sector. This, in particular, required Noam securing a suitable permanent site for the school, which Noam has now done.

To prepare Noam for joining the maintained sector, Noam has sought to put in place suitable structures that align it with the maintained sector. This includes following the National

Curriculum, inspection by Ofsted and following best practice for maintained schools wherever possible. In this way, Noam seeks to provide the very best education to its pupils in a warm and caring environment.

In seeking to enter the maintained sector, Noam believes that:

- A move to voluntary aided status will enable the school to access more funding for learning resources (without taking funding from other schools in Barnet). It will also allow greater access to in-service training and professional development as well as general advice and support from the Local Authority and in partnership with other Barnet schools;
- In turn, the standards of education will be improved. This will contribute to increased quality of opportunity and greater choices for pupils in later life;
- Moving into the maintained sector will provide additional parental choice and diversity of school provision for Orthodox Jewish parents in Barnet, by making this type of education available to all who seek it, without the requirement to pay fees;
- The school would benefit from the experiences and skills of staff at other maintained schools in Barnet and would provide mutual support.

## **10. Noam's proposed approach to ethos, admissions, curriculum and SEND**

The following sections provide further detail on certain elements of Noam's Proposal to become voluntary aided.

### **a) Ethos and religious character of the school**

Upon entering the maintained sector the governors of Noam intend to apply to the Secretary of State to designate the school and nursery as having a religious character. The governors intend that Noam will be an Orthodox Jewish school providing the Orthodox Jewish community in North West London with access to a high quality general education that meets the National Curriculum as well as excellent religious education in accordance with Orthodox Jewish law and practice.

The ethos of Noam is reflected in its mission statement which states that Noam's aim is to:

*Provide children with the tools, skills and confidence to go out into the world as responsible members of society.*

Noam seeks to achieve this by ensuring that its students succeed academically. But in addition Noam seeks to develop the whole child by imbuing in each child a love of Orthodox Jewish practice and Torah values with its focus on developing positive personality traits. Jewish prayer and the study of Orthodox Jewish sources, including Chumash, Mishnah and Talmud as well as programmes that aim to encourage positive character traits are therefore integral to the overall programme followed at the school. In addition Noam places a high value on developing pupils as well-rounded individuals who can play a part in British society. Teaching British values is therefore integrated into the curriculum and is an important part of the pupil's education.

Noam therefore will:

- provide an outstanding and inspiring Jewish studies curriculum that is integrated with an excellent secular education
- create a warm and friendly school for the local community
- work in partnership with parents to help their children learn and develop
- add to the life and well-being of the school's local community

- foster a safe, supportive and nurturing learning environment
- ensure that all children have equal access to a broad and balanced curriculum
- encourage children to have respect for themselves and for others
- offer care and support to children with special educational needs

### **b) Curriculum**

The proposed new school and nursery will follow the Early Years Foundation Stage (EYFS) and the National Curriculum. The school will:

- be fully committed to providing a broad and balanced curriculum
- implement best practice in literacy and numeracy
- be committed to equal opportunities for boys and girls
- implement national and local policies in relation to pupils with special educational needs
- proactively engage in community projects

### **c) Admissions to the school**

The proposed admission criteria for the school and nursery are set out in full in Annexes B and C and will comply with all statutory requirements while recognising the ethos of the school. In brief, the policy of the school and nursery gives priority to (1) looked after or previously looked after Orthodox Jewish children; (2) Orthodox Jewish children with siblings who are currently at the school or, in the case of the nursery, either at the nursery or the school and (3) other Orthodox Jewish Children. The school additionally gives priority to children whose statement of special educational needs (SEN) or Education, Health and Care (EHC) plan names the school – this is dealt with as a separate process to the normal admission procedure.

It is proposed that all pupils registered at the independent Noam will continue at the new maintained school unless their parents choose to place them elsewhere.

### **d) Special Educational Needs**

The school recognises its responsibility to provide education appropriate to the needs of a wide range of children, including those with special educational needs and disabilities (SEND). The school already provides support for pupils with SEND mainly by in-class support or individual and small group activities where needed. Parents are fully involved in the regular reviews of pupils with SEND.

## **Annex A: Consultation to become Voluntary Aided**

This consultation document has been sent to the following parties:

Staff of Noam

Parents of existing pupils at Noam

London Borough of Barnet Councillors for the Burnt Oak Ward

London Boroughs of Brent and Harrow

Hertfordshire County Council

Mr Matthew Offord, MP for Hendon

Mr Michael Freer, MP for Finchley & Golders Green

Ms Theresa Villiers, MP for Chipping Barnet

London Borough of Barnet Strategic Director of Children & Young People

Barnet Early Years Strategy Group

Unison

GMB

NEU

NASUWT

All secondary schools within three miles of the proposed site

All primary schools within two miles of the proposed site

All Jewish independent and maintained primary and secondary schools which are members of the National Association of Orthodox Jewish Schools (NAJOS)

Office of the Chief Rabbi

National Association of Orthodox Jewish Schools (NAJOS)

Partnership for Jewish Schools (PaJeS)

Jewish Leadership Council (JLC)

Board of Deputies

United Synagogues

The London Beth Din

Federation of Synagogues

Union of Orthodox Hebrew Congregations

S&P Sephardi Community

A copy of this document has also been published on the school website.

**Annex B: Proposed admissions criteria for Noam Primary School when it enters the Maintained Sector (NB criteria are subject to change and may be amended as part of the statutory proposals process)**

This is the comprehensive admissions policy and procedure for entry into Noam Primary School.

Noam Primary School was founded to provide a sound Jewish religious and secular education and priority for admission is given to those children of families where both parents are members of orthodox synagogues and whose doctrines, principles and practices are in accordance with strictly Orthodox Judaism as determined by the Rabbinical Authority of the school. The decision as to whether or not an applicant qualifies for priority consideration will be based on the information provided by the applicant in the Supplementary Information Form ("SIF"). In this policy those who qualify for priority are referred to as Orthodox Jewish Children and in the event of any dispute as to whether a child is an Orthodox Jewish child the ruling of the Rabbinical Authority of Noam Primary School is final.

**Admissions**

- The school has a Published Admission Number (PAN) of 30 children.
- In the event that the school is oversubscribed priority will be given as follows.
  - Looked After and Previously Looked After Orthodox Jewish children
  - Orthodox Jewish children with siblings who are currently at Noam Primary School at the time of the application. For these purposes "siblings" shall include half-siblings, step-siblings and adopted siblings who are Orthodox Jewish Children and who are living at the same address.
  - Other Orthodox Jewish children
  - Other Looked After and Previously Looked After children
  - Other children
- If in any category there are more qualifying applicants than there are available places, a random ballot will be used to determine which children will be admitted under the criterion in question, in the presence of an independent observer.
- A "Looked After child" is a child in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. A "Previously Looked After child" is a child who was in public care, but ceased to be so because they were adopted or became subject to a residence order or special guardianship order immediately after being in public care. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. A special guardianship order is defined by section 14A of the Children Act 1989.
- Verification of Orthodox Jewish practice will be obtained from the Rabbi of the orthodox synagogue where the applicant family regularly attends. Evidence will be sought of active orthodox synagogue worship and observance of Orthodox Jewish laws and practice.

### **Admissions Procedure**

- All applications for places at the school must be submitted on the Barnet CAF form and, if the applicant seeks consideration for priority admission, the applicant should provide a completed SIF. This must be sent to the school at the same time as the CAF is completed.
- The closing date for all applications to the Reception class will be a date set each year in line with nationally set dates for the making of offers for admission in the school year (1 September to 31 August) in which the child will attain four years of age. Late applications will be dealt with in accordance with the London Borough of Barnet Coordinated Admissions Scheme.
- Parents will be notified by the London Borough of Barnet in accordance with its Coordinated Admissions Scheme. Parents must indicate in writing within 10 days their intention to take up a place

### **Waiting List**

- When all available places have been filled, children not allocated places will be placed on a waiting list ranked in descending order according to the published admissions criteria. The waiting list will remain in operation from the day the original places are awarded and will be open until the end of the academic year. Those who wish to remain on the waiting list after this period should notify the school each year in writing.

### **Applications on behalf of Twins or Triplets (Multiple Births)**

- If only one place is available at the school and the next child who qualifies for a place is one of multiple birth siblings, those children will be admitted in excess of the Published Admission Number to avoid a situation where the children have to attend different schools. The children admitted over the PAN will be “excepted pupils” until the class size falls back to 30 pupils.

### **Request to delay entry to school (known as deferred entry)**

- Children reach compulsory school age at the beginning of the term following their fifth birthday. Where a child has been offered a place at the school, that child is entitled to a full-time place in the September following the child’s fourth birthday. Parents of children below compulsory school age may, however, defer their child’s entry to a Reception class until later in the school year. However, a Reception class place must be taken up by the start of the summer term. Where parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age. If parents want their child to take up a Year 1 place in the following academic year a fresh application must be made.

### **Summer-born children**

- Parents of summer born children may choose not to send that child to school until the September following their fifth birthday and may request that their child is admitted out of their normal age group – to Reception rather than Year 1.
- If parents wish to apply for their summer-born child to join a Reception class, instead of Year 1, in September of the following year, they must complete an application for Reception of the current admission year **and** must submit a separate written request



to the Governing Body. Summer-born children are those born between 1 April and 31 August.

### **Requests for admission outside the normal age group**

- Children are educated in school with others of their age group, with the curriculum differentiated as necessary to meet the needs of individual children. However, parents may request that their child is exceptionally admitted outside their age group, for example if their child is gifted or talented or has experienced problems such as ill health. The Governing Body will decide whether or not the individual circumstances make this appropriate on educational grounds and in the best interests of the child. This will include taking account of the parents' views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The Governing Body will also take into account the view of the Head Teacher of the school.

### **Special Needs**

- Children with a statement of special educational needs or an Education, Health and Care (EHC) plan that names the school will be admitted. This is a separate process to the normal admission procedure.

### **Incorrect or Misleading Applications**

- If the information given in the application form is not accurate or up to date, your child may lose priority. In such a case, the Governing Body will have discretion to refuse the offer of a place. The Governing Body reserves the right to withdraw the offer of a place where it is found that the place was offered on the basis of fraudulent or misleading information.

### **Appeal Procedure**

- If a place is not offered, parents will be advised as to their right to appeal to the Independent Appeal Panel and will be advised on the process for appeal.

**Annex C: Proposed admissions criteria for Noam Primary School nursery when it enters the Maintained Sector (NB criteria are subject to change and may be amended as part of the statutory proposals process)**

Noam Primary School nursery was founded to provide a sound Jewish religious and secular education and priority for admission is given to those children of families where both parents are members of orthodox synagogues and whose doctrines, principles and practices are in accordance with strictly orthodox Judaism as determined by the Rabbinical Authority of the school. The decision as to whether or not an applicant qualifies for priority consideration will be based on the information provided by the applicant in the Supplementary Information Form ("SIF"). In this policy those who qualify for priority are referred to as Orthodox Jewish Children and in the event of any dispute as to whether a child is an Orthodox Jewish Child the ruling of the Rabbinical Authority of Noam Primary School is final.

### **Admissions**

- The nursery has a Published Admission Number of 30 children.
- In the event that the nursery is oversubscribed priority will be given as follows.
  - Looked After and Previously Looked After Orthodox Jewish children
  - Orthodox Jewish children with siblings who are currently at Noam Primary School or Nursery at the time of the application. For these purposes "siblings" shall include half-siblings, step-siblings and adopted siblings who are Orthodox Jewish Children and who are living at the same address.
  - Other Orthodox Jewish children
  - Other Looked After and Previously Looked After children
  - Other children
- If in any category there are more qualifying applicants than there are available places, a random ballot will be used to determine which children will be admitted under the criterion in question, in the presence of an independent observer.
- A "Looked After child" is a child in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. A "Previously Looked After child" is a child who was in public care, but ceased to be so because they were adopted or became subject to a residence order or special guardianship order immediately after being in public care. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. A special guardianship order is defined by section 14A of the Children Act 1989.
- Verification of Orthodox Jewish practice will be obtained from the Rabbi of the Orthodox synagogue where the applicant family regularly attends. Evidence will be sought of active Orthodox synagogue worship and observance of Orthodox Jewish laws and practice.

### **Admissions Procedure**

- All applications for places at the school must be sent to the Noam Primary School

nursery. If the applicant seeks consideration for priority admission, the applicant should provide a completed SIF. This must be sent to the school at the same time as the application.

- The closing date for all applications to the nursery class will be a date set each year (in line with nationally set dates for the making of offers for admission, if any) in the school year (1 September to 31 August) in which the child will attain three years of age. Late applications will be placed at the end of the waiting list.
- Parents will be notified by Noam Primary School nursery and must indicate in writing within 10 days their intention to take up a place.

### **Waiting List**

- When all available places have been filled, children not allocated places will be placed on a waiting list ranked in descending order according to the published admissions criteria. The waiting list will remain in operation from the day the original places are awarded and will be open until the end of the academic year. Those who wish to remain on the waiting list after this period should notify the school each year in writing.

### **Applications on behalf of Twins or Triplets (Multiple Births)**

- If only one place is available at the nursery and the next child who qualifies for a place is one of multiple birth siblings, those children will be admitted in excess of the Published Admission Number to avoid a situation where the children have to attend different nurseries. The children admitted over the PAN will be “excepted pupils” until the class size falls back to 30 pupils.

### **Incorrect or Misleading Applications**

- If the information given in the application form is not accurate or up to date, your child may lose priority. In such a case, the Governing Body will have discretion to refuse the offer of a place. The Governing Body reserves the right to withdraw the offer of a place where it is found that the place was offered on the basis of fraudulent or misleading information.

### **Places at Noam Primary School**

- Admission to Noam Primary School nursery will not guarantee the child a place in Reception.

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**Consultation by Noam Primary School –  
Proposal to join maintained sector as a voluntary aided school**

**Consultation Responses**

| Name of Respondent     | Date of response | Response   |
|------------------------|------------------|--|
| Mike Freer MP          | 2 January 2018   | <p>I write in support of the proposal for The Noam Primary School and Nursery to become a Voluntary Aided Primary School and Nursery.</p> <p>I recognise Noam Primary School as a successful independent one form entry, co-educational primary school and nursery which serves my constituents who prefer a tailored National Curriculum to meet the needs of the Orthodox Jewish community. I fully support the proposal to relocate from temporary premises in LB Brent to LB Barnet and the move from the independent sector to become Voluntary Aided, maintained by LB Barnet as the school currently relies on fees and donations to meet operational costs, thus disadvantaging some families who would welcome the opportunity Noam presents. A move to Voluntary Aided status would allow the school greater access to funding for learning resources, without taking funding from other schools in LB Barnet and permit greater access to in-service training and professional development. This can only enhance the standard of education provided.</p> <p>The relocation would also be more convenient, as the school population mostly live in LB Barnet. Furthermore, unless the school relocates, they are prevented from expanding and meeting high and growing considerable demand due to the size of the temporary premises.</p> <p>Although my diary is fully committed for 30 January, I would like to wish Noam every success with their application.</p> |
| Cllr Reuben Thompstone | 3 January 2018   | I welcome this application, subject to any conditions agreed with our officers. I regret 30th of January is full council so will be unable to attend.  |
| Parents                | 23 January 2018  | We are very much in favour of the Noam Primary School becoming a voluntary aided school  |

| Name of Respondent | Date of response | Response   |
|--------------------|------------------|--|
|                    |                  | which will enable it continue its fantastic work it does for our children by getting the funding it desperately needs.   |
| Parent             | 23 January 2018  | <p>I write in favour of the proposed changes to the school, for the following reasons: -</p> <ol style="list-style-type: none"> <li>1) The changes are a necessary step to allow the school to obtain more suitable premises which will be to pupils' advantage.</li> <li>2) The expansion in funding model will allow the school to reach a greater pool of potential students and reduce pressure on disadvantaged parents.</li> <li>3) The change in funding will allow the school to expand headcount, thereby achieving greater efficiency of usage of centralised resources.</li> <li>4) The change in funding model cements the school's policy of wholeheartedly embracing British values.</li> </ol>                          |
| Parent             | 23 January 2018  | As a parent of a child at Noam, I fully support this application and implore the Council to approve this much needed VA status to allow Noam Primary to grow further.  |
| Governor/Parent    | 23 January 2018  | I definitely support the building if a new purpose built school for Noam Primary. It is very important for its continuity and I am very in favour of its development   |
| Parent             | 23 January 2018  | <p>I am writing in support of the proposal for Noam Primary School to join the voluntary aided education sector. I have three sons currently attending the school. They are receiving a fantastic secular education including a broad range of topics relevant to national and global issues to engage them as responsible and caring members of society.</p> <p>The school can only improve its scope by gaining access to provision for inclusion of children with particular needs as well as facilities to ensure that our children are stretched and challenged further to reach their potential in all aspects and to enrich their education.</p> <p>With thanks to those with the ambition to push for this important move.</p> |

| Name of Respondent | Date of response | Response   |
|--------------------|------------------|--|
| Parent             | 24 January 2018  | I support the case of Noam Primary to become a voluntary aided school.   |
| Parent             | 24 January 2018  | Myself and my husband are very hopeful that Noam will receive voluntary aid. This will help our children have a more rounded education with more facilities, more space and to be on par with other Barnet schools.  |
| Governor/Parents   | 24 January 2018  | We will benefit from Noam Primary School joining the Barnet maintained sector as a voluntary aided school. We wholeheartedly support this proposal. The relocation of Noam to Barnet will enhance our access to the school, and enhance the ability of Noam to deliver high quality education. Noam is unique in many ways and its inclusion in the maintained sector will increase the diversity of provision in Barnet   |
| Governor/Parent    | 24 January 2018  | As a Barnet resident, I support the consultation as I have a number of children in the school and I feel this school fits all their cultural and academic needs. Additionally, as a state school, the top tier education Noam provides will be open to all Barnet residents and this would provide a benefit to the wider Barnet area.   |
| Parent             | 24 January 2018  | We fully support Noam Primary School in their endeavour to become a voluntary aided school.<br><br>The school plays a vital role in the community and is in desperate need of the added resources that will become available to a voluntary aided school- such as permanent premises, government financial assistance to improve the learning resources and facilities for our children.   |
| Governor/Parents   | 24 January 2018  | We fully support the application in the hope that Noam can become a voluntary aided school.<br><br>The school provides a wonderful, caring environment for our children and the education they receive in secular, as well as Jewish subjects is excellent, as evidenced by the SAT outcomes. However in the present situation, the premises are inadequate and we are having to pay high fees due to lack of state aid. There are also obvious challenges due to distance and traffic in going to and from the school. Noam can only benefit from working with Barnet and other local schools and I believe that other schools could benefit from the experience Noam has to offer. |

| Name of Respondent | Date of response | Response   |
|--------------------|------------------|--|
|                    |                  | <p>It seems wrong that as a lifelong resident of the Borough of Barnet I was and am unable to send my children to a Voluntary Aided Jewish school in the Borough due to lack of places. Because of this we have to travel further and pay more for our children's education.</p> <p>I do hope the application is made and the school is soon accepted.</p>   |
| Parent             | 24 January 2018  | <p>Having been a parent of children at Noam Primary School for the past 13 years which is a happy well rounded school in both jewish and secular education, i can honestly say that there is a huge need in our community for the school to become Voluntary aided. There is a lack of orthodox jewish school places in Barnet and whilst Noam has just managed to keep its head above water for the past 15 or so years without state help, a new building in Barnet closer to where the students live is crucial to its continuation to provide the wonderful secular and jewish education it has provided for so long.</p> <p>There is no question that Barnet as well as Noam and all the families and children who are involved in the school, will benefit enormously from becoming one of Barnet's voluntary aided schools.</p> |
| Parent             | 24 January 2018  | <p>I am fully in support of the Noam Primary School Voluntary Aid proposal. I believe it's a major step towards further enriching and supporting pupils and staff to make our school even better and to provide excellent education.</p>   |
| Parents            | 24 January 2018  | <p>My wife and I currently send our children to Noam and we feel qualified therefore to say that Noam is a truly unique school. It provides an outstanding education and a warm environment facilitated by caring teachers in what are currently fairly limited facilities. We are very eager to see Noam reach this next milestone in its development and are confident that this will only help to improve the standards and prospects for the children attending.</p> <p>There is a clear need for an increase in capacity for orthodox Jewish primary schools within Barnet council and specifically north west London. Noam would be a most fitting candidate to support</p>  |



| Name of Respondent | Date of response | Response   |
|--------------------|------------------|--|
|                    |                  | this need with such a strong foundation from which to grow.  |
| Parent             | 24 January 2018  | <p>I currently have children attending Noam Primary School, and two who have graduated from primary school.</p> <p>I strongly support the application for the school to achieve Voluntary Aided status. As a parent, my experience of the school has been extremely positive. I feel that becoming a State aided school will help the school to achieve a stability which will only benefit the children who attend the school and their families, as well as helping to secure the financial stability of the school, and therefore allowing for job security for its excellent teachers and support staff. I feel the Governors have made huge progress to achieve the level of governance required to this stage, and becoming state aided will allow the good governance of the school to continue, and for best practise as identified elsewhere in the state sector to be implemented in all areas of the running of the school.</p>   |
| Parent             | 24 January 2018  | <p>I'm writing to give my support for the new building for Noam Primary School. The current building is cramped and outdated, and a new building will provide much needed space for the children, particularly for PE and for outdoor provision for the nursery, in addition to more facilities in classrooms and throughout the school.</p> <p>The current location of the school, in Wembley, has never been suitable. Most pupils live in Hendon, Golders Green or Edgware and the proposed site in Burnt Oak is much closer and more centrally located, meaning that the pupils, almost all of whom live in Barnet, will halve their daily commute. They will have more free time, and in some cases will be able to walk or ride to school, reducing congestion and pollution and increasing their wellbeing and fitness, as well as that of their siblings and parents.</p> <p>The school is currently private and the fees are quite prohibitive, especially as many parents have three or more children in the Jewish community. Becoming voluntary aided would be a great relief to many families. Additionally, this will help the school access more resources. Currently the school struggles to meet its basic financial needs in terms of paying their staff and rent. Being</p> |

| Name of Respondent | Date of response | Response  |
|--------------------|------------------|---|
|                    |                  | voluntary aided will mean that the school's governing body can concentrate on making the school thrive, rather than keeping it financially afloat. It is a great school of committed parents and dedicated staff, and relieving it of its huge financial burden will enable it to thrive, and the children to access greater opportunities for learning and for better futures.   |
| Parent             | 25 January 2018  | <p>We fully support Noam Primary School in their endeavour to become a voluntary aided school.</p> <p>The school plays a vital role in the community and is in great need of the added resources that will become available to a voluntary aided school</p>   |
| Parents            | 25 January 2018  | <p>We very much in favour of Noam primary School becoming a voluntary aided school.</p> <p>It will help assist the school to become an outstanding school and enhance the children with more support and ability to help develop their extra curriculum activities.<br/>Also reduce the struggle financial to run the school.</p>   |
| Parents            | 25 January 2018  | <p>My wife and I are very excited at the prospect of Noam becoming a voluntary aided school. Our child is now in her second year in the school and our impression of Noam is that it is a very good school which excels in many areas. We feel that together with the drive for the new building and with support from Barnet council by becoming a voluntary aided school, Noam can reach even greater heights and be a true asset to the community.</p> <p>We, therefore, give our full support towards the proposal.</p> |
| Parent             | 25 January 2018  | <p>I am emailing as a Noam parent to give strong support for the school's application to become a Voluntary aided nursery and school. This will make a huge difference to the school and its ability to provide a high class education to the children it provides for. It has taken a long time to get to this point and I really hope that Barnet will approve the application speedily so our children and future children can benefit.</p>  |
| Parent             | 28 January 2018  | <p>We would to like to express our support for the school's proposal to become voluntary aided.</p>   |

| Name of Respondent                        | Date of response | Response  |
|---|------------------|---|
|   |                  | <p>Having seen so many schools prove to be successful under this model, we see no reason why Noam should be any exception. It will be a truly valuable decision for countless families, including ours, and we are grateful that the opportunity is being considered.</p>   |
| Parent                                    | 28 January 2018  | <p>I strongly support the proposal for Noam primary school to become state aided. As a parent of 3 children currently in the school, I can see how it is a school that aims to produce young people who will be valuable members of British society. The ethos of the school, and the morals embedded in the children are fantastic. Additionally, the children are all encouraged on an individual basis to produce their personal best in their studies; in a warm and loving environment. This is a school that Barnet Council will be proud to help, and proud to be able to claim as one of its schools.</p> |
| Parents                                   | 28 January 2018  | <p>Noam has been a wonderful school for our children over the years and the only thing that would make the school even better than it already is would be to become state aided which would improve the facilities for the children and help in all aspects when the children eventually move into their new building.</p>  |
| GMB Trade Union                           | 30 January 2018  | <p>We do not have any objections and are completely satisfied with the terms of the move within Barnets local authority.</p>  |
| Menorah Foundation Primary School         | 5 February 2018  | <p>Menorah Foundation Primary School is a two form state aided faith school and is continuously over-subscribed. We are writing to extend our full support of your school's application to join the maintained sector as a voluntary aided school in the London Borough of Barnet where we believe there is a need for additional school places within the community.</p> <p>We also see the opportunity for collaboration between Noam and MFS in areas including but not limited to education, security and transportation.</p>   |
| R. David Myers<br>(Partnership for Jewish | 8 February 2018  | <p>I would like to voice my support and the support of Pajes to this proposal.</p>  |

| Name of Respondent | Date of response | Response   |
|--------------------|------------------|--|
| Schools (PaJeS))   |                  | Noam educates children from the orthodox sector, where there is increasing demand, and the community would look to the authorities to support this school and approve its inclusion as a voluntary aided school. |

## **Barnet Framework for Independent Schools Wishing to Join the Maintained Sector**

### **Submission**

Please submit both physical and electronic copies of your application, ensuring that you have completed Appendix A, B and C. Please attach all sources of evidence that you wish the council to consider.

