



Oversight and Governance

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Published 07 February 2023

EDUCATION AND CHILDREN'S SOCIAL CARE OVERVIEW AND SCRUTINY COMMITTEE

Wednesday 15 February 2023
1.30 pm
Warspite Room, Council House

Members:

Councillor Laing, Chair

Councillor Mrs Pengelly, Vice Chair

Councillors Allen, Mrs Beer, Briars-Delve, Dr Cree, Cresswell, Deacon, Harrison, Loveridge, McLay, Reilly and Tofan.

Members are invited to attend the above meeting to consider the items of business overleaf. For further information on attending Council meetings and how to engage in the democratic process please follow this link - [Get Involved](#)

Tracey Lee
Chief Executive

Education and Children's Social Care Overview and Scrutiny Committee

1. Apologies

To receive apologies for non-attendance submitted by Councillors.

2. Declarations of Interest

Councillors will be asked to make any declarations of interest in respect to items on the agenda.

3. Minutes (Pages 1 - 12)

To confirm the minutes of the previous meeting held on 9 December 2022.

4. Chair's Urgent Business

To receive reports on business which in the opinion of the Chair, should be brought forward for urgent consideration.

5. Tracking Decisions Log: (To Follow)

6. Education and Children's Social Care Policy Brief: (Pages 13 - 18)

7. OFSTED Focused Visit Update and Response: (To Follow)

8. Recruitment and Retention Update: (To Follow)

9. Performance Scorecard: (Pages 19 - 30)

10. School Attainment: (Pages 31 - 40)

11. Financial Monitoring Report - Month 9: (To Follow)

12. Risk Monitoring Report Scrutiny Update – January 2023: (Pages 41 - 48)

13. Refugee and Asylum Seekers accessing Education in Plymouth: (To Follow)

14. Early Years and Childcare Sufficiency: (Pages 49 - 64)

15. Early Years and Childcare Quality and Child Outcomes: (Pages 65 - 80)

16. Work Programme: (Pages 81 - 84)

Education and Children's Social Care Overview and Scrutiny Committee

Friday 9 December 2022

PRESENT:

Councillor Laing, in the Chair.

Councillors Briars-Delve, Dr Cree, Cresswell, Harrison, Tippetts (substitute for Councillor Allen) and Tofan.

Also in attendance: Councillor Carlyle (Cabinet Member for Education, Skills and Children and Young People), Sharon Muldoon (Director of Children's Services), Jane Anstis (Service Director for Children, Young People and Families), Jim Barnicott (Head of Education and Virtual School) Lucinda Ross (Education Improvement Officer), Isabelle Morgan (Service Manager for Inclusion and Welfare) Ross Jago (Head of Governance, Performance and Risk), Sarah Gooding (Policy and Intelligence Advisor), Paul Stephens (Performance Advisor) and Jake Metcalfe (Democratic Support Advisor).

The meeting started at 11.00 am and finished at 2.00 pm.

Note: At a future meeting, the Panel will consider the accuracy of these draft minutes, so they may be subject to change. Please check the minutes of that meeting to confirm whether these minutes have been amended.

110. Declarations of Interest

Councillor Laing	Personal	Governor for Horizon Multi-Academy Trust
Councillor Tippetts	Personal	Student at Plymouth University

111. Minutes

The minutes were agreed as a true and accurate record subject to the following amendment:

- The meeting of the 14 September 2022 started at 13:00 and was then adjourned at 13:01

112. Chair's Urgent Business

There were no items of chairs urgent business.

113. Tracking Decisions

The Committee agreed to:

1. Add actions from the motion on notice for School Uniforms onto the Tracking Decisions log in order to review;
2. Note the tracking decisions log.