### **Post Submission**

If your independent school passes the paper-based assessment, your school will receive a visit from one or more representatives of the Council before being invited to interview. The visit will form part of the assessment of the transition plans in your application and your self-assessment and will inform interview questions.

### **Appeals and reapplying**

Decisions by the Council are final and there is no formal appeals process. If your application is not successful, you will receive a feedback letter giving information about the judgement. You should allow enough time to address any weaknesses and strengthen your application before reapplying. If you are reapplying after being unsuccessful previously, we expect you to demonstrate explicitly how you have changed your application in response to the written feedback you received. If this feedback is not addressed, it is likely that your application will not be considered further, and you may not get full feedback on the application.

### **Data protection**

Personal data is collected in order to consider an application to set a Barnet maintained school and will not be used for other purposes.

**Barnet Framework for Independent Schools Wishing to Join the Maintained Sector****Information about the current independent school**

1. The name and address of the current independent school.
2. Date the school was established
3. Please set out any particular ethos of the current school, including any educational philosophy
4. Please set out the current ownership and governance arrangements for the **independent school** (trust, company, governing body) and set out the relationship and responsibilities between parties involved in the governance.
5. Please list all members of the current Trust and/or governing body, identifying any specific role (e.g. Chair, Vice chair etc)
6. Please list dates of Governing Body meetings over the last 12 months and provide minutes of the meetings.
7. Please set out the current ownership arrangements for the land and premises

**Information about the proposed maintained school**

8. The name and address of the proposed maintained school
9. Please set out any particular ethos of the proposed maintained school, including any educational philosophy if different from above
10. Please set out the proposed governance arrangements of the proposed **maintained school** and the proposed relationship and responsibilities between parties involved in the governance.
11. Please list all members of the proposed governance arrangements of the proposed maintained school, identifying any specific role (e.g. Chair, Vice chair etc)
12. Please set out the proposed ownership arrangements for the land and premises for the proposed maintained school

**A. There is a genuine demand/need for this type of school in the local area**

13. Please set out your evidence there is a need for the proposed maintained school in the area. Where the school is proposing to operate as a designated faith school, a demand for places for pupils of that faith must be demonstrated.

14. In your current independent school, please confirm the number of pupils you seek to receive in September each year in Reception for primary schools or Year 7 for secondary schools.
15. Please confirm the current number of all pupils in your school.
16. Please confirm the number of these current pupils that are resident in Barnet.
17. Please provide the number of pupils on roll for each of the last five years in each year group.
18. For each of the last five years, please provide the number of applications received for entry (either Reception or Year 7 places) and the numbers that start in September each year.
19. For the proposed maintained school, please provide the projected number of pupils in each year group for the first seven years of operation.
20. In proposing any expansion to your current numbers you will need to set out clearly how this will be managed. Please set out the suitability of the related curriculum offer and the capacity of the school, in terms of site, staff, and resources to support an expansion.

**B. The school is able to meet the high standards expected of state maintained funded educational provision**

21. Please confirm the date and outcome of your last Ofsted inspection and provide a link to the inspection report.
22. Please confirm that you have provided your latest self-assessment against the Ofsted common inspection framework (Appendix A).
23. Please confirm how your self-assessment has been externally validated and provide contact details of the external validator (or organisation).
24. Please provide minutes of your Governing Body meetings for the last 12 months.
25. Please provide a self-assessment of your governing body (Appendix B) and provide evidence/examples of how your governing body has effectively monitored and challenged the independent school to improve educational standards.
26. Please set out how your proposed governance structure, and roles and responsibilities will ensure accountability and effective decision making in the new proposed school and drive continuous improvement in the school.
27. Please set out any transition or improvement plan to ensure that the governing body of the new maintained school will be a highly effective governing body in driving continuous improvement. In particular, you should demonstrate how the

leadership in your school has or will have successful systems in place to monitor and develop the effectiveness of teaching and learning, and the continuous professional development arrangements to underpin that.

28. Please provide the proposed instruments of governance for the new maintained school.
29. For secondary schools, please provide details of the destination of pupils who have left your school in, at least the last two years.

**C. Current and projected financial health of the proposer is strong**

30. Please provide three years audited accounts of a) the school and b) the proposing organisation/trust (if different).
31. Please set out any secured and unsecured loans of ) the school and b) the proposing organisation/trust (if different).
32. Please set out any other financial liabilities of a) the school and b) the proposing organisation/trust (if different).
33. Please confirm that, if requested, you are prepared to share financial information in relation to the proposing organisation/trust and the school with the council's independent financial advisors.

**D. The proposal represents long term value for money**

34. Please provide a five year projected revenue budget for the proposed maintained school that follows the national scheme for Consistent Financial Reporting in Schools (CFR).
35. Please provide a list of all posts in the proposed maintained school (teaching, support, management, administrative) together with the salary information, employer contributions (national insurance and pension contributions).
36. Please confirm that your pay policy complies with the provisions in the School Teachers' Pay and Conditions. If not, please set out the steps and timetable for ensuring that your pay policy complies and all staff are paid according to these provisions
37. Please provide a copy of your policy in relation to voluntary contributions in the proposed maintained school.



38. If your budget relies on regular voluntary contributions for the delivery of any part of the school day (excluding after school activities), please provide evidence for any assumptions you have made in relation to these contributions.
39. If your budget relies on regular voluntary contributions for the delivery of any part of the school day (excluding after school activities), please set out the elements of the curriculum or other activities which are dependent on these voluntary contributions.
40. If your budget relies on regular voluntary contributions or donations for the delivery of any part of the school day (excluding after school activities), please set out number of timetabled hours each week that will be funded by
  - a) State funding through the schools funding formula
  - b) Voluntary contributions or donations
41. Please set out how the school will work in partnership with other local schools. for example, utilising resources and expertise, to contribute to the achievement of all of Barnet's children

#### **E. Suitability**

42. Please describe the approach of the proposed maintained school to provide for the spiritual, moral, social and cultural development of the pupils and in particular, to meet the Department for Education's guidance 'Promoting pupils' spiritual, moral, social and cultural development'. Please demonstrate how the school will promote fundamental British values across a range of subjects as part of a broad and balanced curriculum.
43. Please provide examples of how pupils in the school will develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to a life in modern Britain.

#### **F. The school is able to deliver the whole of the national curriculum to the expected high standard**

44. Please provide your proposed timetable for each year group (weekly or fortnightly timetable).
45. Please provide a breakdown of the how many hours in the timetable (weekly or fortnightly) that is allocated to the teaching of
  - a) English
  - b) Maths
  - c) Science
  - d) PE

46. Please indicate any areas of the national curriculum that are underdeveloped and set out your plans to strengthen or improve this aspect of the curriculum. Please indicate the resources required to deliver the improvement and the timetable for implementing the improvement (e.g. if your music offer is not yet meeting the expectations of the national curriculum, what steps are you taking and when will the steps be taken)
47. Please provide a staff structure, clearly indicating lines of accountability and responsibilities.
48. Please provide a list of all staff that will be employed in the proposed maintained school and indicate whether each person has Qualified Teacher Status (QTS). If not, for each person, please set out the plan of action and timetable for acquiring QTS.

#### **G. The school meets the requirements as set out in the Equalities Act**

49. Please set out how the maintained school will demonstrate that it is meeting the requirements as set out in the Equalities Act.  
(you may find it helpful to consult the 'Guidance for schools on the Equality Act')

#### **H. Due diligence**

50. Please provide copies of all policies that are statutory requirement of the Department for Education. Please see required <https://www.gov.uk/government/publications/statutory-policies-for-schools>
51. Please provide a copy of your register of interest for the headteacher and governors of the proposed maintained school.
52. Please provide a signed declaration as set out in Appendix C

#### **I. The school building is appropriate or can easily be improved**

53. Please confirm whether your current premises meet the requirements of Building Bulletin 103. If not, please provide a costed timetabled plan of action together with evidence of the source of funding that will ensure the premises will meet this standard.
54. Please provide a condition survey that must have taken place within 1 year of the application

55. Please provide a recent asbestos survey and register (dated within 1 year of the application)
56. Please provide a copy of the last 12 months energy bills.
57. Please provide a fire management/ risk assessment/ escape plan.

CONFIDENTIAL

### Appendix A. Self – assessment against Ofsted framework for the current independent school

Please complete the following self-assessment in full.

|   |  |  |   |  |                             |                     |
|---|--|--|---|--|-----------------------------|---------------------|
| <b>Name of school</b>                     |  |  |   |  |                             |                     |
| <b>Girls/Boys/<br/>Co-educational</b>     |  | <b>% Special Educational Needs</b>   | <b>% Free School Meals (or pupils on bursaries)</b> | <b>% English as an Additional Language</b> | <b>% Persistent Absence</b> | <b>% Attendance</b> |
|   |  |  |   |  |                             |                     |
| <b>Name of principal</b>                  |  | <b>Additional information about the school</b>   |   |  |                             |                     |
| <b>Chair of governors</b>                 |  | [Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.] |   |  |                             |                     |
| <b>Number of pupils currently on roll</b> |  |  |   |  |                             |                     |
| <b>Capacity</b>                           |  |  |   |  |                             |                     |

| Your assessment against Ofsted framework<br>(please provide a commentary) Review<br>outcomes - current position |   | Your self-<br>assessed<br>Ofsted<br>grade (1-4) | Required position - risks, actions plan (including priorities<br>identified) and timescales |
|---|---|---|---|
| <b>Overall<br/>Position</b>   | [Please provide an overall<br>commentary on your school,<br>with reference to the Ofsted<br>grade descriptors, please delete<br>this guidance before submitting<br>this form] |   |   |

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| <p><b>Achievement of pupils at your school</b></p> | <p>[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data.</p> <p>The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum</p> <p>Closing the gap for all pupil groups and ensuring that SEND pupils achieve</p> <p>Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/ moderation will be essential to ensure reliability.</p> <p>please delete this guidance before submitting this form]</p> |  |  |
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| <p><b>Quality of teaching in your school</b></p> | <p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management.</p> <p>Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake.</p> <p>Consistency of student presentation of work and scrutiny reference progress and standards</p> <p>How marking, assessment and students feedback/reflection enhances pupil learning</p> <p>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs</p> <p>How teaching promotes pupils learning and progression</p> <p>The review should be validated externally to ensure moderated outcomes for the school</p> |  |  |
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|  |  |  |  |
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|  | <p>Reading, writing, communication and mathematics across the curriculum.<br/>Tutor and pastoral time including SMSC and British values<br/>please delete this guidance before submitting this form]</p> |  |  |
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| <p><b>Behaviour and safety of pupils</b></p> | <p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.</p> <p>Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance</p> |  |  |
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| <p><b>Quality of leadership in, and management of, your school</b></p> | <p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school. Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p> |  |  |
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| <p><b>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b></p> | <p>[pupil recruitment and how the education will be adapted to meet the needs of all<br/>         - progress on financial planning and cash management systems, including appointment of finance director<br/>         - budget predictions and resource for ongoing budget management<br/>         - trust's plans for ensuring funding agreement compliance<br/>         - ensuring adequate systems and controls in place, including accounting software package<br/>         please delete this guidance before submitting this form]</p> |  |  |
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| <p><b>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</b></p> |  |  |  |
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## Appendix B: Governance self-assessment

Please complete the following self-assessment in full.

| Your assessment against the Governors and Academies Financial Handbook   | Your assessment of current position (How you do it now) | How will you get to required position – Please list risks, actions plan (including priorities identified) and timescales |
|--|---|--|
| <p><b>1. The roles and responsibilities of the directors/trustees</b></p> <p>Please detail your duties as:</p> <ul style="list-style-type: none"> <li><b>J.</b> company directors and charity trustees;</li> <li><b>K.</b> accounting officer</li> </ul> <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p> |   |  |
| <p><b>2. Structure of the board</b></p> <p>Accountability system</p> <p>Structure of decision making</p>   |   |  |

|                           |   |  |  |
|---------------------------|---|--|--|
| <p><b>3. Meetings</b></p> | <p>Please detail your board and committee meetings schedule and outline agenda</p>  |  |  |
| <p><b>4. Finance</b></p>  | <p>Please give details of:</p> <ul style="list-style-type: none"> <li><b>L.</b> your chief financial officer, with appropriate qualifications and/or experience;</li> <li><b>M.</b> Schemes of delegation;</li> <li><b>N.</b> Approvals process- budget;</li> <li><b>O.</b> Investment policy;</li> <li><b>P.</b> Procurement including leases;</li> <li><b>Q.</b> Internal control framework;</li> <li><b>R.</b> Contingency and business continuity plan;</li> <li><b>S.</b> Insurance cover</li> </ul> |  |  |

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**Appendix C: Declaration**

As part of your application, you will need to sign a declaration guaranteeing that you have disclosed all your financial liabilities, including any tax disputes.

**One copy must be signed by a company member on behalf of the company/trust and one copy by the Chair of the Governing Body**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Barnet maintained school in accordance with:

- T.** all relevant obligations and requirements that apply to Barnet maintained schools (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- U.** the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that we are not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current governors of the school have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am chair of the school's governing body that I or any other governor are or have been so barred I will notify Barnet Council. I and all other governors understand that the school's application may be rejected if a governor of the school is found to have been barred from regulated activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**



**Position:**  
**Print name:**  
**Date:**

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| DfE expectation of factors that need to be considered by decision-makers                            | Evidence provided  |
|---|--|
| 1. There is a genuine need / demand for this type of school in the local area                       | <p>Table showing the number of children on roll per year group, from 2010/11 to 2017/18</p> <p>Reference to Staetsky and Boyd's report, dated November 2017, 'The and rise of Jewish Schools in the UK, published by The Institute for Jewish Policy Research.</p>   |
| 2. The school is expected to meet the high standards expected of state-funded educational provision | <p>Link to Ofsted Reports dated 30 January 2018, 4 June 2013 and 2 May 2007; all with '<b>Good</b>' rating</p> <p>Noam Primary School's Self-Evaluation Form, dated January 2018, against Ofsted's Framework for independent schools</p> <p>Instrument of Governance</p> <p>List of Governing Body / Committee members, with an outline of their biographies and experience</p> <p>Minutes of Governors Meetings</p> <p>List of proposed Trustees and Governors for Noam Primary as a voluntary aided school</p> <p>Governance self-assessment</p> |
| 3. Current and projected financial health of the proposer is strong                                 | <p>Draft Five-year Budget Plan, for the period 2017/18 to 2021/22</p> <p>A breakdown of Noam Primary School's 5-year projected staff costs</p> <p>Investment Policy</p> <p>Noam Primary School Ltd - Reports and Accounts for the years ending August 2014, August 2015, August 2016</p> <p>Noam Educational Trust's Reports and Accounts for the year ending September 2015, September 2016 and September 2017</p> <p>Noam Jewish Studies Income and Expenditure for 2019/20 (updated in 5-year Projected Budget)</p>                             |
| 4. The proposal represents long-term value for money  | <p>Projected 5-year Revenue Budget</p> <p>A projection of the expected numbers on roll for the first 7 years of operation as a proposed voluntary aided school.</p> <p>Plan to increase pupil numbers to 240 pupils across Nursery and Reception to Year 6</p>   |
| 5. Suitability  | <p>British Values Statement</p> <p>Reference to 2018 Ofsted Report highlighting the school's strength in promoting British values</p>  |
| 6. The school is able to deliver the whole of the National Curriculum to expected standard          | <p>Weekly lesson time-table for each year group</p> <p>List of Staff and Staff Structure</p> <p>English Curriculum Policy</p> <p>Handwriting Policy</p> <p>Mathematics Policy</p> <p>Science Curriculum Policy</p>   |
| 7. The school meets the requirements as set out in the Equalities Act                               | <p>Equality Policy</p> <p>Equality Impact Assessments</p> <p>Charges, Voluntary Contributions, Remissions and Refunds Policy</p> <p>SEND and Inclusion Policy</p>  |

|   |  |
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| 8. Evidence is provided to allow the local authority to undertake due diligence | Admissions Policy  |
|   | Behaviour Policy   |
|   | Breastfeeding- Friendly School Policy  |
|   | Complaints Policy  |
|   | Confidentiality Policy   |
|   | Data Protection and General Data Protection regulation (GDPR)  |
|   | E-Safety Policy  |
|   | Emotional Health and Wellbeing Policy  |
|   | Equality Impact Assessments  |
|   | Extremism and Radicalisation Policy  |
|   | Fire Safety Policy   |
|   | Health and Safety Policy   |
|   | Healthy Eating Policy  |
|   | Marking and Feedback Policy  |
|   | Medical and First Aid Policy   |
|   | Noam Medical Conditions Policy   |
|   | Staff Pay Policy (2018 Draft)  |
|   | Performance Management Policy  |
|   | Physical Restraint Policy  |
|   | Safeguarding and Child Protection Policy   |
|   | Safer recruitment Policy   |
| School Trips Policy   |  |
| Noam Trustees and Governors Register of Interest                                |  |
| Declaration guaranteeing disclosure of financial liabilities                    |  |
| 9. The School building is appropriate or can easily be improved                 | Asbestos Survey - current site   |
|   | Fire Safety Assessment - Current site  |
|   | Fire Safety Assessment - Proposed permanent site   |
|   | Letter from Chartered Surveyor confirming new building will comply with DfE Building Bulletin for mainstream schools |
|   | Gantt Chart listing schedule of work on the new site   |

**(JPR – Institute for Jewish Policy Research)**

### **The rise and rise of Jewish schools in the United Kingdom**

The number of Jewish children in Jewish schools has almost doubled since the mid-1990s, rising from 16,700 then to over 30,000 now, while the number of Jewish schools has jumped from 62 to 139 over the same period.

These are some of the key findings from a report published this week, entitled *The rise and rise of Jewish schools in the United Kingdom*, co-authored by JPR researchers Dr Daniel Staetsky and Dr Jonathan Boyd. It is the first in a series of studies being produced by the new partnership between the Board of Deputies of British Jews and the Institute for Jewish Policy Research, cooperating on the collection, analysis and publication of key community statistics.

The results of the study show that the majority of the 30,900 Jewish children studying in Jewish schools in 2014/15 were in haredi schools (17,500, or 57%), whilst the remainder (13,400, or 43%) were in mainstream schools. Twenty years ago, the equivalent proportions were 45% strictly Orthodox, 55% mainstream. The shifting balance provides further evidence of the changing composition of the British Jewish community.

The growth in the haredi sector is particularly striking. There are three times as many haredi schools in the UK today as there were twenty years ago, educating 10,000 more children between them.

However, the overall increase in enrolment is not exclusively due to the growth of the haredi population. A significant part of the upsurge can also be explained by developments in the non-haredi or 'mainstream' sector.

More than four out of ten mainstream Jewish school-age children are now studying in Jewish schools, compared with just a quarter twenty years ago. In numerical terms, that constitutes an increase of over 4,000 children. To accommodate this increase, there are 11 more Jewish schools operating in the mainstream sector than there were in the mid-1990s. Collectively, about 85% of all pupils studying in them are Jewish.

From a geographical perspective, Jewish pupil enrolment in mainstream schools in London and the surrounding areas has been growing steadily over the past twenty years, increasing by 72% since the mid-1990s. By contrast, Jewish pupil enrolment in mainstream Jewish schools outside of London has declined by 23% over the same period. In short, the mainstream Jewish school sector has become increasingly London-centric.

The geographical dynamics are very different in the haredi sector. Whilst the majority of pupils in the strictly Orthodox sector are still attending schools in London, the number in Manchester has more than trebled over the past twenty years, and the city has increased its share of haredi pupils from one in five to one in four of the total. Thus, numbers in the haredi school sector reveal a shift towards Manchester.

# The Noam Primary School

8–10 Forty Avenue, Wembley, Middlesex HA9 8JW

## Inspection dates

30 January–1 February 2018

|  |                    |
|--|--------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| Effectiveness of leadership and management   | <b>Good</b>        |
| Quality of teaching, learning and assessment | <b>Good</b>        |
| Personal development, behaviour and welfare  | <b>Outstanding</b> |
| Outcomes for pupils                          | <b>Good</b>        |
| Early years provision                        | <b>Good</b>        |
| Overall effectiveness at previous inspection | <b>Good</b>        |

## Summary of key findings for parents and pupils

### This is a good school

- Leaders, including governors and the proprietor, are highly ambitious and have a clear vision for the school.
- Leadership over time has ensured that all the independent school standards are met and the school continues to improve.
- Staff share the high expectations of leaders for pupil outcomes. Staff are committed, highly motivated and their morale is high.
- Governors and the proprietor know the school well. They work closely with senior leaders and provide effective support and challenge so that the school continues to improve.
- The quality of teaching is good. Consequently, pupils make good progress across the curriculum. Pupils are prepared well for the next stage of their education.
- Although children make good progress in early years, there are insufficient opportunities for them to develop their early writing skills. Leaders do not monitor the progress of children closely enough across all the areas of learning.
- Parents and carers are supportive of the school's leadership and think highly of the school.
- The curriculum is broad and balanced, and engages pupils well in their learning. The curriculum is enriched by a good range of activities and visits.
- Pupils' attitudes to their learning are consistently strong, and their behaviour is impeccable. Pupils feel very safe and well cared for and their personal development and welfare are exceptional.
- The school's work to promote pupils' spiritual, moral, social and cultural development is highly effective. British values are actively promoted.
- Pupils' progress in writing is weaker than in reading and mathematics across the school. Pupils do not routinely write at length in English and other subjects to improve their writing skills.
- Pupils sometimes have insufficient access to information and communication technology (ICT) to further support their learning.
- Some foundation subject leaders have yet to develop their skills fully in checking and improving the quality of teaching.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

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## Appendix B: Governance self-assessment

Please complete the following self-assessment in full.

| Your assessment against the Governors and Academies Financial Handbook  | Your assessment of current position (How you do it now)  | How will you get to required position – Please list risks, actions plan (including priorities identified) and timescales  |
|---|--|---|
| <p><b>1. The roles and responsibilities of the directors/trustees</b></p> <p>Please detail your duties as:</p> <p><b>J.</b> company directors and charity trustees;</p> <p><b>K.</b> accounting officer</p> <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p> | <p>There are presently three Trustees. The Trustees have ultimate responsibility for the running of the school but have delegated the day to day oversight of the school to a Governing Body (FGB), although matters relating to the accounts of the company are reserved to the Trustees.</p> <p>The Trustees and Governors of Noam Primary School seek to adopt governance arrangements which, as far as possible, follow best practice for maintained primary schools.</p> <p>The monitoring and challenge of the provision of education at the school is primarily through the Education Committee, which meets termly, although governors on the committee (and in particular the chair) have regular informal contact with the senior management team in between meetings. The Education Committee works collaboratively with the senior</p> | <p>The school considers that its current practices are in line with similar schools within the maintained sector. Nevertheless the school continues to look to improve its governance arrangements and will implement any further improvements identified as necessary on becoming voluntary aided.</p> |

|  |  |   |  |
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|  |  | <p>management team but will provide robust challenge where it identifies that there are opportunities to improve the school.</p> <p>Governor's regularly visit the school to liaise with the SLT. In particular, review days where the governors are allowed the opportunity to review school work and observe lessons are particularly useful. In the past, in consultation with SLT, the governors have also arranged external consultants to view the school's work and validate the school's judgements.</p> <p>Performance data is provided by the school to governors in data dashboards. The school uses 'ladders' to monitor progress of pupils and Target Tracker has recently been acquired to record and present the data.</p> <p>The Education committee includes members who are qualified and practising teachers but also includes skills from other disciplines.</p> <p>The school has recently been inspected with Ofsted, which confirmed that: <i>"Governors and the proprietor know the school well. They work closely with senior leaders and provide effective support and challenge so that the school</i></p> |  |
|--|--|---|--|

|   |   |   |   |
|---|---|---|---|
| <p><b>2. Structure of the board</b></p> | <p>Accountability system<br/>Structure of decision making</p> | <p><i>continues to improve.” and “Governance is effective. Governors know the school very well and provide senior leaders with good support and challenge. They are skilful, knowledgeable and experienced. They share the headteacher’s high expectations and are highly ambitious for pupils.”</i></p>  |   |
|   |   | <p>The FGB has overall day to day oversight of the school and has also appointed a number of committees which meet more regularly to provide more focussed oversight of different areas of the school. The following is a list of the current main committees: Finance; Education; Premises; Admissions; Staffing and ‘New Home’. The latter committee is tasked with (1) leading the work for developing the proposed new site in Burnt Oak to provide the school with a new purpose-built school building; and (2) coordinating the process for the school to apply to enter the state sector as a voluntary aided school.</p> <p>In addition to the committees listed, additional ad hoc committees may be formed from time to time, as required (for example, to deal with any complaints arising).</p> | <p>The school considers that its current practices are in line with similar schools within the maintained sector. Nevertheless the school continues to look to improve its governance arrangements and will implement any further improvements identified as necessary on becoming voluntary aided.</p> |

|                           |   |  |   |
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|                           |   | <p>Terms of Reference are in place for each of the committees and the Governing Body has adopted a Code of Conduct for governors.</p>  |   |
| <p><b>3. Meetings</b></p> | <p>Please detail your board and committee meetings schedule and outline agenda</p>  | <p>The FGB meets regularly (approximately four meetings per year) and committees will meet more regularly in-between FGB meetings.</p> <p>The agenda of the FGB will primarily consist of reports from the various standing committees, which allows discussion of any significant matters arising. Additional items requiring consideration by the FGB will also be added to the agenda as required.</p> <p>All FGB meetings are minuted and the previous meeting minutes are approved at each meeting.</p> | <p>The school considers that its current practices are in line with similar schools within the maintained sector. Nevertheless the school continues to look to improve its governance arrangements and will implement any further improvements identified as necessary on becoming voluntary aided.</p> |
| <p><b>4. Finance</b></p>  | <p>Please give details of:</p> <p><b>L.</b> your chief financial officer, with appropriate qualifications and/or experience;</p> <p><b>M.</b> Schemes of delegation;</p> <p><b>N.</b> Approvals process- budget;</p> <p><b>O.</b> Investment policy;</p> <p><b>P.</b> Procurement including leases;</p> | <p>The school employs a school business manager to manage the day to day finances of the school. The business manager reports to the headteacher and to the Finance Committee. The Finance Committee meets termly and includes two practising chartered accountants with relevant education and charity experience. The terms of reference of the Finance Committee are available on</p>   | <p>The areas identified as requiring additional documentation will be addressed as part of the school's transition to become voluntary aided.</p>   |

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|  | <p><b>Q.</b> Internal control framework;<br/> <b>R.</b> Contingency and business continuity plan;<br/> <b>S.</b> Insurance cover</p> | <p>the school website.</p> <p>The budget is approved by the Finance Committee annually during the first term of the school year.</p> <p>A draft investment policy enclosed at <b>Tab 19.</b></p> <p>Purchases above £1,000 are taken to the finance committee for approval. New tenders, leases and purchases over £10,000 are taken to the full governing body for approval.</p> <p>Procurement is done by the Secretary or the purchasing officer and approved by a member of the SLT.</p> <p>The school does not have documented internal control procedures in place yet and these will be prepared as part of the transition to becoming a voluntary aided school, however controls that are in place include the following:</p> <ul style="list-style-type: none"> <li>- Payment runs are approved by Headteacher.</li> <li>- The Headteacher reviews the payroll in detail and signs it off.</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>- The trustees have online banking access and regularly review transactions.</li> <li>- The finance committee are kept informed monthly on the cash flow position with a summary of expected income and expenditure for the following month.</li> <li>- Approval processes are in place for purchases.</li> </ul> <p>A documented Contingency and Business Continuity Plan will be developed as part of the transition to becoming a voluntary aided school.</p> <p>Insurance cover for the school is arranged through Ashley Page Insurance brokers. Further details of the insurance cover in place can be provided on request.</p> |  |
|--|--|--|--|

## Children, Education and Safeguarding Committee

29<sup>th</sup> November 2018



|                                |   |
|--------------------------------|---|
| <b>Title</b>                   | <b>Family Services Complaints, Compliments and Comments Annual Report 2017/18</b>   |
| <b>Report of</b>               | Strategic Director of Children and Young People   |
| <b>Wards</b>                   | All   |
| <b>Status</b>                  | Public  |
| <b>Urgent</b>                  | No  |
| <b>Key</b>                     | No  |
| <b>Enclosures</b>              | Appendix 1: Family Services Complaints, Compliments and Comments Annual Report 2017/18<br>Appendix 2: Statistics  |
| <b>Officer Contact Details</b> | Sarah Past 020 8359 7320<br><a href="mailto:Sarah.past@barnet.gov.uk">Sarah.past@barnet.gov.uk</a><br>Rachel Williams 020 8359 7615<br><a href="mailto:Rachel.williams@barnet.gov.uk">Rachel.williams@barnet.gov.uk</a> |

### Summary

This report provides an overview of the complaints and compliments received in Family Services in the period 1 April 2017 – 31 March 2018.

It reflects the progress that the service has made in how complaints can be used to learn and improve service delivery.

The appendix includes statistical data, commentary about the types of complaints and any trends, progress made since the last report and areas for further development.

## Officers Recommendations

1. That the Children, Education and Safeguarding Committee note the report and appendix.

### 1. WHY THIS REPORT IS NEEDED

- 1.1 This report is needed to report on complaints made about Family Services and its response. This report also gives Committee members an update on improvements made during 2017/18 and the next steps proposed during 2018/19 to enable the continual improvement of services in line with customer feedback and to reduce the likelihood of complaints arising.

### 2. REASONS FOR RECOMMENDATIONS

- 2.1 It is recommended that the contents of the reports be noted, especially in terms of complaints from children and young people and complaints processed under The Children Act 1989. This is to ensure that there is sufficient senior oversight and scrutiny of the way complaints are managed and learnt from

### 3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 N/A

### 4. POST DECISION IMPLEMENTATION

- 4.1 Following the decision, the service will continue to use complaints to inform service improvement and further engage with young people to ensure they have access to the complaints process.

### 5. IMPLICATIONS OF DECISION

#### 5.1 Corporate Priorities and Performance

Responding appropriately to and learning from complaints made in relation to children's services contributes to the Corporate Plan priority 'To create better life chances for children and young people across the borough' as well as our commitment to excellent Customer Care by listening to, and learning from feedback we can improve the service that we deliver to our residents.

The Council's Corporate Plan 2015-20 states that the council, working with local, regional and national partners, will strive to ensure that Barnet is a place:

- of opportunity, where people can further their quality of life
- where people are helped to help themselves, recognising that prevention is better than cure
- where responsibility is shared, fairly
- where services are delivered efficiently to get value for money for the taxpayer

#### 5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)



There are no financial implications arising directly from this report, however there is a cost associated with Stage 2 complaint investigations, which have increased during this reporting period. This pressure was managed within Children Services overall resources. Complaints and compliments play a key part in driving service improvement and contribute to delivering services effectively to get value for money for residents

### **5.3 Social Value**

Insight and information gained through complaints will contribute to the development of Family Services and the journey of service improvement. This will provide social value to the families that we support

### **5.4 Legal and Constitutional References**

5.4.1 The Children Act 1989 Representations Procedure (England) Regulations 2006. This lays out a clear legal process for complaints made in relation to any decision made under the Children Act i.e. any child or family receiving social care, and referred to as 'Statutory Complaints' in the attached appendices.

5.4.2 All other complaints are dealt with in accordance with Barnet's Corporate Complaints procedure – referred to as 'Service Complaints' in the attached appendices

5.4.3 As outlined in Article 7 of the Council's Constitution's Committees, Forums, Working Groups and Partnerships, the Committee's responsibilities includes:

- all matters relating to children, schools, education and libraries.
- to receive reports on relevant performance information on Delivery Units providing services under the remit of the Committee

### **5.5 Risk Management**

5.5.1 Failure to investigate and deal with our residents' complaints in a transparent and timely manner risks legal challenge and loss of confidence by our residents, as well as presenting a reputational risk. It also reduces opportunities to learn from complaints to improve services and to put plans in place to pro-actively reduce the likelihood of future complaints.

### **5.6 Equalities and Diversity**

5.6.1 The 2010 Equality Act outlines the provisions of the Public Sector Equalities Duty which requires Public Bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

The broad purpose of this duty is to integrate considerations of equality into day business and keep them under review in decision making, the design of policies and the delivery of services

Our procedures ensure compliance with the council's equality policies and Strategic Equalities Objective

The main objectives of the complaints procedure are to:

- recognise the rights of all service users to make complaints and representations and to have their views considered within a clear procedure as defined by law;
- ensure that council staff and all partner organisations work together so that every child or family facing problems and challenges, who wishes to make a complaint or representation, is well supported in reaching a satisfactory resolution
- make the complaints process more accessible to people who may not have easy access to information online. A new leaflet has been developed to support this.

## **5.7 Corporate Parenting**

5.7.1 The corporate parenting principles are seven principles that local authorities must have regard to when exercising their functions in relation to looked after children and young people, which are outlined in the Children and Social Work Act 2017.

5.7.2 The Complaints Team process complaints under the Children Act 1989 and Council's Complaints Procedure. The Team recognise their role as corporate parents, and take into account the corporate parenting principles when exercising their functions as follows:

- providing a clear and easy to access complaints procedure
- ensuring children and young people are made aware of their rights under the Children's Act through service promotional materials
- Providing a range of means by which children and young people can express their views, wishes and feelings at every stage of the complaints process, such as by telephone, email or in writing
- Sharing quarterly complaints reports with Team Manager and Heads of services to help children's views be taken into account and services delivered which meet their needs
- Providing challenge and following up complaint responses to ensure young people receive responses with timescales as much as possible

Through these processes, the Complaints Team espouse the corporate parenting principles and provide services and support to children and young people through the lens of what a reasonable parent would do to support their own children.

## **5.8 Consultation and Engagement**

The Complaints Officer consulted with managers from teams across Family Services.

## **5.9 Insight**

5.9.1 The Complaints Team analyse data on a quarterly basis and produce a report which is distributed to senior managers across Family Services. Team Managers and Senior Managers are made aware of all complaints and compliments received for their service. The Complaints Team work alongside the Service User Engagement Group to identify trends and action points to drive improvement based on client feedback.

## 6. BACKGROUND PAPERS

Family Services Complaints, Compliments and Comments Annual Report 2016-17

6.1

<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MId=8694&Ver=4>

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## Appendix 1

### Family Services Complaints, Compliments and Comments

#### Annual Report 1 April 2017 – 31 March 2018

##### 1. Executive summary

- 1.1 This report provides an annual summary of feedback recorded by Family Services from received complaints, compliments and comments. As a learning organisation we value feedback, both positive and negative, as this helps us to understand what we do well and what we need to better in the provision of services for children, young people and their families.
- 1.2 As part of our improvement journey, learning from complaints has been a key focus for this year. The Complaints Team are reporting on themes in the quarterly reports, and have good links with the Service User Engagement project and the Development Team. However, there is still more to do to integrate learning from complaints and compliments into wider workforce and service development. Over the coming year we need to focus on taking practical action to remedy individual complaints and prevent future complaints.
- 1.3 During 2017/18 there were 121 formal Stage 1 complaints and 124 compliments received. This is an increase of 10 formal Stage 1 complaints from 111 last year and a decrease of 1 compliment from 125 in the previous year. In this year Family Services worked with over 5000 children, so the number of complaints made represents 2% of the cohort.
- 1.4 Whilst there has been an increase in complaints overall, the main service with an increase in the volume of complaints was Intake & Assessment, whilst Intervention & Planning saw a decrease. There has been an increase in the number of complaints from young people, which indicates that young people have access to the complaints process.
- 1.5 61% of complaints received were responded to within the given timescale. This is below the corporate target of 90%. The months when staff are more likely to take leave (August, December and March) were particularly low in performance.
- 1.6 The number of compliments recorded has remained at a consistent level, with the Intake & Assessment and Placements & Disabilities services seeing an increase. In previous years the non-statutory teams received the highest number of compliments, so it is positive that we are now seeing more front-line teams receiving positive feedback. The majority of these are from parents and other professionals.
- 1.7 Plans are in place to deal with the key theme from complaints through the improvement activities being undertaken by Family Services.

## 2. Complaints Procedures followed by Family Services

2.1 There are two types of complaints processes followed by Family Services: *The Children Act 1989 Representation Procedure (England) Regulations 2006* for all complaints relating to actions taken under The Children Act (statutory complaints); and the Council's Complaints process for all other complaints (Service complaints).

2.2 *The Children Act 1989 Representation Procedure (England) Regulations 2006* has 3 stages:

**Stage 1:** Local Resolution – responded to by Team Manager, with oversight from Head of Service

**Stage 2:** Independent Investigation – complaint is investigated by an external officer

**Stage 3:** Review Panel – the complaint investigation is reviewed by a panel of independent people.

2.3 *Council's Corporate Complaints:*

**Stage 1:** responded to by Team Manager, with oversight from Head of Service

**Stage 2:** Investigation by a senior manager (usually Assistant/Operational Director)

**Stage 3:** Review – by a senior manager from another Delivery Unit. This stage was removed from the process in July 2017.

2.4 Throughout the complaints process staff have due regard to the Council's responsibilities towards equality, and any issues relating to race, gender or disability would be investigated and addressed.

## 3. Overall number of complaints in 2017-18 (see appendix A for a detailed breakdown)

3.1 There were 121 Stage 1 complaints, and 5 Stage 2 complaints received 2017/18 representing a 9% increase from 2016/17.

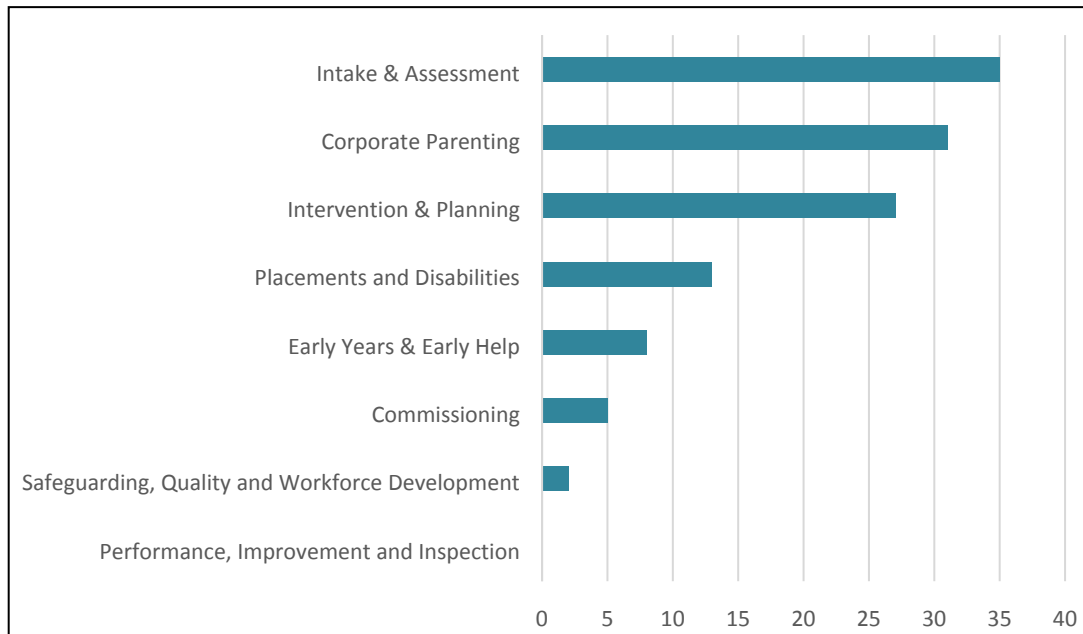
3.2 The number of Stage 2 investigations under the Children Act increased from one to three, with a further three being started but not completed in this reporting period. This is significant because Stage 2 investigations are lengthy, costly and are stressful for those involved.

3.3 Overall, 21% of Stage 1 complaints received were upheld, a significant increase from 9% in the previous year.

#### 4. Summary of Stage 1 complaints

As Table 1 outlines, 87% of all complaints received during 2017/18 were about Children's Social Care Services. This is in line with expectations, as the work undertaken by these teams is often intensive and emotive.

Table 1



- 4.1 39% of complaints were about dissatisfaction with the actions of staff, and this is a 3% increase from 2016/17. These complaints are usually about the attitude of the staff member (such as the complainant felt that they were rude, or unsympathetic) or that the staff member has not completed tasks that they should have done (such as responding to an email or returning a phone call). However, it is recognised that in some cases the complainant is unhappy with the intervention from social services, and makes a complaint about the worker as a way of responding to the concerns that are being raised about their family. The majority of these complaints were about the Intake & Assessment Teams (20).
- 4.2 The second highest category of complaint relates to people feeling that they have generally received a poor service, representing 26% of complaints, a 9% increase from last year. These are where the complainant generally feels that they have not been supported in the right way, and usually contains elements such as a lack of good communication and delays in actions being completed.
- 4.3 Complaints relating to decision making account for 15% of all complaints, although this is a 9% decrease from last year. These complaints are generally challenging decisions that are difficult for families to accept or understand, such as the outcome of an assessment, or the placement of a Looked After child.

- 4.4 The Intake & Assessment Service is made up of the MASH team and the Duty and Assessment teams, who assess all new cases coming into the service. It received the highest level of complaints (35) within Children's Social Care service area and the highest proportion of complaints (20) under the category of 'action of a staff member'. Families being assessed by the Duty & Assessment Teams are often experiencing significant challenges or are in a time of crisis, and may react by raising complaints about the worker or the decision making. However, we also need to consider whether this could also indicate that DAT team workers need to consider their approach with families.
- 4.5 However, the I&A Service also received the highest volume (28) of Children's Social Care compliments. 16 of these were from parents, and many of the compliments included the sentiment of 'thank you for taking the time to listen to us', and saying that they felt supported by their social worker. This is a great improvement, because in the previous year this service only recorded 15 compliments in total, only six of which were from parents.
- 4.6 The 0 to 25 Service has seen a drop in the number of complaints received (6, compared to 13 in the previous year). The nature of the complaints received has changed, and the service received fewer complaints about care packages. This is attributed to a focus co-production with parents, and emphasis on evidence based assessments, and the Disability Resource Panel, both of which mean that families are getting the appropriate packages for their needs and in a timely manner.
- 4.7 21% of the Stage 1 complaints were upheld, compared to 9% last year. The majority of the upheld complaints were about a general lack of poor service, where we have acknowledged that the family has not received the quality of service that they should have done. Having a high number of upheld complaints demonstrates that we are recognising when we are at fault – the next step is to ensure that we are learning from those complaints.
- 4.8 61% of complaints received were responded to within the given timescale. This is below the corporate target of 90%. The months when staff are more likely to take leave (August, December and March) were particularly low in performance. The Intake & Assessment Service has the lowest percentage of complaints responded to on time. It is important that we improve on this, because if we respond to complaints on time, the chances of successful resolution are better. It also has an impact on the social worker's ability to successfully engage with a family if there is an outstanding complaint.