114. **Education and Children's Social Care Policy Brief**

Sarah Gooding, Policy and Intelligence Advisor presented the report to the Committee and highlighted the following key points:

- a) The Schools Bill would not be going ahead in the current parliamentary period and although the government would be taking forward some of the proposals within it, that didn't require any additional legislation, the Bill itself would not be progressing;

In response to questions raised it was reported that:

- a) Exam Boards and OFQUAL had been consulting with relevant teachers in schools which had been the key mechanism for understanding the pressures schools had been under around changes to exam systems from the pandemic in which schools had gone from teacher assessed grades back to an exam style system. There could be some work undertaken with Youth Parliament to understand children and young people's mental health and wellbeing to understand how they felt during the run up to exams;
- b) Plymouth had 53 settings which had met the criteria to take part in the early maths, language and social development training with 17 practitioners and 15 settings having benefited from completing phase one of the early professional development programme;
- c) Plymouth had been allocated four places per term with three cohorts per year for the national rollout of expert mentors;
- d) Plymouth had partnered with SWIFT for the national professional qualification for early years leadership and council officers had been working with leading practitioners to run the programme which had a cohort of 24 practitioners with 16 from the city of Plymouth;
- e) Plymouth would have a stronger practice hub which would be led through Plymbridge nursery and day care, Ham Drive nursery school and day care, The Cabin and Becky's Tiny Teddies. Trauma informed training would be rolled out to all settings and would bring into Plymouth settings and early years, regionally, approximately £2 million;
- f) Tina Brinkworth, Head of Skills and Post 16 would provide information to the Committee on:
 1. Whether City College Plymouth had faced any challenges in relation to T-Level courses and the quality that they provided and if there had been challenges, what dialogue had taken place.

2. Challenges within the interim report mentioned the 45 day work experience aspect of the course and issues establishing corporate business partners. Is this something the Council could help with to offer high quality business placements?
 3. Provide information on whether any work had been completed with the University of Plymouth in respect of a mentoring programme for T-Level programmes.
- g) Teaching of reading for secondary school pupils had been a specific focus within the Place based plan and had been tasked with raising the basic standard of English and Maths to grade five and above. The place based plan would target the historic dip that had been seen in Year 7 pupils where children's progress started to plateau and potentially did not recover. Plymouth would be looking to address that in terms of the government announcement of £24 million to boost children's literacy and to work on the transitions between primary and secondary schools;

The Committee agreed to note the report.

115. **Plymouth Education Board**

Councillor Carlyle, Cabinet Member for Education, Skills and Children and Young People introduced the report to the Committee. Jim Barnicott, Head of Education and the Virtual School highlighted the following key points:

- a) The Plymouth Education Board provided a governance forum for the City's education improvement partnership which delivered one of the three priorities of the Children's Plan Bright Future – Aspire and Achieve;
- b) The work programme for the Plymouth Education Board included SEND Improvement Plan in preparation of a SEND inspection and the Inclusion Transformation and AP remodelling;
- c) The following actions were added to the tracking decisions log:
 1. A list of people on the Plymouth Education Board would be circulated to the committee with its Terms of Reference;
 2. Work to be undertaken with Youth Parliament in relation to exam readiness.

The Committee agreed to note the report.

116. **Inclusion Briefing: Children Missing out on Education**

Councillor Carlyle, Cabinet Member for Education, Skills and Children and Young People introduced the report to the Committee and noted the attendance and absenteeism levels in the city and the need to improve engagement and attainment

for children with SEND support in the city, those children and young people on reduced timetables and for Plymouth's care experienced children and young people outcomes.

Isabelle Morgan, Service Manager for Inclusion and Welfare presented the report to members of the Committee and highlighted the following key points:

- a) There had been a slight reduction in the prevalence of children missing out on education at secondary and the number of children missing out on education with SEND support had remained stable;
- b) Children and young people with SEND they became less likely to need or require a reduced timetable as they went up the Key Stage levels, this had been reflected in the data which showed that as students with SEND support progressed in secondary school from KS3 to KS4 the numbers of pupils on a reduced timetable showed a slight drop;
- c) The City had seen an improvement of 36.7% on the numbers of children reported missing from education and further work would be undertaken with families to get children onto the school roll quickly;
- d) The numbers of children withdrawn to home address education who were known to children's social care had fallen by 9% between 1 April 2022 and 1 October 2022 compared to the previous academic year. It was thought that the results were down to the new multi-disciplinary working arrangements;
- e) The most pressing issues for the service had been the overall increase in the numbers of children missing out on education, the numbers of children in primary with Education Health Care Plans (EHCP) and children at risk of exclusion had increased;
- f) Many of the children missing out on education had been known to Children's Social Care and officers were working with schools to support plans in respect of those children, to support plans by working as an integrated children's services team;
- g) As the key stage levels increased it had been found that the length of reduced timetables increased, this was recognised as a priority for the service and it was noted that the service were particularly interested in reduced timetables that had been implemented for 8 weeks or more;
- h) The number of statutory aged children being de-registered from schools to be electively home educated had continued to increase, the service had been increasingly worried about that trend which became a priority;
- i) There had been an increase in the number of school attendance orders being issued. The order had been there to support children missing from education back into school and it was expected this would continue to rise;

- j) The service continued to work in partnership with schools through the place-based plan and had also been working with Dorset County Council and Plymouth's link with the Department for Education (DFE) attendance advisor. The DFE had published its attendance guidance which would ensure attendance was 'everybody's business' with the framework to work together in ensuring everyone was working with families and supporting children to remove barriers for attendance. The published guidance had resulted in the service developing an attendance strategy which would be in place by January 2023;
- k) Through discussions with headteachers in the City it was recognised that Plymouth City Council needed to be better with Early Help. From January 2023 people would be able to pre-book onto an Early helpline to have conversations with practitioners;

In response to questions raised it was reported:

- a) Sharon Muldoon would provide figures for children going down the route for an Education Health Care Plan and would provide figures of 6 week decision progress and 20 week production of the plan deadline.
- b) There had been a SEND improvement plan in place which focussed on timeliness of EHC plans which had been significantly improving, however it was acknowledged that whilst the number for children and young people requiring an EHC plan was on the increase, the number of educational psychologists hadn't and there would be budgetary implications in order to meet that demand;
- c) Plymouth City Council had been confident in tracking children that were missing from education. The service captured all live birth data which would come through to Plymouth's education system and from that point onwards children were tracked through early years and when they became of statutory school age the service would monitor to see whether children were registered at a school and if not would make enquiries to establish what education was being provided. Other local authorities had a similar system and should families move area, authorities would communicate with one another to find a successful resolution. Plymouth city council had a team of officers that could knock on the doors to locate children and work was being undertaken to work across a multi-agency platform to track children should they leave the city. It was acknowledged that the team would be able to identify where families were claiming child benefit;
- d) Plymouth had undertaken a large amount of work in respect of electively home educated children and young people and the service undertook a rapid review with the Plymouth Safeguarding Partnership and different organisations across the city to ensure everyone had been taking responsibility and ensuring oversight of children and young people who could be moving out of school into home

education. If children did become home educated, work would be done to understand their vulnerabilities and keep them in education;

- e) Plymouth had made a bid to the Department for Education around the Family Hubs programme for a total of £3.3 million to engage young children in the city at the earliest intervention point;

The Committee agreed to:

1. Add to the work programme Children missing education, which would see more a more detailed report following analysis of the data;
2. Note the report.

117. **Plymouth Education Improvement**

Councillor Carlyle, Cabinet Member for Education, Skills and Children and Young People introduced the report to the Committee. Jim Barnicott, Head of Education and Virtual School presented the report to the committee and highlighted the following key points:

- a) The place based work began with a sharp focus on the secondary sector particularly secondary outcomes as that was seen as a priority when the project first started. The second phase moved to include primary, special and early years.
- b) There had been five strands to the plan which included; system and infrastructure, leadership, curriculum, Teaching and learning and Inclusion/SEND priority;
- c) The inclusion scorecard had been an innovative piece of work for the city which had been in a test and development phase. This would underpin the inclusion strand part of the improvement plan.