## **5. Stage 2 Complaints**

- 5.1 During 2017/18, two complaints were progressed under Stage 2 of the Council's complaint procedure.
- 5.2 One of these related to the Early Years Service, where the parent was unhappy that there had been a delay in providing funding for his son's nursery place. The parent escalated this to stage 2 because he felt that the explanation for the delay, which had been in part due to the nursery and in part due to our finance



processes, was not satisfactory. The complaint was partially upheld at Stage 2, and we offered a compensation amount of £500.

- 5.3 The other complaint related to the Duty and Assessment Team, regarding a case where the parent felt that the social workers and team manager were not sympathetic towards her child's transgender issues, and did not feel that a Child and Family Assessment was necessary. This was reviewed at Stage 2 but was not upheld.
- 5.4 During 2017/18, we carried out three investigations under Stage 2 complaint of the Children Act, and a further three were started but not completed in this reporting period. This is an increase from one in the previous year. The Children Act requires the appointment of an independent investigator to carry out Stage 2 complaints. All of these were from young people.
- 5.5 One complaint related to events that happened in 2012, and the young person says that he should have been accommodated as a child in care, rather than offered Temporary Accommodation. The Investigating Officer agreed, and we offered a compensation amount to reflect support that the young person would have received had he been a child in care and care leaver. Since 2012, joint assessments between social care and housing have improved, so this should prevent similar issues occurring now.
- 5.6 One complaint was from two looked after siblings, who felt that their social worker was not supportive and did not complete tasks when promised. They also felt that their foster carer had been treated unfairly. The Investigating Officer did not uphold much of their complaint, although acknowledged that they had experienced several changes of social worker without smooth transitions. The siblings were not satisfied that their complaint was resolved, and are currently in discussions with the Operational Director, and it is hoped that this will move things forward for them.
- 5.7 The third complaint was from a care leaver who felt that we should not have closed her case when we did, as it affected her mental health. The Investigating Officer found that support had been offered to the young person to engage with services, but that the young person had not engaged with this support, therefore the Local Authority were right to consider closing the case, and acknowledged that this had been done gradually to allow the young person to move to independence. Since these events, the criteria for the Onwards and Upwards (Leaving Care team) has changed.
- 5.8 Of the 6 stage 2 complaint investigations started in this reporting period, 5 of them could have been avoided or at least reduced by more timely resolution at Stage 1. In all cases where the complainant is unhappy following the initial stage 1 response, the complaints team request that the Head of Service review the case and complaint, and where appropriate offer a meeting. In these 5 cases, delays in this happening led to the complaint escalating to stage 2, where it may have otherwise been resolved at Stage 1.

## **6. Stage 3 Complaints**

- 6.1 There were no Stage 3 complaint investigations under the Children Act in 2017/18. One of the complainants who had had his complaint investigated under Stage 2 requested to escalate his complaint. However after discussions between him and the Complaints Team, it was agreed to request an early referral to the Local Government Ombudsman, which was accepted.
- 6.2 The Council's complaints procedure was rewritten in July 2017, and the Stage 3 was removed. Family Services did not receive any Stage 3 complaints between April 2017 and July 2017.

## **7. Complaints received from young people (see Appendix C for statistics)**

- 7.1 During 2017/18 there were 15 complaints received from young people, a slight increase from the previous year (12). This indicates that young people have access to the complaints process.
- 7.2 From September 2017, the advocacy arrangements for children in care changed, having previously been provided by Barnardo's the service moved internally, with the advocate being directly employed by Barnet. This should help to create a more direct relationship between the advocate and the social work teams, whilst still maintaining the independence of the advocate and help issues be resolved more quickly.
- 7.3 All of the complaints received from young people were about their experience of services from Children's Social Care Services; in particular, the Children in Care team and the Onwards & Upwards Care Leaver Service. There was one complaint about the residential unit, and one about a Duty and Assessment social worker. Young people complained about social workers failing to keep promises, not feeling supported by their social workers or experiencing frequent changes of allocated worker. There were also several about placement moves (i.e. the young person needing or wanting to move placements, but felt that the worker was not doing enough to arrange a new placement quickly enough).
- 7.4 Six complaints related to the action of a member of staff (an increase from last year) and a further five complaining about a decision that had been made that they disagreed with. In many of the complaints, there were points that were upheld as it was acknowledged that social workers could have done things better, or approached things in a different way, but that the decision still needed to stand.
- 7.5 In the partially upheld or upheld complaints, it was acknowledged that there had been delays in decisions been made or action being taken.

## **8. Themes from complaints**

- 8.1 There are a number of themes that the complaints team have highlighted throughout this year. There is a vast amount of improvement activity going on in

Family Services as part of the Improvement Plan, and the themes noted in complaints are often the same as noted in other review work, such as case audits.

#### **8.2 Fathers who are not in the family home feeling excluded from the case management**

This is something which was noted in the Ofsted inspection, and continues to be assessed as 'Requires Improvement' through our internal auditing processes which note parent engagement in assessments and planning. This is being used to inform training and development of staff.

#### **8.3 Young people experiencing delays in placement moves**

Ofsted found that placement stability and choices of placements for children are improving, with an increase in the number of Barnet registered foster carers, and reviews of semi-independent provision. However, we continue to need foster carers for adolescents with complex needs in particular, and will be updating the Placement Sufficiency Strategy in October 2018 to plan how this need can be met. The 2017/18 target of recruiting 10 foster carers was met.

Barnet is involved in sub-regional partnerships to aid placement sufficiency, including the West London Alliance, under which we are leading on the re-commissioning of Independent Fostering Agency, and the North London Adoption and Fostering Consortium. and also on strengthening foster recruitment activity as part of the NLAFC.

#### **8.4 Families not being given copies of reports or assessment in good time prior to Child Protection Conferences**

A programme of activities, in collaboration with Essex County Council, has been developed to strengthen Child Protection Conferences and Looked After Children Reviews, with a new model of Conferencing being rolled out in April 2018

#### **8.5 Parents complaining that social workers are hard to get hold of**

Work has been done to reduce the average caseload of workers, to allow more time for direct work with families. Corporately, new technology including Office 365 and Skype has been implemented, which should allow workers better management of their workload and communication.

#### **8.6 Parents complaining about attitude of worker, being judgemental or unsympathetic**

The majority of these complaints related to Duty and Assessment and Intervention and Planning Teams, the nature of which is to make enquiries and challenge families to ensure that we are protecting children from harm. This can often be seen as a lack of sympathy by the family. Senior Managers and team managers manage this on a case by case basis, discussing in supervision with workers as appropriate.

**8.7 Complaints about unpaid invoices and delays in paying invoices. Usually this is due to delays in commitment forms being completed or authorised on the case system.**

Permissions have been reviewed in the social work systems and corporate teams are engaged in providing support to bureaucratic difficulties which are causing delays in provision of services.

**8.8 Parents not being informed that their child will be interviewed at school under Section 47 enquiries. The Head of Service agreed that consent should have been sought**

Although this was a one-off complaint, it is an important issue, as it shows a misunderstanding of the Section 47 process. The Head of Service discussed this in a team managers meeting as a reminder of our remit and duty under Section 47 and requested that this be reiterated to staff.

**8.9 Families experiencing several changes of social worker and/or not being told when they have a new worker**

In some cases, the change of social worker is necessary as the case progresses through the system (i.e. from duty to a longer term team), and in some cases the change was unavoidable due to the worker leaving. However what we need to improve on is reducing the time it takes to allocate a new worker, and the communication with the families.

## **9. Areas for development for 2018-19**

**9.1 Learning from complaints**

Feedback following the OFSTED Inspection of Children's Services in July 2017 highlighted that although we have good processes in place for dealing with individual complaints, we need to ensure that outcomes and learning from complaints has a real impact on service delivery. It was noted that there is a good level of information available regarding themes and trends in complaints, and that senior managers can use this to drive improvement. Over the coming year the Complaints Team will ensure that reports and data is easily accessible to senior managers, and will encourage the flow of information back to the Complaints Team to provide updates on improvement work so that this can also be collated into reports.

**9.2 Service User Engagement Group**

A Service User Engagement Group is being developed, although it has taken longer than anticipated for the pilot to be completed. Once this is established, this should provide a valuable link between the Complaints Team and the improvement work that is being carried out throughout Family Services. Themes and outcomes from complaints will feed into the project and contribute to action being taken to make improvements.

**9.3 Performance rates**

The Complaints Team and all team managers responsible for responding to complaints need to focus on responding to complaints within the time scale in order to meet deadlines. The Complaints Team will continue to send timely

reminders to support managers to ensure that we comply with The Children Act complaints process and the Council's policy.

#### **9.4 Learning from compliments**

The Complaints team regularly encourage staff to pass on positive feedback that has been received, and this is presented in the quarterly reports. It is important for staff morale and continued service improvements that good practice is recognised and learning is shared across the service to raise standards. The team will look at ways to identify learning from these compliments and will direct this to the Service User Engagement group.

## **10. Members enquiries**

10.1 In 2017/18, Family Service received 41 enquiries from elected members, a slight increase from 37 in the previous year.

10.2 In the majority of enquiries, the Member was providing assistance to the constituent by asking for an overview of the family's involvement with services to ensure that decisions were made fairly and in line with appropriate policies and procedures. Members are aware that they cannot influence decisions made under statutory processes, however they can ensure that these processes are followed correctly and that their constituents are treated fairly and justly.

10.3 The corporate target for responding to Members is 5 working days, and this target was achieved in 80% of enquiries.

10.4 Where the responses were out of time, this was mainly due to the complexity of the family's involvement with services and the feasibility of the manager gathering the relevant information in 5 working days. In such cases the Member was advised that there would be a delay.

## 11. Compliments

11.1 There were 124 compliments formally recorded in Family Service in this year, which is a decrease of one since last year. Staff and managers are encouraged to send compliments to be recorded so that they can be shared with the Senior Management Team and colleagues in the quarterly report.

### Some compliments received by staff in Family Services

- *"Thanks so much for your help over the weeks. Any families that get you as their social worker are in great hands and I wish you were still mine!"*
- *"I want to thank you for all the time and effort you put into helping me. You are an amazing Youth Worker. I wish you all the best for the future. I will always remember how you supported me and motivated me and how I would leave your sessions with a smile on my face. You taught me a lot and you are inspiring. Don't change for the world."*
- *"She was patient, non-judgemental and incredibly kind. She listened and helped me to love myself and capabilities as a mum. She was outstanding. She has made us a team - a loving mum and daughter who are there for each other now. Thank you, you have changed our lives."*
- *"Thank you so much for all your help. We are all well and things are getting a little better everyday. Forever grateful for what you did for our family"*
- *"This seems like a good time to thank you for listening with patience, supporting us with care and for being considerate and kind! You have been and are a really marvellous help to our family during this past year. Thank you."*
- *"I have loved every second of my session with her. Her help and information has been life changing to our family and home life. This has been one of the best things that we have ever done for our family. My relationship with my daughter has improved 100 fold and this is so important for me. I have found this so important and cannot express my appreciation. Our home is calmer, happier and smoother. My girls are getting on better with each other. The advice we received was invaluable and we couldn't be any happier, thank you so much for your kind and helpful manner. It has been a pleasure seeing you every week and you (and your magical wand) will be missed"*

## 12. Overall conclusion

- 12.1 Over the past year there has been a concentration on improvement work within Family Services, which identifies many of the same issues as complaints do. However, there is more work to do to really demonstrate that complaints are being used to drive that improvement work, and that staff at all levels are keen to learn from complaints, on an individual and on a thematic basis.
- 12.2 We recognise that we need to improve our performance in meeting timescales. It is known that delays in the initial response means that the complaint is more likely to escalate, as this causes additional distress to families. Team Managers and Senior Managers need to help ensure that complaints, and the statutory timescales, are taken seriously within their teams.
- 12.3 Over the year ahead there will be a continued drive to ensure that all service users have access to the complaints process, that we meet our timescales, and that learning from complaints and compliments is embedded into the improvement work of Family Services.

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## APPENDIX 2: Statistics

### Appendix A: Overall number of complaints in 2017-18

| Number of complaints received at each stage |            |          |          |              |
|---|------------|----------|----------|--------------|
| Type of complaint                           | Stage 1    | Stage 2  | Stage 3  | No of Upheld |
| Statutory complaints                        | 54         | 3        | 0        | 13%          |
| Service Complaints                          | 67         | 2        | 0*       | 27%          |
| <b>Total</b>                                | <b>121</b> | <b>5</b> | <b>0</b> | <b>21%</b>   |

\*in July 2017 the Corporate complaints policy was reviewed, and the third stage of the process was removed.

| Number of complaints received by each Head of Service area (Stage 1)** |            |
|--|------------|
| Commissioning  | 5          |
| Corporate Parenting  | 31         |
| Early Years & Early Help   | 8          |
| Intake & Assessment  | 35         |
| Intervention & Planning  | 27         |
| Performance, Improvement and Inspection                                | 0          |
| Safeguarding, Quality and Workforce Development                        | 2          |
| Placements and Disabilities  | 13         |
| <b>Total</b>   | <b>121</b> |

\*\* during this year, the services areas have been rearranged and renamed. This list shows the service area as it was at the end of the financial year.

## Appendix B: Stage 1 complaints

| Stage 1 complaints responded to within timeframe |             |             |            |
|--|-------------|-------------|------------|
| Reporting Period                                 | Within time | Out of time | % on time  |
| April  | 3           | 2           | 60%        |
| May  | 9           | 4           | 69%        |
| June   | 10          | 2           | 83%        |
| July   | 7           | 3           | 70%        |
| August   | 5           | 7           | 42%        |
| September  | 7           | 0           | 100%       |
| October  | 5           | 3           | 63%        |
| November   | 5           | 11          | 31%        |
| December   | 5           | 7           | 42%        |
| January  | 5           | 2           | 71%        |
| February   | 9           | 3           | 75%        |
| March  | 4           | 3           | 57%        |
| <b>TOTAL</b>                                     | <b>74</b>   | <b>47</b>   | <b>61%</b> |

| Breakdown of service users making complaints | No. of complaints received |
|--|----------------------------|
| Parent                                       | 69                         |
| Young Person                                 | 15                         |
| Other Family                                 | 15                         |
| Professional (External)                      | 9                          |
| Other  | 6                          |
| Foster Carer                                 | 6                          |
| Service User                                 | 1                          |

| Reasons for complaint (Stage 1) compared to previous year |         |         |            |
|---|---------|---------|------------|
| Reason for complaint                                      | 2016-17 | 2017-18 | Difference |
| Action of Staff   | 39      | 48      | +9         |
| Assessment  | 5       | 4       | -1         |
| Communication issues                                      | 6       | 5       | -1         |
| Decision  | 27      | 19      | -8         |
| Delays in Service   | 6       | 6       | 0          |
| Finance   | 2       | 6       | +4         |
| Other   | 4       | 0       | -4         |
| Policy  | 1       | 1       | 0          |
| Poor Service  | 18      | 32      | +14        |

## Appendix C: Complaints received from young people

|                 | No. received | No. responded to on time | No. upheld | No. Partially Upheld | No. not upheld |
|-----------------|--------------|--------------------------|------------|----------------------|----------------|
| Social Care     | 15           | 10                       | 2          | 4                    | 9              |
| Non-social care | 0            | 0                        | 0          | 0                    | 0              |

| Reason for complaint | No. received |
|----------------------|--------------|
| Action of Staff      | 6            |
| Decision             | 5            |
| General poor service | 3            |
| Delays in service    | 1            |


| Team                   | No. received |
|------------------------|--------------|
| Internal placement     | 1            |
| Children in Care Teams | 9            |
| Onwards & Upwards      | 4            |
| Duty & Assessment      | 1            |

## Appendix D: Compliments by service area

| Social Care Team                                | No. of compliments recorded |
|---|-----------------------------|
| Intake & Assessment                             | 28                          |
| Placements and Disabilities                     | 21                          |
| Corporate Parenting                             | 19                          |
| Early Years & Early Help                        | 17                          |
| Intervention & Planning                         | 17                          |
| Commissioning                                   | 9                           |
| Safeguarding, Quality and Workforce Development | 6                           |
| Youth Service                                   | 5                           |
| Performance, Improvement and Inspection         | 1                           |
| Other – CAMHS                                   | 1                           |
| <b>Total</b>                                    | <b>124</b>                  |

\*\* during this year, the services areas have been rearranged and renamed. This list shows the service area as it was at the end of the financial year.

| Breakdown of service users making compliments | No. of compliments received |
|---|-----------------------------|
| Parent  | 52                          |
| Professional (External)                       | 25                          |
| Professional (Internal)                       | 23                          |
| Young Person                                  | 12                          |
| Foster Carer                                  | 7                           |
| Other Family                                  | 2                           |
| Other   | 2                           |
| Service User                                  | 1                           |

|   |   |
|---|---|
|  | <p style="text-align: center;"><b>CHILDREN, EDUCATION and SAFEGUARDING COMMITTEE</b></p> <p style="text-align: center;"><b>29 November 2018</b></p>     |
| <p style="text-align: center;"><b>Title</b></p>                                   | <p><b>Annual Report from the Corporate Parenting Advisory Panel</b></p>   |
| <p style="text-align: center;"><b>Report of</b></p>                               | <p>Chairman of the Committee, Councillor David Longstaff</p>  |
| <p style="text-align: center;"><b>Wards</b></p>                                   | <p>All</p>  |
| <p style="text-align: center;"><b>Status</b></p>                                  | <p>Public</p>   |
| <p style="text-align: center;"><b>Urgent</b></p>                                  | <p>No</p>   |
| <p style="text-align: center;"><b>Key</b></p>                                     | <p>No</p>   |
| <p style="text-align: center;"><b>Enclosures</b></p>                              | <p><b>Appendix 1: Corporate Parenting Annual Report</b></p>   |
| <p style="text-align: center;"><b>Officer Contact Details</b></p>                 | <p>Chris Munday<br/>Strategic Director for Children and Young People<br/><a href="mailto:Chris.Munday@barnet.gov.uk">Chris.Munday@barnet.gov.uk</a></p> |

## **Summary**

This report provides an overview of the progress and outcomes for children in care and care leavers in Barnet for the period April 2017- March 2018.

This report incorporates the Annual Independent Reviewing Officer report, the Annual Adoption Report and the Annual Fostering Report.

The report outlines progress made following Barnet's Single Inspection Framework undertaken by OFSTED in April 2017, which resulted in a rating of 'inadequate'. The Council fully accepted the findings of this inspection and have worked to improve at pace since the report's publication.

## **Recommendations**

**1. That the Committee note the work of the Corporate Parenting Advisory Panel in 2017.**

### **1. WHY THIS REPORT IS NEEDED**

- 1.1 This report seeks to highlight progress made within the Corporate Parenting Service, update on improvements within 2017/18 and outline plans for 2018/19.
- 1.2 The annual report highlights the following areas of improvement:
  - Governance – improved attendance at Member training on corporate parenting and multi-agency corporate parenting group set up;
  - Strategy – corporate parenting strategy approved;
  - Practice improvement:
    - additional staff capacity;
    - improved training;
    - improvements in effectiveness of virtual school;
    - increase in number of foster carers and adopters;
    - Introduced exemption from council tax for care leavers;
    - Renewed pledge for care leavers, including improving life story work;
    - Established charity to support looked after children and care leavers
  - Audit – regular auditing has shown positive progress.
- 1.3 Areas for development include:
  - Create stable workforce;
  - Continue to improve quality of assessment and planning;
  - Ensure Independent Reviewing Officers support looked after children, particularly in relation to tracking and escalation of any concerns;
  - Improve timeliness of permanence planning and annual assessment of all looked after children;
  - Continue to improve assessment of risks associated with our vulnerable adolescents;
  - Continued practice development activities;
  - Ensure continued management supervision and swift progress in responding to improvement actions;
  - Increased compliance with statutory visiting timescales and social worker contact with children between statutory visits;

- Promote availability of supported lodgings for adolescents.

1.4 The Annual Report sets out areas of focus for the future and data on the Council's looked after children and care leavers.

## **2. REASONS FOR RECOMMENDATIONS**

2.1 Members are asked to note progress to ensure scrutiny by elected members and improve the effectiveness of the local authority in fulfilling their corporate parenting responsibilities and delivering services to children in care and care leavers.

## **3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

3.1 Not applicable.

## **4. POST DECISION IMPLEMENTATION**

4.1 Not applicable.

## **5. IMPLICATIONS OF DECISION**

### **5.1 Corporate Priorities and Performance**

5.1.1 Barnet Council and its partners will deliver the Family Friendly Barnet vision to be the most family friendly borough in London by 2020.

5.1.2 This supports the following Council's corporate priorities as expressed through the Corporate Plan for 2015-20 which sets out the vision and strategy for the next five years based on the core principles of fairness, responsibility and opportunity, to make sure Barnet is a place;

- Of opportunity, where people can further their quality of life
- Where people are helped to help themselves, recognising that prevention is better than cure

### **5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

5.2.1 Resource implications associated with the Ofsted Improvement Action Plan and Family Services operations are outlined within the Ofsted Update and Q2 Performance Monitoring Report.

### **5.3 Social Value**

5.3.1 The Public Services (Social Value) Act 2013 requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits. Before commencing a procurement process, commissioners should think about whether the services they are going to buy, or the way they are going to buy them, could secure these benefits for their area or stakeholders.

## 5.4 Legal and Constitutional References

- 5.4.1 Local authorities have specific duties in respect of children under various legislation including the Children Act 1989 and Children Act 2004. They have a general duty to safeguard and promote the welfare of children in need in their area and, if this is consistent with the child's safety and welfare, to promote the upbringing of such children by their families by providing services appropriate to the child's needs. They also have a duty to promote the upbringing of such children by their families, by providing services appropriate to the child's needs, provided this is consistent with the child's safety and welfare. They should do this in partnership with parents, in a way that is sensitive to the child's race, religion, culture and language and that, where practicable, takes account of the child's wishes and feelings.
- 5.4.2 Section 1 of the Children and Social Work Act 2017 introduces corporate parenting principles, which comprises of seven principles that local authorities must have regard to whenever they exercise a function in relation to looked after children and care leavers. These principles apply to every part of the local authority, not just to children's services.



- 5.4.3 The Council' Constitution Article 7 sets out the terms of reference of the Children, Education and Safeguarding Committee which includes responsibility for all matters relating to children, education and schools and to receive and consider reports from the Corporate Parenting Advisory Panel.

## 5.5 Risk Management

- 5.5.1 The nature of services provided to children and families by Family Services manage significant levels of risk. An inappropriate response or poor decision-making around a case could lead to a significant children's safeguarding incident resulting in significant harm. Good quality early intervention and social care services reduce the likelihood of children suffering harm and increase the likelihood of children developing into successful adults and achieving and succeeding.

## 5.6 Equalities and Diversity

- 5.6.1 The 2010 Equality Act outlines the provisions of the Public-Sector Equalities Duty which requires Public Bodies **to have due regard** to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

- 5.6.2 The broad purpose of this duty is to integrate considerations of equality into day business and keep them under review in decision making, the design of policies and the delivery of services

- 5.6.3 The Annual report contains data on the Council's looked after children and care leavers. This can be summarised as follows:

- The majority of looked after children are from black and minority ethnic (BME) backgrounds. This is an over-representation when compared with the local population of children and young people. The figures are affected by the numbers of unaccompanied minors in care.
- There are more boys in care than girls which, when compared with age profiles, is largely due to the high number of 16+ year olds who are unaccompanied asylum seeking children (UASC). However, there is also an increase in younger children in care, which may be associated with a greater focus on intervening earlier in a child's life;
- 11% of looked after children are recorded as having a disability. Of these the majority live in external residential placements.
- The majority of care leavers are from BME backgrounds (58%), which is slightly higher than the figures for young people in the borough as a whole (52%). This appears to be linked to a rise in UASC coming into the Council's care;

- 12% of care leavers were recorded as having a disability, the majority of whom are living with former foster carers in staying put arrangements.

5.6.4 In response to this data, the Annual Report identifies the following as areas of focus:

- There is a need to ensure that services are sufficiently diverse to meet the needs and reflect the rich diversity within Barnet's looked after children population;
- Develop and consult on a local offer for care leavers that takes account of their diverse needs;
- Ensure that housing options are suitable for care leavers through a refresh of the joint housing protocol and the staying put policy;
- Improve the offer to support care leavers with their emotional wellbeing and mental health through working with therapeutic organisation Terapia;
- Conduct ongoing needs analysis to ensure this is built into future service design.

5.6.5 Further information on the data pertaining children in care and care leavers can be found in Appendix 1, along with further information about what this indicates about the needs of this cohort.

## 5.7 Corporate Parenting

5.7.1 In July 2016, the Government published their Care Leavers' strategy *Keep on Caring* which outlined that the "... [the government] will introduce a set of corporate parenting principles that will require *all departments* within a local authority to recognise their role as corporate parents, encouraging them to look at the services and support that they provide through the lens of what a reasonable parent would do to support their own children.'

5.7.2 The corporate parenting principles set out seven principles that local authorities must have regard to when exercising their functions in relation to looked after children and young people, as follows:

1. to act in the best interests, and promote the physical and mental health and well-being, of those children and young people;
2. to encourage those children and young people to express their views, wishes and feelings;
3. to take into account the views, wishes and feelings of those children and young people;
4. to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners;
5. to promote high aspirations, and seek to secure the best outcomes, for those children and young people;
6. for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and;
7. to prepare those children and young people for adulthood and independent living.

5.7.3 As part of the Ofsted improvement journey and to ensure that Barnet has due regard to the Principles and improves on the delivery of corporate parenting to children in care and care leavers in Barnet, we:

- submit an annual report on performance of the corporate parenting advisory panel.
- commit to supporting children and young people to achieve their best in childhood, adolescence and adulthood within the Corporate Parenting Pledge for children in care and care leavers, as approved by full council on 29 January 2016. The Pledge can be found in section 6.3.
- provide learning and development for elected members and senior officers to understand their duties and responsibilities to children and care and care leavers and ways in which the Principles can be embedded and sufficient challenge provided regarding work and decisions of the council. The next training session is scheduled for 31 May 2018;
- ensure elected members, senior officers and partners can monitor and challenge the performance of the council and its partner agencies pertaining to consideration of the Principles and outcomes for children in care and care leavers through the appropriate channels. This includes the Children, Education, and Safeguarding Committee (bi-monthly), Corporate Parenting Advisory (quarterly) Panel and Corporate Parenting Officers' Group (monthly).

## 5.8 Consultation and Engagement

- 5.8.1 Consultation and engagement with children and young people is central to social work practice and service improvement across the Safeguarding Partnership. A service user experience strategy has been developed and was launched on 19th February 2018. The strategy ensures that how we work with children and young people is child centred, that we know, understand and can capture the lived experience of children and feed lessons learnt into service improvement. We have nominated Voice of the child champions across partner agencies and within Family Services to promote and lead on the Service User Engagement agenda within their respective areas.
- 5.8.2 Our Voice of the Child Strategy Group enables the wider engagement of children and young people in service design and commissioning of provision across the partnership. This includes youth forums such as Barnet Youth Board and Youth Assembly, the SEN forum (to co-design services) and Children in Care Council (to improve the support children in care receive). The team have been working closely with UNICEF UK to deliver the Child Friendly Communities and Cities initiative. This is a global programme that aims to advance children's rights and well-being at the local level. More recently the team have had a change in staff with a newly appointed Voice of the Child Coordinator and Child's Rights Lead. The team are reviewing the current Youth Voice Offer to develop a structured action plan to focus on increasing reach and impact for children and young people in Barnet.
- 5.8.3 The new Voice of the Child Strategy currently being drafted outlines our vision for meaningful participation that sets out Core Standards when engaging with Children and Young People. To underpin our work to ensure we are complying within Article 12 of the United Nation Convention on the Rights of the Child (UNCRC) and our core standards, we will embed Lundy's (2007) Voice Participation model.

- 5.8.4 The Voice of the Child team is aware that there is still a need to continue increasing our engagement numbers and to reflect on creative methods of engaging our looked after children and capturing their feedback. There is also a need for the Children in Care Council (CICC) to move towards having a stronger input into service design, voice recommendations and have more opportunities to meet senior officials.
- 5.8.5 The Barnet Children's Services Improvement Action Plan looks to improve children's participation to ensure that all decisions and planning that affects them is influenced by their wishes and feelings. The action plan also includes actions to strengthen how the views and experiences of children, young people and their families influence service design. This feedback will also help monitor the impact of improvement activity.
- 5.8.6 Improving the quality of services to children is a key partnership and corporate priority and collective work is needed across the partnership and the council to drive improvements. The action plan was completed in consultation with various stakeholders. Staff engagement activities have included monthly staff briefings, team meetings, staff conference. Partners have been engaged through the safeguarding partnership board. Senior leaders are members of the Improvement Board and their continued engagement is assured through core multiagency groups and specific forums such as head teacher's forums.

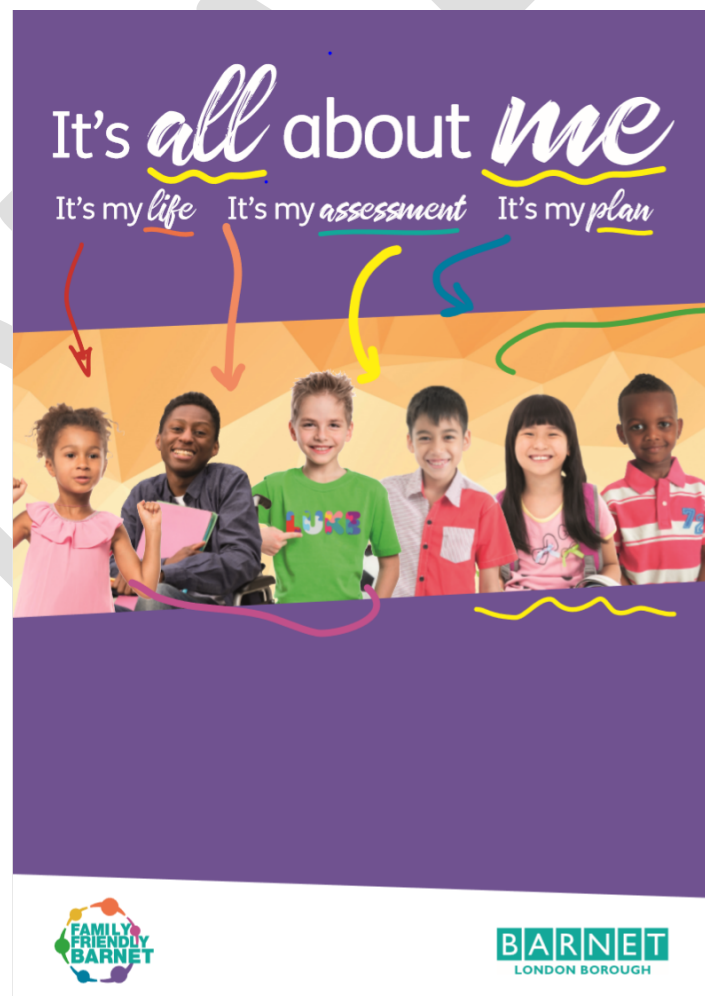
## 5.9 Insight

- 5.9.1 Data is analysed from a range of services, both internal and external, to identify needs, trends and good practice to drive improvement and meet the need of Barnet's children in care and care leavers.

## 6. BACKGROUND PAPER

- 6.1 Barnet's Corporate Parenting Pledge to Children in Care and Care Leavers (2016)  
[https://www.barnet.gov.uk/dam/jcr:c33f12a5-86d9-4215-9c89-a8c82675fba4/Pledge%20for%20Children%20in%20Care%202016%20\(digital\).pdf](https://www.barnet.gov.uk/dam/jcr:c33f12a5-86d9-4215-9c89-a8c82675fba4/Pledge%20for%20Children%20in%20Care%202016%20(digital).pdf)

# Annual Report on Corporate Parenting (April 2017- March 2018)



## 1. Introduction

This report seeks to inform Members about the progress and outcomes for children in care and care leavers in Barnet for the period April 2017 - March 2018. It incorporates the Annual Independent Reviewing Officer report, the Annual Adoption Report and the Annual Fostering Report.

At the beginning of the year OFSTED undertook a Single Inspection Framework (SIF). This identified a range of serious, systemic issues which led to the service being judged to be inadequate.

They found:

- *“Ineffective analysis of risk and assessment of children’s needs, including for children looked after, result in poor care planning that is not focused on outcomes and is unresponsive when children’s circumstances change or deteriorate. Poor-quality case recording and oversight of casework by managers, child protection chairs and independent reviewing officers lead to ineffective case work direction. This contributes to drift and delay in the provision of appropriate services for children and their families”.*
- *“Decisions for children to become looked after are not always timely. Some children who are experiencing significant neglect remain in the pre-proceedings phase of the Public Law Outline for too long before care proceedings commence. Permanence is not considered early enough or achieved swiftly for many children”.*
- *“Social workers see the majority of children looked after regularly, although not always alone.*
- *“Most children live in stable homes with carers who meet their needs, although some children are living with connected carers in unassessed situations for too long”.*
- *“Children told inspectors that they are listened to and are happy where they are living. Too few children have a record of their life story. Once children are looked after, corporate parenting is stronger, achieving improvements in the housing provision for care leavers and the timeliness of initial health assessments”.*
- *“Children’s achievements are recognised and celebrated”.*
- *When children looked after go missing and are vulnerable to criminal or sexual exploitation, the action taken to understand and reduce the risk to them is often delayed and insufficiently robust.*
- *“Permanence is not achieved swiftly for many children. A lack of urgency in completing assessments of parents and connected carers means that a minority of children experience avoidable delay in returning to their families or live in unassessed situations for too long”.*

The Council accepted in full the findings of the inspection and undertook to build on the improvement work already initiated.

## 2. Our approach to improvement

To drive improvement a range of actions have been taken at both a strategic and operational level. At the heart of the improvement journey was the resilience-based practice approach we have been implementing which holds the child central and builds on their strengths.

### (a) Governance

The Council implemented a constitutional change in relation to the Corporate Parenting Advisory Panel to ensure it was more effective at engaging with children and young people thus enabling Members to understand more about the lived experience of children in care and care leavers.

51 Members attended training on Corporate Parenting

The Council took account of the corporate parenting principles which came into force on 1 April 2018 and set out seven principles that local authorities must have regard to when exercising their functions in relation to looked after children and young people, as follows:

1. to act in the best interests, and promote the physical and mental health and well-being, of those children and young people;
2. to encourage those children and young people to express their views, wishes and feelings;
3. to take into account the views, wishes and feelings of those children and young people;
4. to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners;
5. to promote high aspirations, and seek to secure the best outcomes, for those children and young people;
6. for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and
7. to prepare those children and young people for adulthood and independent living.

These are considered in key Council documentation and decision making from the 1<sup>st</sup> April 2018.

A Corporate Parenting Officer Group (CPOG) was established whose aims are;

- **To raise the visibility of and commitment to the Corporate Parenting agenda across the multi-agency partnership**
- **To coordinate and advance the Corporate Parenting plan, with partners and young people in Barnet to improve outcomes for all children in care and care leavers.**
- **To monitor the effectiveness of planning and service delivery across the partnership**

The multi-agency group includes: young people, Children Social Care, Health, Education (16+), the Virtual School, Advocacy service, Housing, Voice of the Child Service, and the Independent Reviewing Officer service.

### (b) Strategy

The Corporate Parenting Strategy was developed with clear priorities to address the local needs identified in Barnet and the key findings of the Inspection.

Priority 1

**To better promote the welfare and safeguarding of children in care and those on the edge of care**

Priority 2

**To improve the choice of placement through the Placement Sufficiency Strategy**

Priority 3

**To improve the involvement and impact of young people on the planning and evaluation of service design**

Priority 4

**To improve the education attainment and aspirations of all children in care and leaving care**

Priority 5

**To improve the physical, social health and emotional wellbeing of children in care and care leavers**

#### **CASE STUDY**

AB was previously privately fostered. When AB disclosed physical and emotional abuse, an investigation resulted in her becoming looked after. AB first went to live with a family who knew her through her school and who were temporarily approved to be her carers. She has now been matched with long-term carers providing stability and nurturing. Her outcome for the future is looking good.

#### **CASE STUDY**

RB turned 18 in February 2018. She completed her A Levels in Sociology and Photography alongside a BTEC level three Health and Social Care Diploma. She achieved A, A & B and secured her place at City University to study Law in September. She was planning on moving to private rented accommodation this September but decided at the last minute to remain with her foster carers as she appreciated the support she receives from them. This Staying Put arrangement will provide her with the secure base she will need whilst entering the new world of university education and young adulthood.

### **3. Our achievements in Corporate Parenting**

- Established additional capacity at social worker and team manager levels to ensure low caseloads and better management oversight
- Introduced Practice Development workers to drive improvements in social work practice across the service
- Training and development offer for social work enhanced
- Refreshed Corporate Parenting strategy and established arrangements for driving improvement through the Corporate Parenting Officer Group
- Strengthened planning in the Virtual School.
- Recruited more foster carers
- Increased number of children adopted and recruited more adopters
- Strengthened permanency planning through the Permanency Planning Panel and the Permanency Tracking Meeting
- Improved timeliness and quality of initial health assessments for looked after children
- Secured agreement from Members to exempt care leavers from Council Tax for the first 2 years of independent living
- Reviewed our pledge to looked after children
- Life story work for looked after children and those placed for adoption has improved in quality and has expanded to children in long term placements
- Life journey work is more firmly embedded in Onwards and Upwards and is receiving a positive response from care leavers
- Establish a corporate charity "Live Unlimited" to strengthen engagement in Corporate Parenting



- Introduced new arrangements for the assessment and support to connected carers
- To better understand and respond to the risks looked after children face within and out of borough, SEAM, Sexual exploitation and missing measurement tool was introduced. SEAM is a recognised and evidenced based approach to measure, assess and plan for the support of adolescents who have additional vulnerabilities. It will enable the professional network to plan interventions that can help prevent further risks from developing such as sexual exploitation and gang affiliation.
- A revised Missing Protocol and new Vulnerable Adolescent Protocol was introduced which has provided a smart framework to how we respond to our most vulnerable looked after children who are at risk of exploitation or developing harmful behaviours.
- Co-produced a NEET (Not in Education, Employment and Training) project plan with care leavers that has been implemented and there is some indication that NEET numbers are reducing. This project is supported by the Chief executive, John Hooton.
- The effectiveness of the Virtual School was reviewed and changes are being implemented to ensure educational outcomes for looked after children consistently improve. **See Appendix 1A for outcomes information**

#### **4. Practice Improvement**

##### **Practice Development workers**

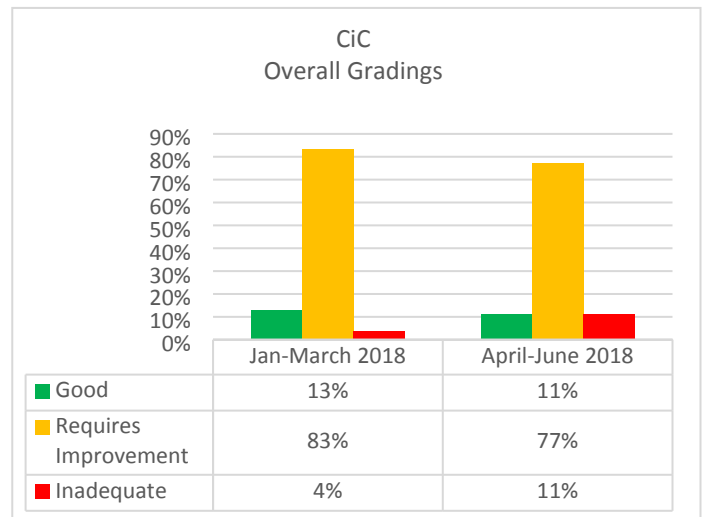
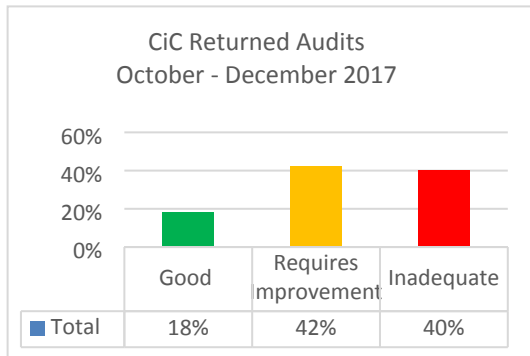
The Practice Development workers are embedded across the service to support learning from audits and narrow gaps in practitioner knowledge and skills. This is having a positive impact on practice, for example, the implementation of Signs of Safety tools is improving the quality of assessments of risk and need leading to more robust decision and less drift and delay. In the Children in Care teams, the PDW has enabled improvements in direct work with children, evidencing the voice of the child in language and written work, and thinking 'child first'. This is starting to be evident in better care planning for children and more child focussed discussions and recordings.

The PDW's are focussing on building collaborative working relationships with Team Managers to support progress towards consistency in practice and compliance with the expectations set out within the Practice Standards.

##### **Audits**

Audit activity has demonstrated a significant positive progression in social work practice and outcomes for looked after children which has embedded and consolidated in the last quarter of 2017/18. There is a need to accelerate progress in the next quarter as the conditions for progress to Good are in place (targeted permanence planning processes, IRO service development plans, training, practice development work, QA activity and staff and management changes) to ensure the challenge in the system is relentless and continues to drive practice improvement.

Most looked after children are receiving a level of social work intervention that meets their needs and supports placement stability with strong support from health services, clinical services and the Virtual School to address their long term holistic needs. Practice development and systems activities will further strengthen social work practice by targeting support and training in the areas identified as requiring most development.



### Practice Strengths

- Evidence of improvement in the quality of assessments that supports stronger planning and leads to some good outcomes for children.
- Improvements related to the voice of the child are clearer and more evident in decision-making and on files.
- Evidence of good direct work with some children.
- Some evidence of improvement of participation in developing care and pathway plans.
- Good case recording on some cases.
- Good referral information on some cases.
- Evidence of improving practice supporting the diversity and identity needs of looked after children.
- Life story work across Corporate Parenting has improved and the life journey work in Onwards and Upwards is having a positive impact for young people able to participate
- Stability is being achieved for most
- Evidence of some tracking and mid-way reviews by IROs on some cases.
- Most child in care review meetings are held within timescales.
- Stronger arrangements in place to ensure a consistent approach to assessing connected carers and special guardians.
- More children have been placed with foster carers this year than previously and recruitment activity is delivering good results.
- Increased focus and support by managers is ensuring actions identified in improvement plans following audits, are progressed.
- Evidence of an upward trajectory in number of audited cases graded Requires Improvement or Good.
- Strong evidence of good partnership working with health and education services contributing to children's plans.