In response to questions raised it was reported that:

- a) OFSTED had as part of the framework, character curriculum which would provide students opportunities to develop their interests and themselves. This had been a goal within the curriculum strand to explore models to extend the school day in order to provide a wider curriculum entitlement to all learners;
- b) Plymouths place based approach was unique to Plymouth to respond to the education needs of children and young people in Plymouth which would not be imposed on the city or given to the city as a set of pre-existing priorities;

The Committee agreed to note the report.

118. **School Attainment**

Councillor Carlyle, Cabinet Member for Education, Skills and Children and Young People introduced the report to the Committee. Lucinda Ross, Education Improvement Officer presented the report to the Committee and highlighted the following key points:

- a) For children in Plymouth at the end of KS2, the combined average of children achieving the expected standard in reading, writing and maths was 65% which was 1% above the national average and had been a first for Plymouth to get above the national average. Data also showed Plymouth was 2% higher than the southwest regional average;
- b) 74% of children achieved the expected standard in English reading, 70% in writing and 71% in maths. English writing came in lower at 70% which could be attributed to less writing undertaken due to the two years of the COVID pandemic;
- c) Writing had been identified as an area of recovery as part of the place based plan particularly amongst boys and writing at KSI which had historically been areas of weakness in Plymouth;
- d) For KS4 results, work undertaken through the place based evaluation showed that 67% of Plymouth's secondary schools had improved their progress at eight score, 87% improved their attainment 8 score, and 88% had seen an improvement in their basics in English and maths. In relation to achievement of grade 5 or better in English and maths Plymouth stood at 45.9% compared to a national average of 49.8%, this gap had been closing rapidly.

For progress 8 there had been a slight variance in the figure but Plymouth stood at -0.2 compared to national 0.03 which was against Plymouth's - 0.29 in 2019 for the previous comparison. Attainment 8 figures showed Plymouth had 47.5% compared to the national figure of 48.8% which showed an improvement in closing the gap and also an improvement on 2019 figures.

- e) KS4 figures for staying in education or entering employment figures stood at 94% which correlated with national figures;

In response to questions it was reported:

- a) When the Department for Education published the final validated data this would come back to the Committee to report on disadvantaged groups and also KSI and end of KSI attainment data and Year 1 phonics. The Education team would also provide an update for KS4;
- b) Plymouth City Council had a data sharing agreement with schools which allowed the team to share provisional data. It was acknowledged that one of the downsides of the provisional data is that the data kept

changing;

- c) Although there had been a gap between Plymouth's children, the service were assured that the gap would continue to close and it remained focussed to close the gap rapidly to provide the best outcomes for children in the city;
- d) When data had been finalised, the service could look at attainment and progress in particular localities in the city and where identified where there had been high deprivation, low attainment and then through the place based plan talk to CEO's of trusts and headteachers of maintained schools to find out what additional support they required. The service would also challenge schools where there had been a gap to provide a combination of challenge and support;
- e) Plymouth City Council had worked with schools in the city on the Pupil Premium strategy to understand how this was used by schools. The Education Endowment Fund regularly published strategies which worked well to support children to catch up particularly in English and maths.

The Committee agreed to:

- 1. Note the report
- 2. Add validated data of disadvantaged groups onto the work programme

119. **Regional Schools Commissioner**

Sharon Muldoon, Director of Childrens Services presented a verbal report to the Committee and highlighted the following key points:

- a) The Regional Schools Commissioner had a new title which changed to the Regional Director. There had also been a change within the Department for Education which brought together social care and education to enable Plymouth to have one link;
- b) The team from the Department for Education would be focussing on children who were either vulnerable learners or known to social care. They continued to work with Plymouth and were aware of the improvement work that had been underway in the city. Dorset County Council had been working with Plymouth City Council to benchmark areas of improvement, they had met with Plymouth on a termly basis to go through performance data;

The Committee agreed to:

- 1. Add to the Tracking Decisions Log, an invitation to be sent to the Regional Director for Education to attend a Scrutiny Committee;
- 2. To note the report.