### 5. Our areas for development

- Create better stability in workforce, especially on team manager level
- Quality of assessment and planning is still too variable and not consistently good

- Independent Reviewing Officers are not sufficiently impactful on quality of care planning and there needs to be an increased evidence of IRO tracking and escalation across all looked after children
- Improve timeliness of permanence planning
- Improve completion and timeliness of an annual assessment for all looked after children
- Ensure meaningful direct work is routinely undertaken with all children.
- Although the assessment of risks associated with our vulnerable adolescents has improved, the use of SEAM needs to be more firmly embedded and interventions planned.
- Continued robust support and practice development activities to improve the quality of practice related to assessment, planning for children and understanding the child's world.
- Increase consistency of supervision and management oversight.
- Actions identified in improvement plans following all audits, to be swiftly progressed.
- Increased compliance with statutory visiting timescales and social worker contact with children between statutory visits.
- Focussed campaign to recruit carers who will provide supported lodgings for adolescents was launched and needs to be promoted widely to ensure a better choice for adolescents

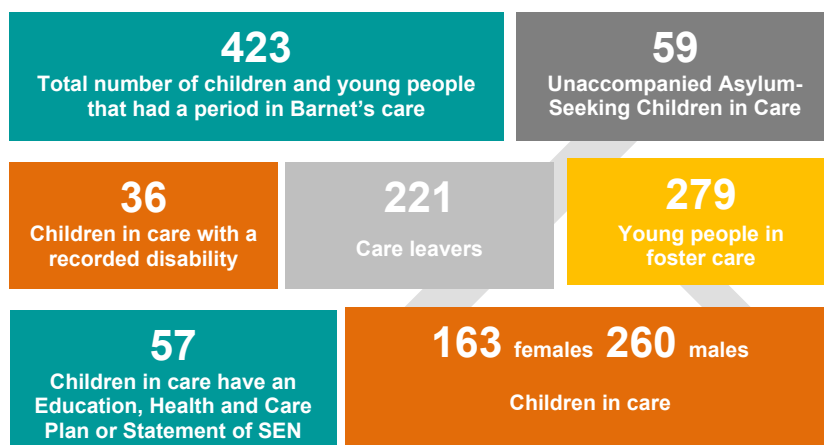
## **6. What we plan to do in 2018-2019?**

- Ensure permanence is considered from the start of the child's journey
- Develop and embed an annual looked after children assessment tool
- Review and develop the Placement Sufficiency Strategy
- Embed assessment and support arrangements for Connected Carers
- Ensure all children have life story work of a very good quality
- Continue to strengthen practice through the learning and development from the Quality Assurance process.
- Continued support to enable Team Managers to provide regular, focused reflective supervision and oversight through planned Systemic training.
- Social workers to be supported to access the comprehensive training offer by Barnet Children Practice Academy.
- Support and workshops to be delivered to Independent Reviewing Officers related to increased effectiveness in tracking, challenge and escalation.
- 1:1 Practice Development Worker support to continue to embed the development of improved direct work, life story work and timeliness of permanency planning.
- Continue to drive the recruitment of foster carers and ensure consistency in all carer assessments.
- Collaborate with North London Boroughs to successfully design and implement a regional adoption agency
- Quality Assurance team to continue to offer rigor and challenge to promote further practice improvement. To include continued tracking, 4R meetings, increased partnership work with practice development workers, and appreciative enquiry with social workers and team managers to move social work practice from Requires Improvement to Good across services.
- Quality Assurance activity to now be further developed to challenge the Requiring Improvement work to achieve Good for more children as there is less inadequate work across the system

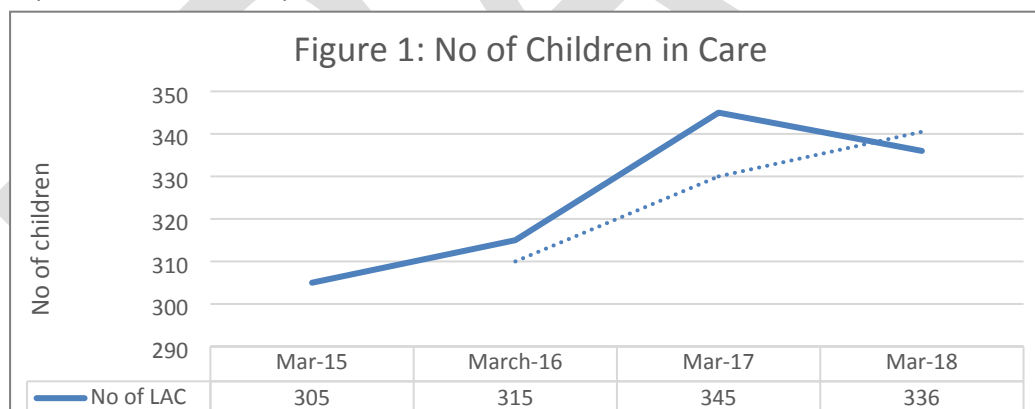
- The Voice of the Child team to drive a programme of positive engagement with looked after children and ensure their voices are heard through the Children in Care council, CPAP and through ongoing consultation activities.

## 7. Our looked after children

The profile of all children in care and care leavers in 2017/18.



Barnet had 336 children in care on 31st March 2018 (a rate of 34.7 per 10,000 children) in comparison to 342 (35.3 per 10,000 children) on 31 March 2017.



**Figure 1:** shows the trend in number of children in care 2015-18

**Figure 2** - shows the movement of children in and out of care by month and the net gain or loss on last year's position.

|                 | 2017 |     |     |     |     |     |     |     |     | 2018 |     |     |
|-----------------|------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
|                 | Apr  | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan  | Feb | Mar |
| CiC Numbers     | 340  | 341 | 337 | 332 | 323 | 322 | 329 | 332 | 331 | 337  | 337 | 336 |
| Accommodated    | 6    | 14  | 20  | 16  | 6   | 14  | 17  | 26  | 19  | 22   | 16  | 5   |
| No Longer CiC   | 8    | 13  | 24  | 21  | 15  | 15  | 10  | 23  | 20  | 16   | 16  | 6   |
| Net Gain / Loss | -2   | -1  | -5  | -10 | -19 | -20 | -13 | -10 | -11 | -5   | -5  | -6  |

Of the 336 children in care as at 31 March 2018:

- **183** (54.4%) live in foster care, of whom **115** live with Barnet foster carers
- **21** live with connected carers
- **54** live in residential units, of whom 88% live out of the authority area
- **5** children subject to care orders live with parents under the placement at home regulations
- **57** children are unaccompanied asylum-seeking children (UASC)
- **13** children were adopted during this year
- **23** children became subject of special guardianship orders

### Unaccompanied Asylum-Seeking Children

Compared to national trends and statistical neighbours, Barnet has seen a moderate growth in UASC in recent years, that just exceeds that of statistical neighbour's average.

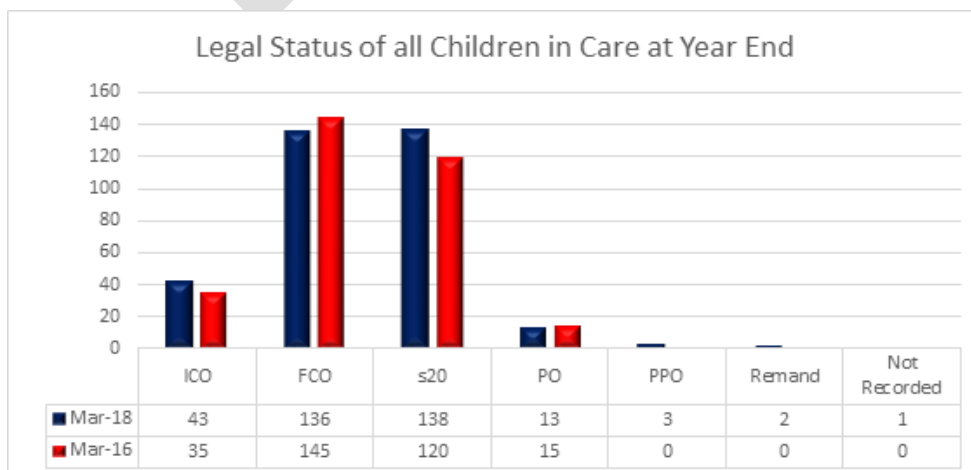
**Figure 3**

| Local Authority               | 2015/16   | 2016/17   | 2017/18   | Change from 2013/14 - 2017/18 (%) |
|-------------------------------|-----------|-----------|-----------|-----------------------------------|
| Redbridge                     | 25        | 20        | 15        | -40                               |
| Hillingdon                    | 95        | 110       | 85        | -11                               |
| Bromley                       | 15        | 20        | 15        | 0                                 |
| Milton Keynes                 | 25        | 40        | 40        | 12.5                              |
| Kingston upon Thames          | 20        | 25        | 25        | 25                                |
| Merton                        | 15        | 25        | 20        | 33                                |
| <b>Statistical Neighbours</b> | <b>25</b> | <b>31</b> | <b>32</b> | <b>33.5</b>                       |
| <b>Barnet</b>                 | <b>39</b> | <b>51</b> | <b>58</b> | <b>49</b>                         |
| Hounslow                      | 40        | 35        | 45        | 80                                |
| Ealing                        | 25        | 25        | 45        | 80                                |
| Sutton                        | 10        | 15        | 20        | 100                               |

Barnet's increase occurred mostly in 2016/17 which correlates with the sharp increase in total numbers of children in care. Barnet's total number of UASC, as at March 2018, is higher than all except one statistical neighbour, Hillingdon which is influenced by the presence of Heathrow.

### Legal status

The legal status of children in care as at 31 March 2018, is shown in the below - **Figure 4**



The above trend follows that of the past two years, where children in care subject to a care order or accommodated under Section 20 have made up the majority of this cohort. The number of children in care under a care order has declined year on year, however the number of children on an interim care order has increased by 22.9% from 2015/16 to 2017/18. This figure is an indication that more children were subject to care proceedings within the last year than previous years addressing the concerns of drift and delay in the system.

### **Use of Section 20 of the Children Act 1989**

Over the past few years, there has been judicial and sector concerns about the use of Section 20 of the Children Act 1989 (under which children can be accommodated by the local authority by agreement with their family). These concerns were about where local authorities had failed to obtain informed consent from parents from the outset or where they had allowed Section 20 arrangements to continue for too long resulting in a child not having a clear permanence plan.

All children in Barnet who are looked after under Section 20 have their care plans and legal status confirmed initially by the Permanency Planning Panel and then are tracked through the weekly Permanency Tracking meeting to ensure that permanency planning for them is not delayed or hindered by the fact that the authority does not share parental responsibility for them with their parents. All children under the age of 15 who are looked after under Section 20 are presented to the Permanency Planning Panel every three months to ensure correct use of this legal provision.

The majority of children looked after under Section 20 are over 16 years old and have either chosen to become looked after or are unaccompanied minors being looked after by Barnet.

**Figure 5 – Section 20 as at 31 March 2018**

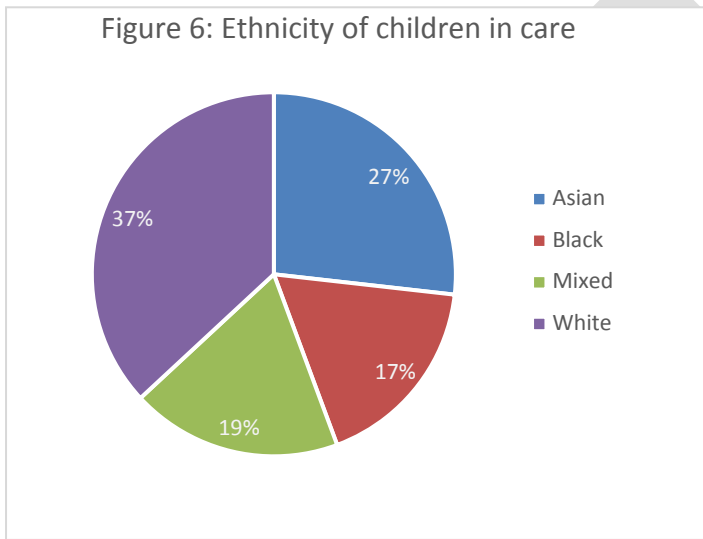
| Age Grouping | Total      | Rate  |
|--------------|------------|-------|
| Under 1      | 2          | 1.4%  |
| 1 to 5       | 6          | 4.3%  |
| 6 to 10      | 3          | 2.2%  |
| 11 to 15     | 40         | 29.0% |
| 16+          | 87         | 63.0% |
| <b>Total</b> | <b>138</b> |       |

**Ethnicity, age & gender**

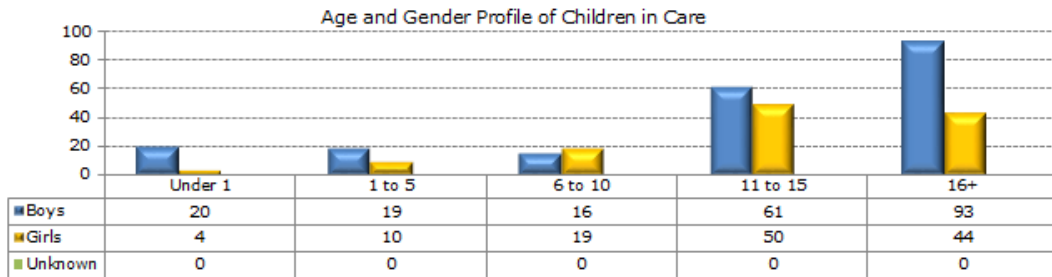
As at 31 March 2018, the majority of looked after children are from black and minority ethnic (BME) backgrounds as indicated in figure 6 (n=63%). There is an over-representation when compared to Barnet’s children and young people population, of whom BME groups account for 52%. These figures are affected by the numbers of unaccompanied minors in our care.

The diversity of looked after children is further amplified when compared to the make-up of children and young people nationally, where those from Black and Minority Ethnic backgrounds account for 30% of this population.

There is a need to therefore ensure services are sufficiently diverse to meet the needs and reflect the rich diversity within Barnet’s looked after children population.



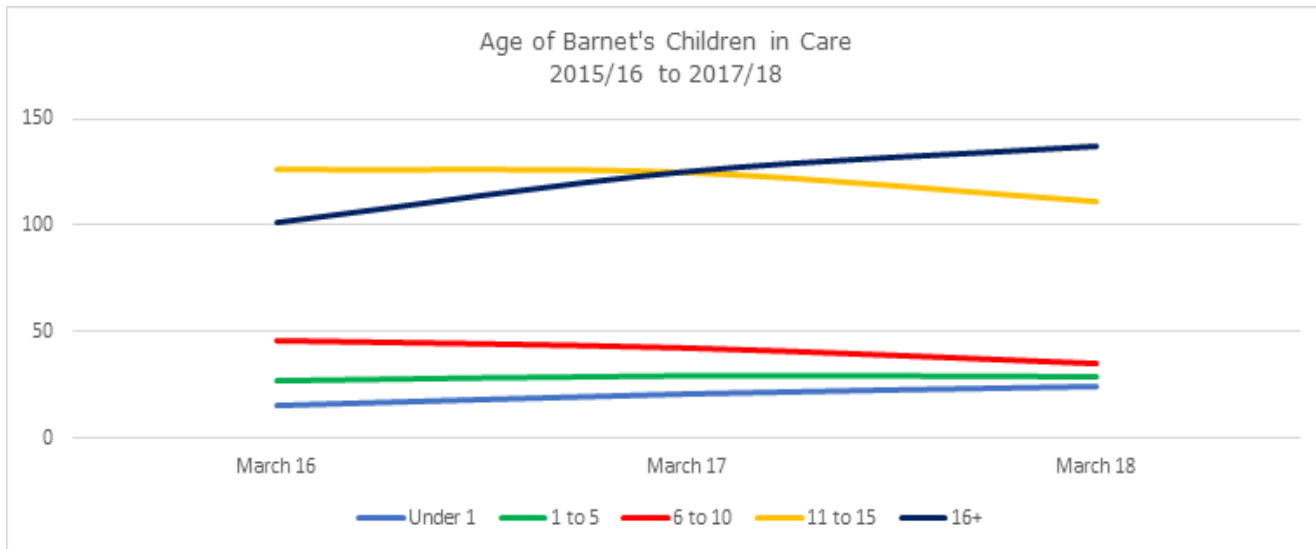
**Figure 7: Age and gender of Children in Care as at March 2018**



As seen in figure 7, there are more boys in care, which correlates with previous years. The biggest cohort in terms of age, are young people aged 14+. This is largely due to the high numbers of 16+ year olds (mostly UASC) who have become looked after over the last three years.

Figure 8 shows increases over the past three years in both younger cohorts and over 16. This may be associated with greater focus in intervening earlier and being more decisive for younger children and increased numbers of unaccompanied minors for the over 16’s

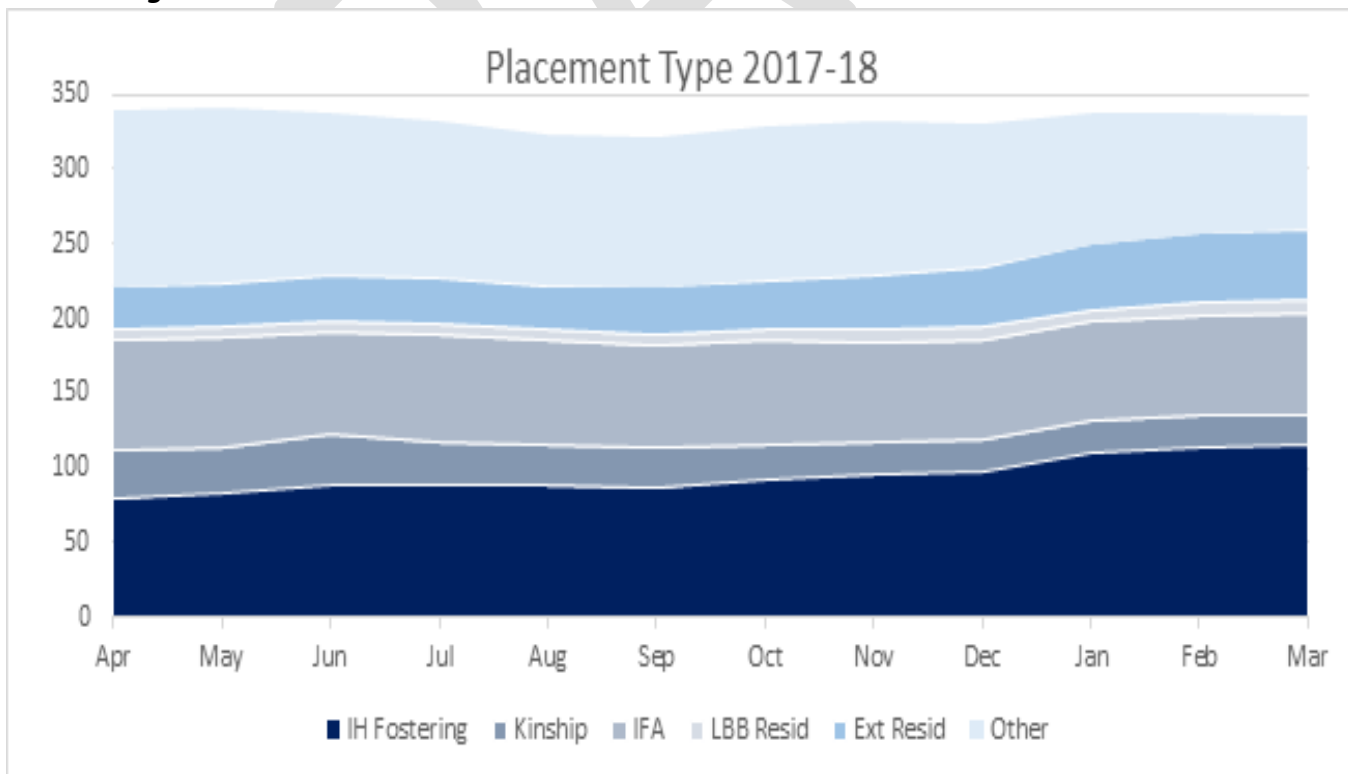
**Figure 8: Comparison of age groups**



**Placement types**

Most looked after children are placed with Barnet foster carers. This number has increased steadily over the last year following the success of marketing and recruitment campaigns during 2017/18.

**Figure 9**



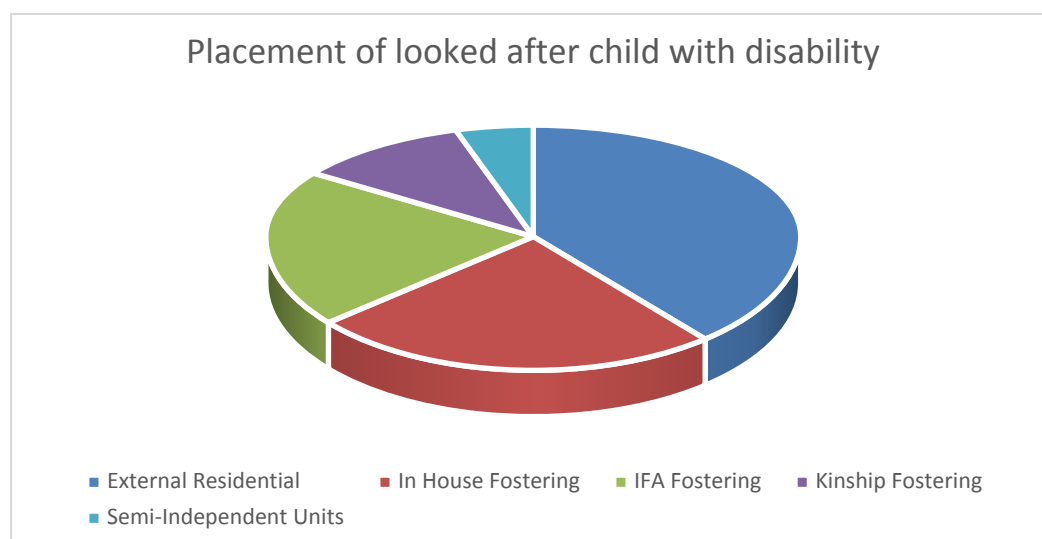
*\*Other refers to children on remand, secure, parent and baby placements, connected carers and family assessment placements*



## Disability

11% (n=36) of looked after children are recorded as having a disability as at 31 March 2018.

Of these, the majority live in external residential placements as indicated below:



**Figure 10**

## 8. Children's view of the system

The Children in Care Council members delivered this message for all in care;

*"You will get through your situation no matter how difficult it may be or how it may make you feel. Just know people do care about you. Being in care will not define who you are, nor will your past determine your future."*

Improvement journey towards meaningful participation:

The Voice of the Child team is aware that there is still a need to continue increasing our engagement numbers and to reflect on creative methods of engaging our looked after children and capturing their feedback. There is also a need for the Children in Care Council (CICC) to move towards having a stronger input into service design, voice recommendations and have more opportunities to meet senior officials.

The new Voice of the Child Strategy currently being drafted outlines our vision for meaningful participation that sets out Core Standards when engaging with Children and Young People. To underpin our work to ensure we are complying within Article 12 of the United Nation Convention on the Rights of the Child (UNCRC) and our core standards, we will embed Lundy's (2007) Voice Participation model.

This model will guide us to plan and structure our work to ensure it is grounded in the UNCRC and focuses on a rights-based approach to involving children in decision-making. The new Voice of the Child Strategy has been co-produced with young people and this valuable exercise has supported us to develop the participation of children and young people further to ensure:

- children have the space to express their views;
- their voice is enabled;
- they have an audience for their views;
- and their views will have influence.

There have been three recurring themes which have formed our Voice of the Child strategic aims and will support us to develop our CICC offer.

The three aims are to:

1. Develop our Youth Voice Offer to increase our membership
2. Co-production to enable all children and young people to actively participate in strategic decision making and service improvement across all services
3. Include children and young people within wider engagement across the council, Locally and Nationally.

### **Complaints and compliments**

Young people who are looked after or are care leavers do feel able to complain in relation to services delivered.

During 2017/18 there were 15 complaints received from young people, a slight increase from the previous year (12). This is good as it demonstrates that young people have access to the complaints process.

From September 2017, the advocacy arrangements for children in care changed, having previously been provided by Barnardo's the service moved internally, with the advocate being directly employed by Barnet. This should help to create a more direct relationship between the advocate and the social work teams, and help issues be resolved more quickly.

All the complaints received from young people were about their experience of services from Children's Social Care Services. Young people complain about social workers failing to keep promises, not feeling supported by their social workers or experiencing frequent changes of allocated worker. There were also several about placement moves (i.e. the young person needing or wanting to move placements, but felt that the worker was not doing enough to arrange a new placement quickly enough).

In many of the complaints, there were points that were upheld as it was acknowledged that social workers could have done things better, or approached things in a different way, but that the decision still needed to stand. In the partially upheld or upheld complaints, it was acknowledged that there had been delays in decisions being made or action being taken.

12 young people sent in compliments over the year and 7 foster carers complimented the services they and the children receive from both the children's teams and the fostering team.

The engagement of our looked after children in their plans and service design has improved but there remains more to be done to strengthen our approach to co-production and purposeful engagement.

## CASE STUDY

3 siblings lived with her aunt in law since May 2001 when they were removed from their mother's care and placed with their maternal uncle and his wife. Care Orders were granted in respect of all three sisters on 25th September 2001. Paternal uncle left his wife and the family. He did not return and so the paternal aunt cared for all of the children as a lone parent. The three girls are now care leavers and have successfully enrolled at university. The eldest is enrolled at Northampton university where she is studying a BA in Social and Community Development, the middle sister is enrolled at Kent university where she is studying a BA in accounting and finance, and the youngest is enrolled at Birmingham university studying radiography.

Their success was determined by the responsive, stable and loving parenting they received from their aunt.

## 9. Our Care Leavers

Services to care leavers in Barnet were assessed as requiring improvement to be good in April 2017.

OFSTED recommended that the Council

*“Improve care leavers’ ownership of pathway plans and the quality and timeliness of targets, to improve their lives. Ensure that care leavers have the tools, such as money management, to cope with life’s challenges and are fully aware of the ‘Pledge’ and their entitlements”.*

During the year the Children and Social Work Act in 2017 was introduced, the duty is for local authorities to support care leavers up to the age of twenty-five if requested and irrespective of their education status.

Ofsted stated that the *“care-leaving service is in touch with almost all its care leavers and knows them well. The local authority provides suitable accommodation for almost all care leavers. Although the majority of care leavers are engaged in learning or employment, too many are not”.*

As at 31 March 2018 there were 221 Care Leavers aged 18 to 25 being supported by Barnet’s Leaving Care Team, Onwards and Upwards. 168 care leavers are under 21.

The majority of Barnet’s care leavers are from Black and Minority Ethnic (BME) backgrounds (58%). This aligns with, but is slightly higher than the number of young people from BME groups across the borough as a whole, where young people from BME account for 52% of the borough’s children and young people population.

The number of care leavers from BME backgrounds has increased over the past three years. Data suggests that this increase is linked to the rise in unaccompanied asylum-seeking children coming into Barnet’s care over this period.

### What we have done?

- Strengthened practice of social workers and personal advisors through robust practice development work, quality assurance of pathway plans and audits
- Ensuring the learning from audits creates change
- Undertook a Housing Needs Assessment to inform service planning

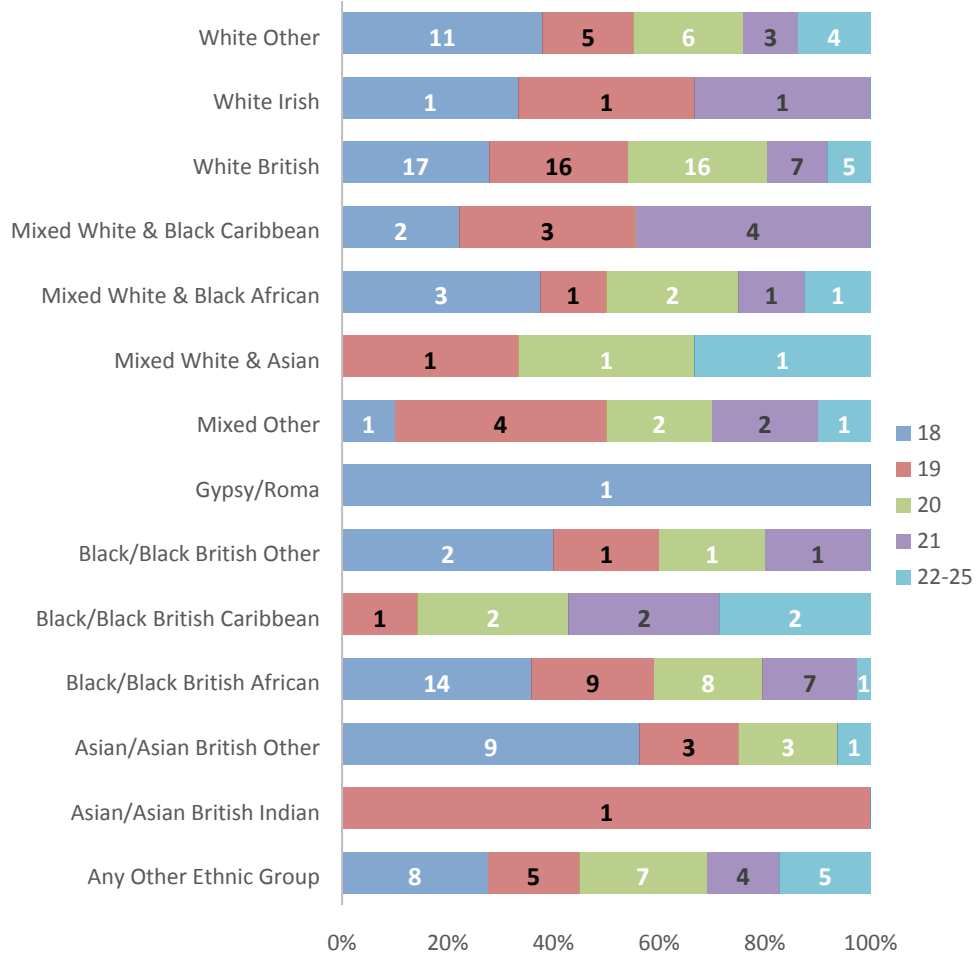
- Increased the capacity of the team to manage the increased demand in the 22-25 age group
- Focussed through CPOG on areas of the local offer that needed further development ie financial strategy, council tax exemption, NEET
- Worked with the VOTC team to strengthen the voice of the care leaver in service design and delivery
- Developed services at Woodhouse Road centre to respond to the needs of the care leavers and created drop in options on a variety of issues they identified.

### **What we plan to do**

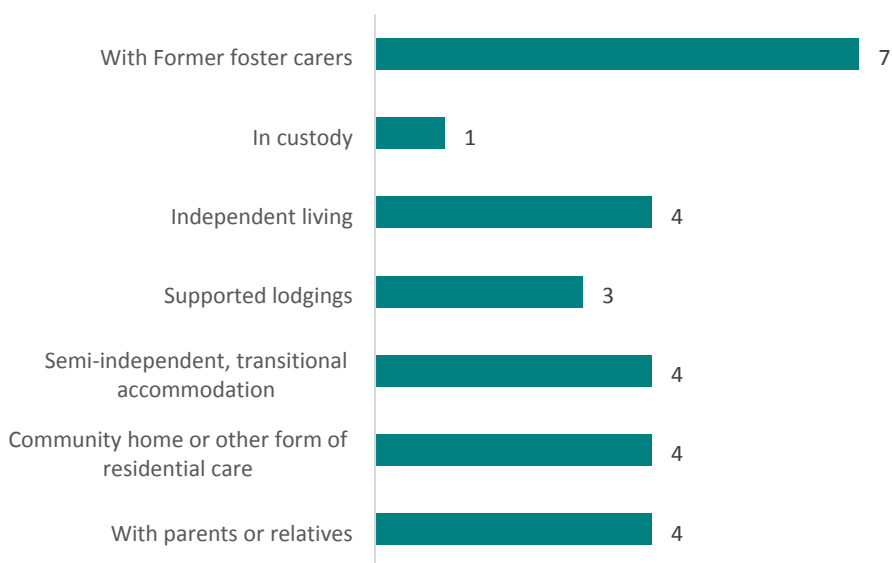
- Develop and consult on the Local offer for care leavers
- Develop a no tolerance position throughout the team on NEET
- Collaborate with Housing, Adult Education, the Chief executive's office to develop opportunities for young people within the council and through links with corporate partners
- The Joint Housing Protocol is being updated as part of the review of the Placements Sufficiency Strategy.
- Implement the Council Tax exemption and ensure robust processes are in place to prevent any care leaver from being disadvantaged
- Revise the Staying Put policy and share details of the offer to foster carers and to young people through the pathway planning process when they are 16.
- Improve our offer to support care leavers with their emotional wellbeing and mental health through the extension of the work the therapeutic organisation, Terapia does with staff and young people.
- Through the practice development workers and the clinicians embedded in the service we aim to develop a dynamic and creative professional response to care leavers that ensures good access to support, responsive advice being available and an ongoing needs analysis of this cohort to inform service design.

As at 31 March 2018, 12% (n=27) of care leavers who are recorded as having a disability. The majority of this cohort are living with former foster carers in staying put arrangements, which provides a supportive environment for the young person until they are at least 21 years old.

**FIGURE 11: CARE LEAVERS BY AGE AND ETHNICITY AS AT 31 MARCH 2018**

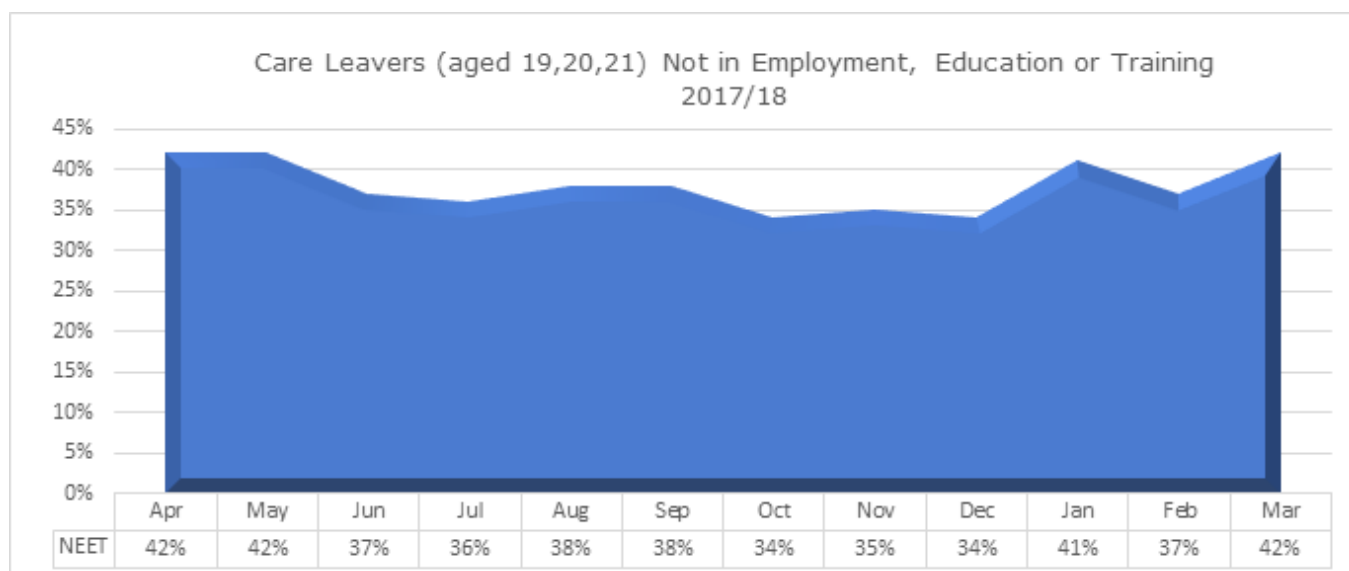


**Figure 12: Care leavers with a disability by placement type**



## Education, Employment and Training and Accommodation

On 31<sup>st</sup> March 58% of the 150 of Care Leavers aged 19 to 21 were in education, employment or training compared to 53% for our Statistical Neighbours and Outer London. It is Barnet's view that this is an area needing further improvement and it has generated interest across the council resulting in a working group led by the Chief Executive. It is a high priority of CPOG and the council to reduce this figure.



### Care leavers' housing needs

On 31<sup>st</sup> March 2018, 90% of Care Leavers age 19 to 21 were in suitable accommodation compared to 83% of Statistical Neighbours and 82% of Outer London. This statistic has remained consistent over the last year and much is done through the council and partners to maintain a high rate of suitable accommodation.

In March 2018, the Strategy and Insight Team completed a needs analysis which sought to understand the barriers preventing Barnet's care leavers from achieving successful tenancies and the changes needed to better meet their needs.

Previous analysis into council tax responsibilities (November 2017) and Corporate Parenting Officers' Group discussions, including feedback from care leavers attending the Group, indicated that accommodation needs are not being met and they are not adequately being prepared for independent living.

Barriers identified within the March 2018 analysis included:

- Transition process
- Current housing support options and availability
- Variation within data and systems in different services and quality of recording
- Variable quality of Temporary Accommodation
- Lack of consistent and effective joint working between key agencies
- High rents within Barnet and low income for care leavers.

These barriers may result in:

- Team allocation and accommodation moves are taking place at key points within Care Leaver's lives, impacting on their education and independence;

- The support needs not being met by the current support and placements options available;
- Data not being used to identify and target interventions and support to care leaver experiencing tenancy issues;
- The cost of living being unaffordable, and care leavers accruing rent and other debts as a result.

### **Pathway Plans**

As at 31 March 2018, 83% of care leavers had an up to date Pathway Plan, which refers to plans created or updated within the past 6 months; this compares to 77% in 2017. The quality of Pathway Plans is an area in need of improvement, where practice will be strengthened by plans being developed earlier in the young person's life. Changes to the way the teams work are being introduced to ensure that we respond to the concerns young people have raised about lack of support and poor timing of transition to independence.

Young people will not fully transition to the leaving care team until they are at least 17½, however the personal advisors will start building a relationship with the young person and support the pathway planning at 15½ in a co-working partnership with the young person and their social worker.

Barnet care leavers do not take up university places to the same degree as those not in the care system locally. The high propensity of young people residing in semi-independent accommodation instead of with a foster family may be one of the factors in this low take up.

In order to address this the Staying Put offer to foster carers is being reviewed with an aim to keep young people in their foster families wherever possible through to at least 21. We have set a high target of 90% to remain Staying Put by 2020.

If young people feel settled and supported they are more likely to take up higher education and/or apprenticeship opportunities. As corporate parents, we wish to achieve the target of at least 98% of those 16 to 25 year olds for whom we have responsibility being in education/employment or training by April 2020.

Onwards and Upwards have successfully introduced a Life Journey Project that enables care leavers to work with a practitioner to understand their journey to and through care and be able to have an opportunity to safely reflect through talking, art, and writing how the journey has impacted them and what support they may need.

Developing the skills to live independently as an effective adult in the community is often compromised by their life journey and ensuring that pathway planning starts earlier, that they are supported to have aspirations and dreams for their future and that wherever possible they have the opportunity to remain within or close to their foster family will improve their outcomes as adults.

## 10. Independent Reviewing Service Annual Report

### Role and Functions of the IRO

Understanding the role and functions of the IRO requires an understanding of the centrality of effective care planning and review to good social work practice, as well as the duties of the local authority in relation to care planning and review, as set out in Regulations.

Care planning and reviews are about bringing together children who are looked after, their families, carers and professionals, in order to plan for the care of the child and to review that plan on a regular basis. Effective care planning and review is underpinned by careful assessment of the needs of a child and making the right decisions about how best to meet those needs. This is a fundamental part of social work, which not only requires an understanding of the importance of planning, but also the relevant conceptual and practice frameworks.

The IRO's primary focus is to quality assure the care planning and review process for each child and to ensure that his/her current wishes and feelings are given full consideration. To be successful, the role must be valued by senior managers and operate within a supportive service culture and environment. An effective IRO service should enable the local authority to achieve improved outcomes for children.

Every IRO should feel confident in his/her role and personal authority and understand his/her responsibilities to monitor and review the child's case and, where necessary, challenge poor practice

### 2017 OFSTED Findings

The Ofsted inspection identified that

*"Independent reviewing officers' (IROs') oversight of casework is regular and children have timely reviews. IROs visit children between reviews and sometimes are stable figures in children's lives. Children are encouraged to participate in their reviews, and many do so. Reviews for children looked after routinely consider children's contact with the people who are important to them, including previous foster carers. While not always timely, inspectors saw examples of clear efforts made to re-engage family members, when necessary, to the benefit of children. When children's contact requires supervision, support workers provide an effective service that ensures that children's contact with their families is safe. However, IROs' quality assurance of practice is overly focused on process rather than children's experiences. They have not used escalation processes sufficiently when positive change for children is not achieved within acceptable timescales. While the local authority has taken recent action since January 2017 by reshaping the service and refreshing escalation procedures to ensure that IROs have the capacity and skills to be more effective in their oversight of practice, this is not yet resulting in improved outcomes for children".*

*"Poor-quality case recording and oversight of casework by managers, child protection chairs and independent reviewing officers lead to ineffective case work direction. This contributes to drift and delay in the provision of appropriate services for children and their families".*



Ofsted recommended that the Council *“Ensure that the oversight of practice by all operational directors, heads of service, team managers, child protection chairs and independent reviewing officers is child focused and effective in achieving positive change for children”*

### **Improvement Activity 2017-18**

- Management arrangements for the Independent Reviewing Officers were integrated into the Safeguarding, Quality Assurance and Workforce Development service to strengthen the IRO’s oversight, develop their function to provide timely challenge to practitioners and ensure positive change for children is supported by effective plans.
- A new model for raising alerts was introduced, i.e., face to face meetings or telephone discussions to encourage reflective practice and working together to address drift and delay. This, also, includes alerts to Heads of Services and Operational Directors been implemented at an earlier stage in the escalation process.
- Our Improvement Partner, Essex County Council, worked closely with us to drive improvements in the service by providing observation of and feedback to reviewing officers, training and guidance on developing a model of co-production with young people to improve their experiences of and participation in their reviews.
- A culture of reflection and learning has been embedded by implementing group supervisions and ongoing practice meetings with Practice Development Workers and Quality Assurance Officers.

These changes in service delivery have strengthened the impact of the IRO service (this was recognised by Ofsted in their children in care monitoring visit in July 2018) but they remain areas for ongoing development to be fully achieved and embedded. Areas’ have been identified as:

- IROs need to ensure prompt, consistent and respectful challenge to social work practitioners and managers to ensure permanency plans are in place for children at the second Children in Care Review (as per statutory guidance).
- The IRO ‘foot print’ (i.e., minutes, challenge and escalation) needs to be consistently evidenced on children’s files as well as evidence that they are curious and understand the children they work with as reviewing officers.
- IRO’s need to develop more confidence in escalating concerns when care plans are not progressing to assist/support practitioners in providing a comprehensive, timely and robust service to children in care.
- The service needs to support children and young people to take the lead in their reviews and planning and to help professional networks understand that reviews need to be child centred forums where the child’s voice is heard.

### **Forward plan for 2018-2019**

1. To continue to reflect on new review meetings and their effectiveness by having quarterly events with young people in which we continue to gather feedback and co-produce changes that encourages participation that is more meaningful for the child/young person.

2. To increase the IRO's confidence and capacity to focus on good quality care plans and monitoring plans effectively which will be evidenced by appropriate escalation and the increased visibility of the IRO "footprint" on children's files.
3. To ensure that IRO's are supported by the Quality Assurance Team (by ongoing integrated learning and training forums) to strengthen their consistency in auditing, practice expectations and confidence in delivering reflective and child centred challenge.
4. To develop a more streamlined data report to support the management and oversight of the IRO's service, i.e., individual performance and ensuring statutory guidelines are met. Also, the data collected by IRO's and the Quality Assurance service to be used in a meaningful way to target specific teams for support

### **Service structure and delivery arrangements**

Independent Reviewing Officers are placed within the Safeguarding, Quality Assurance, Workforce and Development Service to support their independent function, i.e., to review and quality assure children and young people's permanence plans and provide challenge and advocacy if necessary. The service had been temporarily managed by a Head of Service within Corporate Parenting Service during a reorganisation of services post inspection and transferred back to the line management within the Safeguarding service on the 02/02/18.

Statutory Guidance recommends that IROs have caseloads of 50 to 70 looked after children, in order to deliver a good quality of service that includes the full range of functions set out in the IRO handbook. Caseloads have remained within statutory guidelines.

The service is comprised of five full time Reviewing Officers who are managed and supported by a Team Manager (who also manages three Conference Reviewing Officers) and a business support team. Additionally, there are two commissioned IROs (who provide additional capacity if required) and a full time Fostering Independent Reviewing Officer (FIRO) who chairs annual reviews of foster carers.

### **Annual performance**

The data and performance indicators for the year 2017/18 show:

- that of the 323 Children in Care requiring reviews 92.5% were within statutory timescales
- 95.5% of children and young people participated in their reviews.

Escalations remain predominately in relation to process rather than practice.

## 11. Adoption Annual Report

### Adoption

The Adoption Service was identified as Requiring Improvement in the OFSTED inspection.

*“Adopters who spoke to inspectors, including second-time adopters, were positive regarding the preparation, assessment and support received from the agency. Joint recruitment and preparation of prospective adopters, in partnership with the North London Fostering and Adoption Consortium, is supported by a wide range of good information, guides and an easy-to-use website. The joint preparation course is comprehensive and provides adopters with a good, basic understanding of the needs of adopted children. Adopters spoke positively of the learning and insight that they had gained from attending the foundation day and preparation course, and from the assessment process”.*

*However, adopters and the service acknowledge some delays in moving between adoption stage one and stage two assessments, preventing some PARs from being progressed in a timely manner. Adoption recruitment has recently been brought back into the adoption service from the recruitment and assessment team to ensure the prompt assessment of prospective adopters.*

*The quality of child permanence reports is too variable. Reports seen contain recording errors and are not routinely updated by social workers. A minority of reports include irrelevant information from brother and sister assessments, and information such as medical adviser comments is missing. Senior leaders are aware that the lack of pre-adoption medicals to inform planning for children requires improvement. A recent paper presented to the clinical commissioning group has very recently led to a decision for resources to be allocated to address this issue.*

To improve the service to be good or better the following work has been undertaken during the year.

#### What we have done

- Timeliness of family finding, matching and placing children for adoption continues to improve
- The Adoption panel and the Fostering panel were merged to create one panel that is more efficient, and delivers smarter panel processes
- Recruitment of adopters has received stronger focus
- Barnet children are placed with Barnet adopters who are well supported
- The Adoption Team makes very good use of the Adoption Support Fund offer to ensure adoptive families receive the right therapeutic support.

- Adoption of sibling groups has been made possible through committed and creative recruitment activity
- Strengthened the quality assurance of all life story work and later life letter and used trained life story workers to work alongside the child's social worker to complete direct work with adopters and children.
- Adoption medicals are being completed by a paediatrician and all adopters have the opportunity to meet with the medical advisor to ensure they are fully informed on the child's health prior to the matching process at the panel.

#### **What we need to do**

- The Practice Development Workers and Permanency Assurance Lead are working alongside social workers to improve permanency planning across the whole system
- Collaborate with the North London boroughs to design and develop the North London Regional Adoption Agency by June 2019
- Review and further develop the post permanency support offer for special guardians
- Enable all looked after children to benefit from good quality life story work

The Adoption Service has an experienced and knowledgeable staff group who are child-centred in their approach and committed to enabling adoptive and Special Guardianship Order families to become stable, confident and resilient.

The Adoption and Post Permanence Team are responsible for the recruitment, training and assessment of prospective adopters, and following approval, identifying an appropriate match with a child(ren). The team also tracks all children in care, as well as those about to become looked after and unborn who may need permanence outside of their birth family. Active family finding is undertaken for all children who have a plan of adoption. In addition, the team is responsible for identifying suitable carers for children up to the age of 16 who require long term foster care.

The post permanence social workers are responsible for providing support to all adoptive families and Special Guardians who have children in their care whose needs cannot be met by universal services. The service makes good use of the Adoption Support Fund from central government that funds therapeutic support for children with adoptive families and with special guardians.

Barnet works collaboratively with the North London Adoption and Fostering Consortium which enable joint work on recruitment, training and development of support for children and parents.

#### **Recruitment of adopters**

Barnet adoption recruitment is the most successful in the consortium. This means that we have a greater choice of matches for our children, that we can keep them close to home when that is appropriate,

Please see below the consortium figures: 31ST March 2017 – 1st April 2018  
Approved adopters as per consortium.

|           |    |
|-----------|----|
| BARNET    | 15 |
| CAMDEN    | 4  |
| ENFIELD   | 11 |
| HACKNEY   | 5  |
| HARINGEY  | 4  |
| ISLINGTON | 2  |

**Performance in adoption has improved and in the last year 13 children have exited care via adoption.**

| Milestone | <b>Barnet<br/>13<br/>children</b> | Camden<br>4<br>children | Enfield<br>12<br>children | Hackney<br>11<br>children | Haringey<br>12<br>children | Islington<br>8<br>children | Total<br>Average |
|-----------|-----------------------------------|-------------------------|---------------------------|---------------------------|----------------------------|----------------------------|------------------|
| 1         | <b>555</b>                        | 345                     | 1090                      | 582                       | 417                        | 395                        | 564              |
| 2         | <b>97</b>                         | 29                      | 75                        | 36                        | 59                         | 86                         | 64               |
| 3         | <b>137</b>                        | 149                     | 217                       | 322                       | 198                        | 133                        | 193              |
| 4         | <b>20</b>                         | 39                      | 21                        | 27                        | 29                         | 29                         | 27               |
| 5         | <b>441</b>                        | 165                     | 172                       | 322                       | 262                        | 252                        | 269              |

In number of days

Milestone 1 = From becoming looked after to being placed

Milestone 2 = ADM decision to Placement Order

Milestone 3 = Placement Order to being match

Milestone 4 = Match to being placed

Milestone 5 = from being placed to the Adoption order

## 12. Adoption Support Fund and Post Permanency Activities

Barnet has historically had very low rates of placement disruptions, this has been attributed to our ability to recruit and undertake high quality assessments and practitioners taking time to prepare children and adoptive families during the linking and matching stage. Barnet has dealt with 2 adoption disruptions since April 2017, one with non-Barnet adopters and one where Barnet was not the placing authority.

In May 2015, the Adoption Support Fund (ASF) became available to adopters and local authorities throughout England bringing additional funding in line to support families. This was subsequently extended to Special Guardians. The fund was established recognising the need to provide bespoke tailored support and help to promote resilience and placement stability.

During the 2016/17 Barnet successfully applied for, and received ASF funding totalling £154k. This provided additional support for 12 families and 2 group-work related activities.

For 2017/18 period, Barnet successfully secured ASF funding totalling £207k providing support to 14 families and 1 group-work activity.

Current group work programmes include:

- Young Explorers – aimed at children aged 8-10
- Teen Spirits – aimed at young people aged 12-15
- Parents & Adults Group – aimed at adoptive carers

During preparation training, prospective adopters spend one day concentrating on adoption support. Prospective adopters are also made aware of the Adoption Support Fund and how they can request an adoption support assessment. The team currently utilises the Adoption Support Fund (ASF) to develop therapeutic support packages for supporting adopters and children with complex need. High quality practice and creative therapeutic work undertaken achieve permanency and placement stability for Barnet children.

Life story workers ensure all adopted children are in receipt of a life story book and later life letter, as well as providing direct therapeutic work where necessary.

### Adoption Compliments & Complaints

In 2017/18 the team received 4 compliments.

3 from adopters regarding their allocated social workers' support through the adoption process:

*"You have been such a core part of our adoption journey. Thank you for all your kindness, advice, patience, guidance and humour to help us through the tough times over the past year. Thank you for all the late night emails answered and weekends worked on our behalf. You bring a passion to what you do and it inspires so much confidence in people like us whose lives you've helped change."*

*"We just wanted to say thank you for your professionalism and care. We really appreciate your help through the whole adoption process."*

*“This seems like a good time to say thank you for listening with patience, supporting us with care, and for being considerate and kind. You have been and are a really marvellous*

From an Adopter regarding the Life Story Worker for their child, post order.

*“Thanks so much for all the work and inspiration you put into E's life story book, and for arranging to have it sent. She loves it! She enjoys finding photos of people in the book, finding all the birds, and our house. She's also started bringing it to show people who come round - she's very proud! P you put so much into this book. It really is something for her to treasure forever. I'm so glad you put your own photo in so that I can tell her it was you that made it for her. Thank you so much - E is lucky to have you on her team.”*

In 2017/18, there were 2 complaints

- One was about a lack of support during the Special Guardianship Order (SGO) process;
- One was about a SGO that was granted several years ago, which the birth mother had never supported. She has struggled to come to terms with the decision and through the complaints responses we hope to provide her clarity on how decisions were made and what support is available to her.

## 13. The Fostering Service Report

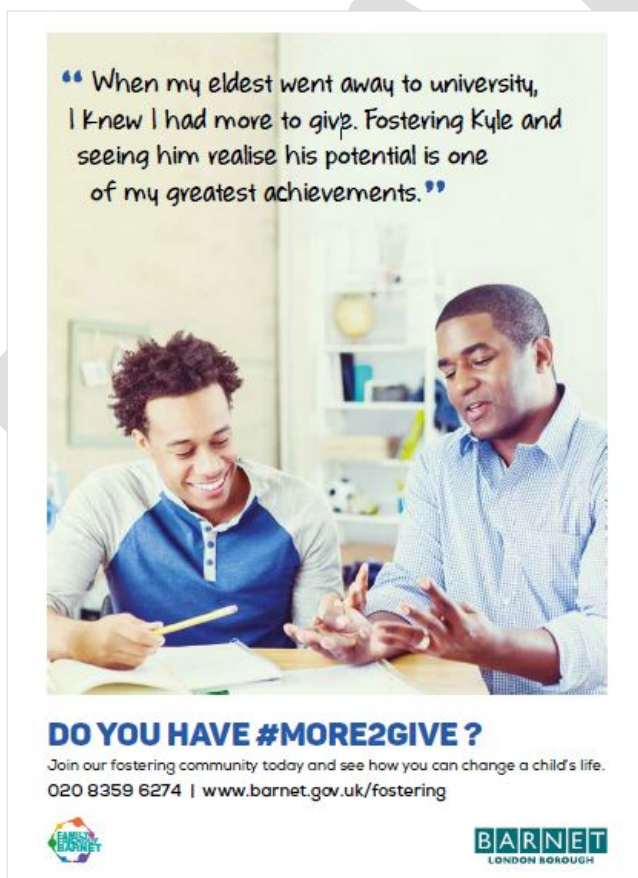
### Recruitment and Assessment

The Carer Recruitment and Assessment team are responsible for the advertising, recruiting, and the assessment, training and development of prospective foster carers for Barnet Council. The assessments of extended family members and friends of looked after children of vulnerable young people who need to be placed away from birth parents is an area of particular growth and high quality, robust viability assessments are being joint progressed between fostering teams and the children social work teams.

The Recruitment and assessment team are involved with prospective carers from the point of initial enquiry, until they are formally presented to the Adoption and Fostering Panel for approval after which their approval as foster carers is ratified by the Agency Decision Maker. Carers are supported by the Fostering Support and Development Team or the Post Permanence workers in the Adoption Team if they are special guardians.

### Overview of performance

The 'More to Give' recruitment campaign launched in September 2017 is ongoing and the campaign's target was to recruit 10 new carers by April 2018



“ When my eldest went away to university, I knew I had more to give. Fostering Kyle and seeing him realise his potential is one of my greatest achievements. ”

**DO YOU HAVE #MORE2GIVE ?**

Join our fostering community today and see how you can change a child's life.  
020 8359 6274 | [www.barnet.gov.uk/fostering](http://www.barnet.gov.uk/fostering)

Fostering Barnet BARNET LONDON BOROUGH

During the period 17/18 there were 113 enquires leading to 14 approvals. 20 prospective carers are currently in stage 2 and a further 15 are in stage 1 of checks and initial training.

The Carer Recruitment and Assessment Team continue to deliver the compulsory Skills to Foster course to prospective carers monthly which is key to the assessment process. The training is run in partnership with foster carers, care leavers and social workers.

The assessment of connected carers and special guardians has been a focus of our improvement work and the quality and timeliness of these assessments have improved.

The collaboration with the children's social worker has also improved and all viability assessments are co-produced.

For 2018/19 this team has a new, more ambitious target of approving 20 new foster carers by March 2019, to include 10 supported lodgings providers who can assist in providing young people over the age of 16 with accommodation that supports them to independent living with additional care and training.



The first supported lodging provider will be presented to the Adoption and Fostering Panel in mid-June. There is also the intention to recruit 5 families who can provide respite and linked care to children with disabilities and two parent and child foster carers who can provide short term support to both the child and their parent for periods of assessment.

### **Fostering Support and Development**

The fostering support and development workers are responsible for the support and development of foster carers ensuring that foster carers are encouraged to utilise all their skills and space.

Support and development is provided to London Borough of Barnet foster carers in a number of ways focussing on their development, in particular those who care for children and young people with complex needs. There is a comprehensive training offer which includes high level therapeutic input for families.

Foster carers in Barnet have access to quick response therapeutic advice and support. The fostering team has a good reputation across the consortium and Barnet is beginning to attract foster carers from the independent sector wishing to return to foster for Barnet which is a strong indicator that the service is strengthening.

### **Overview of performance**

In March 2018, there were 103 approved foster carer households who provide care for between 1 to 3 children, a further 12 staying put providers and 10 connected carers who are caring for a child or young person previously known to them.

Foster carers are provided with a full calendar of training and they also have access to training provided within the North London consortium and Barnet Safeguarding Children Partnership. Training for foster carers has been reviewed and additional training courses have been identified to add to the training calendar, that include:

- adolescent mental health and self-harm,
- Welfare Reform,
- Prevent.
- Attuned therapeutic care training is also available now to all carers.

Attuned Therapeutic Care (ATC) is a model of therapeutic intervention which is an experiential and interactive approach of training for foster Carers. It takes into consideration the therapeutic needs of children/young people who are looked after and have suffered trauma and insecure attachments. All training is open to foster carers and social workers to attend together. This provides an invaluable opportunity for networking and trust building.

An attuned therapeutic group supervision session is held monthly which is a joint venture between social workers and foster carers.

Regular meetings take place with senior management and Barnet's Foster care association (BAFCA). Senior managers have included the Chief Executive and the Operational Director have met with foster carers at their quarterly forums. This has provided an opportunity to give them updates on Service Improvement and development and to gain feedback from foster carers regarding the service. Foster carers consider these meetings to be very helpful and the plan is to run two Senior Manager and foster carer surgery's a year.

To improve the service to be good or better the following work has been undertaken during the year.

### What we have done

- Launched a successful recruitment campaign
- Improved practice in the recruitment team to ensure no delays in processing enquiries and assessing candidates
- Improved the quality of fostering assessments and developed closer working relationship with fostering support and the children's teams to strengthen matching processes for looked after children
- Worked with children's teams to ensure all viability assessments are jointly completed
- Increased management capacity to improve quality assurance of all work produced and improve reflective supervision
- Improved timeliness on completion on connected carer assessments
- Improved quality of practice in the fostering support team to ensure practice centres on the needs of the looked after child and not on the carer.

### What we need to do

- Review Placement Sufficiency Strategy to reflect the increase in foster carers.
- Work with both the recruitment team and the support team to improve their understanding and knowledge of the looked after cohort and their needs
- Consistently work to ensure quality of all assessments is good or better
- Through the practice development worker improve the links between the fostering support team and the children's teams so that they work as one system around the child.

### Compliments and Complaints

From a foster carer about the social worker, following the Looked After Child Review

*"I want to start with saying thanks for all the lovely things you said about me yesterday in LAC meeting. You have made my work that much easier. And now God has blessed me with a second handsome and loving son. Our future will be filled with lots adventure and I will make sure that K becomes an outstanding man. And if C comes I will give her a bright future to without a second thought."*

From Foster Carer regarding the Christmas Party

*"Can you please pass on our appreciation and thanks to all involved in Tonight's [Christmas] party. Obviously a lot of time and effort was put into it. Please pass on our compliments to the chef it was all very tasty".*

There have been 6 formal complaints from foster carers:

- Two of the carers had allegations/standards of care investigations against them, and were complaining about how they had been treated during that process.
- One was about a lack of support and communication from the Supervising Social Worker;
- One was about issues with the children's IRO;
- One was about errors with school uniform payments and a lack of communication from Family Services to the carer about this mistake;
- One is about a care planning issue for the children. The foster carer does not agree with the Local Authority plan.

### **The Adoption and Fostering Panel**

As part of the Improvement Plan the structure of the Foster and Adoption Panels was reviewed during 2017/18 and in February 2018 the two panels merged into one. The change to a combined Adoption and Fostering panel aims to provide a consistent approach to decision making in all aspects of Adoption and Fostering across Family Services and to promote high quality practice.

A key process change as part of this new approach is the move to a responsive, as opposed to process driven, Panel. Previously, the Fostering Panel fulfilled its remit of reviewing Foster Carers by facilitating an annual review followed by a procedural review every three years. The new Panel will continue to undertake annual reviews, however, beyond that will review Foster Carers in response to changes in circumstances or safeguarding issues that arise as identified by the Fostering Team Manager, who will immediately defer such issues to the panel.

The key objectives of the panel are to ensure that the best interests of the child are safeguarded and that prospective and approved adopters and foster carers are treated fairly.

## APPENDIX 1A

### OUTCOMES INFORMATION (903 Cohort)

#### Early Years Attainment (Reception)

\*Please note that 903 denotes children / young people who have been in care at least a year from March 31<sup>st</sup> 2018

|                 | 2018 Cohort | 2018 Percentage achieving GLD |
|-----------------|-------------|-------------------------------|
| <b>All LAC</b>  | 3           | 66%                           |
| <b>*903</b>     | 1           | 100%                          |
| <b>Barnet</b>   | 4461        | 74.1%                         |
| <b>National</b> | 639400      | 71.5%                         |

In the EYFS (Early Years Foundation Stage) there was only one child in the 903 cohort. We are pleased that despite having SEND this child achieved a Good Level of Development. The child attended an Out of Borough School.

#### Phonics-Year 1

|                 | 2018 Cohort | 2018 Percentage achieving the standard |
|-----------------|-------------|--|
| <b>All LAC</b>  | 4           | 50%                                    |
| <b>903</b>      | 2           | 100%                                   |
| <b>Barnet</b>   | 4362        | 86.2%                                  |
| <b>National</b> | 639090      | 82.5%                                  |

Both pupils in the 903 cohort passed the phonic check. One is In borough and one is Out of Borough

#### End of Key Stage 1 Results 2018

##### Children attaining Expected Standard (EXS) or better

|                 | 2018 cohort | 2018 Reading | 2018 Writing | 2018 Maths | 2018 Science |
|-----------------|-------------|--------------|--------------|------------|--------------|
| <b>All LAC</b>  | 6           | 33%          | 0%           | 17%        | 17%          |
| <b>903</b>      | 3           | 33%          | 0%           | 33%        | 0%           |
| <b>Barnet</b>   | -           | 78.9%        | 73.4%        | 79.3%      | 84.2%        |
| <b>National</b> | -           | 75.5%        | 70%          | 76.1%      | 82.8%        |

### Contextual information

There were three pupils in the 903 cohort. All attended schools out of borough at the time of their assessments. One pupil has an EHCP and the other two pupils have SEND which are likely to be converted to an EHCP.

### Performance Information

One pupil met the standard in reading. One met the standard in maths but none of the three met the standard across all areas.

Writing is a weakness so the Virtual School will be monitoring pupils' progress and putting an intervention in place to support work in schools.

### 2018 Key Stage 2 results

|                    | Cohort  | Reading % EXS+ | Writing % EXS+ | SPAG % EXS+ | Maths % EXS+ | RWM % EXS+ | reading average scaled score | GPS average scaled score | maths average scaled score |
|--------------------|---------|----------------|----------------|-------------|--------------|------------|------------------------------|--------------------------|----------------------------|
| All CLA            | 10      | 100%           | 78%            | 78%         | 56%          | 56%        | 107                          | 104                      | 101                        |
| 903 Cohort         | 7       | 100%           | 71%            | 67%         | 57%          | 57%        | 107                          | 104                      | 102                        |
| Barnet (rounded)   | 4000    | 80.7 %         | 80.6 %         | 84%         | 82.6 %       | 71.9 %     | 106.7                        | 108.5                    | 106.3                      |
| National (rounded) | 600,000 | 75%            | 78%            | 78%         | 76%          | 64%        | 105                          | 106                      | 104                        |

Note that percentages and average scores are calculated for those who were entered for SATs. Four pupils attended independent schools that do not use SATs.

### Contextual information

- There were ten pupils in the 903 cohort
- Five pupils in the 903 cohort have EHCPs and an additional 3 have identified SEND
- Four pupils were Barnet Schools, six were out of borough at the time of the assessments.

### Performance information

- Four of the out of borough pupils with EHCPs did not sit the assessments

- Four pupils attained RWMs 57% of those entered (3 in-borough and 1 out of borough)
- Of the six pupils entered for reading, all achieved the standard and one achieved GDS (100%)
- 1 IB was not entered for reading, but was entered for the other subjects
- Of the seven pupils entered for the writing assessment, 5 pupils achieved the standard in writing-71%
- Of the seven entered for Maths, four achieved the standard (3 in-borough pupils and 1 out of borough). Two in-borough pupils achieved greater depth.
- Of the seven pupils entered for Science, five pupils met the standard (3 in-borough and 2 out of borough).

### End of KS3 Results 2018

### Year 11 Outcomes Information

### 903 Cohort

**Note:** Attainment and Progress 8 information will not be available until the statistical release in March 2019. The data team has advised us just to review English and Maths at this stage. However, we do not yet have any figures for LAC nationally to compare ourselves against.

Context:

- There were 27 pupils in the 903 cohort.
- 7 pupils did not sit GCSEs but took vocational courses (only 1 of these was in a Barnet school).

| 20 pupils  | Proportion | Number of pupils |
|------------|------------|------------------|
| English 4+ | 50%        | 10               |
| Maths 4+   | 35%        | 7                |

Three pupils had strong results:

1. Eight GCSEs all at 5+
2. Seven GCSEs all at 4+
3. Nine GCSEs all at 4+

Other pupils did take a range of subjects beyond English and Maths.

## Post 16 Results 2018

| Pupil | In Borough? | English | Maths | Geography | Sociology | Economics | Business Studies | Health and Social Care | Photography | Extended Diploma Business Retail | Music | Health and Social Care | Science |
|-------|-------------|---------|-------|-----------|-----------|-----------|------------------|------------------------|-------------|----------------------------------|-------|------------------------|---------|
| a     | Y           |         |       | C         | B         | D         |                  |                        |             |                                  |       |                        |         |
| b     | N           |         | U     | D         |           |           | D                |                        |             |                                  |       |                        |         |
| c     | N           | A       |       |           |           |           |                  |                        |             |                                  | DDD   |                        |         |
| d     | N           |         |       |           |           |           |                  |                        |             |                                  |       |                        |         |
| e     | Y           |         |       |           | A         |           |                  |                        | A           |                                  |       | D*                     |         |
| f     | N           |         |       |           |           |           |                  | C                      |             |                                  |       |                        | DM      |

DDD = triple distinction

D\* = A\* Equivalent

DM = Distinction Merit

\*Additional post 16 results are attached to this report.

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**London Borough of Barnet  
Children, Education and  
Safeguarding Committee  
Forward Work Plan  
2018-2019**

Contact: Salar Rida 020 8359 7113 [salar.rida@barnet.gov.uk](mailto:salar.rida@barnet.gov.uk)

| Title of Report   | Overview of decision  | Report Of* ( <i>officer</i> )   | Issue Type (Non key/Key/Urgent) |
|---|---|---|---------------------------------|
| 16 January 2019   |   |   |                                 |
| Update report on the progress of Barnet Children's Services Improvement Action Plan                                   | The Committee to receive an update on the Ofsted Report.                                  | Strategic Director for Children and Young People  | <b>Non-key</b>                  |
| Annual Report on School Funding in Barnet   | The Committee to note and approve the report.   | Strategic Director, Children and Young People<br>Education and Skills Director, Barnet with Cambridge Education | <b>Non-key</b>                  |
| Barnet Safeguarding Partnership Annual Report   | The Committee to note and review the report.  | Strategic Director, Children and Young People<br>Strategic Lead – Children and Young People                     | <b>Non-key</b>                  |
| Report on business case for the Adoption Regional Agency arrangements in North London                                 | The Committee to note the report.   | Divisional Director Commissioning Family Services<br>Strategic Director, Children and Young People              | <b>Non-key</b>                  |
| 13 March 2019   |   |   |                                 |
| Update report on the progress of Barnet Children's Services Improvement Action Plan (including Quarterly Performance) | The Committee to receive an update on the Ofsted Report and quarterly performance report. | Strategic Director for Children and Young People<br>Head of Performance and Risk                                | <b>Non-key</b>                  |

Reports will be in the name of the Chairman of the Committee (with report officers listed above)

| Title of Report   | Overview of decision  | Report Of* ( <i>officer</i> )   | Issue Type (Non key/Key/Urgent) |
|---|---|---|---------------------------------|
| Educational Standards in Barnet 2017/18   | That the Committee note the results for the Academic year.                                | Strategic Director, Children and Young People<br>Education and Skills Director, Barnet with Cambridge Education | <b>Non-key</b>                  |
| 8 May 2019  |   |   |                                 |
| Update report on the progress of Barnet Children's Services Improvement Action Plan (including Quarterly Performance) | The Committee to receive an update on the Ofsted Report and quarterly performance report. | Strategic Director for Children and Young People<br>Head of Performance and Risk                                | <b>Non-key</b>                  |
| Voice of the Child Report   | Annual Report on Barnet Youth Parliament and Barnet Youth Assembly.                       | Voice of the Child Coordinator  | <b>Non-key</b>                  |

Reports will be in the name of the Chairman of the Committee (with report officers listed above)

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