120. **Performance Scorecard**

Councillor Carlyle, Cabinet member for Education, Skills and Children and Young People introduced the report and highlighted referrals to Children, Young People and Families service were down 30% for 2022/23 and that the number of children on Child Protection Plans had dropped significantly. Sharon Muldoon, Director for Children's Services presented the report to members of the Committee and highlighted the following key points:

- a) Although Child Protections Plans had decreased, the number of repeat plans had increased. It was recognised that this could be due to small numbers of large sibling groups that would drive the percentage numbers up;
- b) Numbers of children in the care of the Authority had stabilised following continued increases since the pandemic, this was now in line with statistical neighbours. It was recognised that Plymouth had seen an increase over the course of two years in the number of adolescents in the care of the local authority which had been above statistical neighbours;
- c) Plymouth had been and would be working to increase the numbers of children and young people in education, employment or training and had a number of strategies in development which included an attendance strategy as well as a neglect strategy. The service continued to have a focus and aspiration on Plymouth's Care leavers as too many were not in education, employment or training;

In response to questions raised it was reported that:

- a) The decreasing trends had been down to Plymouth working restoratively and collaboratively with families following the pandemic and to provide intervention at an earlier stage which was impacted during the pandemic;
- b) Data would be provided which would compare Plymouth care experienced young people aged 18-20 with the rest of the Plymouth's 18-20 years old population to understand whether those not in education employment or training showed a correlation of the impact from the pandemic and had been due to other factors;
- c) Councillor Carlyle encouraged businesses across the city to sign up to the Care Leavers covenant to provide more workplace opportunities which would help Plymouth's care leavers to have better outcomes and reduce the 'worrying statistic' of almost half of Plymouth's care leavers aged 18-20 not being in education, employment or training;
- d) The Committee requested that officers continue the push to provide care leavers with education, employment or training and to make use of the City's Freeport status.

The Committee agreed to:

1. Be provided with data on how many care experienced children and young people had been attending good or outstanding school settings, this would also include number of children attending early years settings.
2. To note the report

121. **Financial Monitoring Report - Month 7**

The Committee were made aware that the Performance, Finance and Customer Focus Overview and Scrutiny Committee met and highlighted the following areas of consideration for the Education and Children's Social Care Overview and Scrutiny Committee:

1. Mitigation and weaknesses surrounding partner income of £500,000
2. Action plan to reduce agency spend
3. Housing pressures and what was being done to ensure housing was provided
4. Bespoke arrangements
5. Home to school transport
6. Action plan for the red rag performance rating associated with children that had multiple child protection plans

David Northey, Interim Head of Finance and Section 151 Officer presented the report and highlighted the following key points:

- a) The Children's directorate had a gross overspend of £4.401 million with mitigations of £2.204 million which led to a net variance of £2.217 million;
- b) Overspend of £4.4 million had been £1.8 million from placements and additional costs, £1 million of non-placement costs including pressures for legal costs. There had also been pressures on SEND short breaks and school transport;
- c) There had been a plan to reduce the spend on the children in care placements budget however it was recognised that the service was a demand led service and some children had required care packages due to their complex needs;
- d) Pressures in the Children's budget for 2022/23 had either been due to high cost placements for children with either complex disabilities or specific needs which required a bespoke package. For those placements, officers met on a weekly basis to look at placement availability and to ensure assurances that the package was right;
- e) It was reported that for every one placement there would be 100 local authorities bidding for the same placement;

- f) There had been pressures on the Education, Participation and Skills budget linked to home to school transport for SEN children which was a statutory service. It was reported that although the demand had been static with the same number of miles the increase in costs had been due to the cost of fuel and increase from service providers from the decrease in drivers;

In response to questions raised it was reported that:

- a) Mitigations of £500,000 on the Children's budget from the Integrated Care Boards (ICB) had previously been awarded by the Local Commissioning Group. Conversations had took place over a number of months and on a regular basis to try and resolve the issue;
- b) A full review of Section 75 agreements with the NHS would be undertaken to review key areas of joint funding and included how the NHS and Plymouth City Council worked better to support Children's services;
- c) Plymouth had been below the national average for the number of unaccompanied asylum seekers, it was acknowledged however the costs of care packages and costs of services for those children and young people were not covered by the funding provided by government;
- d) Plymouth City Council did employ a number of agency workers as social workers, but this had not been to the volume that other local authorities had been experiencing. Plymouth had been in the process of recruiting international social workers and they would begin to join the service in February 2023. Officers had been working on a new recruitment and retention strategy for the service;

The committee agreed to:

- I. Note the forecast revenue monitoring position at period 7 as set out in the report in the sum of £4.104 million

122. **Risk Management Monitoring Report**

Ross Jago, Head of Governance, Performance and Risk presented the report to the Committee and highlighted the following key point:

There had been 5 red risks on the risk register with one being pertinent to the Education and Children's Social Care Committee relating to the possible failure to meet statutory duties due to growing volume and complexity in the demand for Children's Social Care;

The Committee agreed to note the report.

123. **School Uniform - Presented by Plymouth's Youth Parliament (To Follow)**

Scarlett, representative from Plymouth's Youth Parliament presented the report to the committee and highlighted the following key points:

- a) Pupils had commented that schools had been too strict with their dress code and a more relaxed approach would suit most pupils;
- b) Scarlett's campaign showed what schools could do to change their policies in order to allow more freedom with their uniforms. If implemented this would improve mental health of students across the city;
- c) Scarlett's campaign had 24 responses from teachers stating that they had been concerned about their responses and how their responses would be implemented at the schools;
- d) There were concerns about the cost of living crisis and how this had been affecting families. The campaign had been attempting to raise awareness of the school uniform shop and would be encouraging families to donate school uniforms;

In response to questions raised it was reported that:

- a) Councillor Carlyle would provide a response on the Motion on Notice that had been passed at full Council on 21 November 2022 on School Uniform;
- b) It was requested by Youth parliament that should a student not adhere to school uniform policy, to be more understanding and to attempt to rectify the situation by other means rather than 'shouting' or being sent to 'isolation'.

The Committee agreed to note the report.

124. **Work Programme**

The Committee agreed to add the following to the work programme:

- School Attainment data, this would include more detailed analysis of the final data
- Recruitment and retention
- Early Years and Primary Phase from the Plymouth Education Board

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	15 February 2023
Title of Report:	ECSC Policy Brief
Lead Member:	Councillor Charlotte Carlyle (Cabinet Member for Education, Skills and Children and Young People)
Lead Strategic Director:	Sharon Muldoon (Director for Childrens Services)
Author:	Sarah Gooding (Policy and Intelligence Advisor)
Contact Email:	Sarah.gooding@plymouth.gov.uk
Your Reference:	ECSC PB 15022023
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

To provide Education and Children's Social Care Overview and Scrutiny Committee with the latest national picture in respect of policy announcements and legislation affecting children and young people.

Recommendations and Reasons

For Scrutiny to consider the information provided in regard to their role and future agenda items.

Alternative options considered and rejected

N/A

Relevance to the Corporate Plan and/or the Plymouth Plan

Delivery of the Corporate Plan and Plymouth Plan needs to take account of emerging policy and the legislative picture.

Implications for the Medium Term Financial Plan and Resource Implications:

N/A

Financial Risks

N/A

Carbon Footprint (Environmental) Implications:

N/A

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

** When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.*

N/A

Appendices

*Add rows as required to box below

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7
A	ECSC Policy Brief – 15 February 2023							
B								

Background papers:

*Add rows as required to box below

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

Title of any background paper(s)	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
	1	2	3	4	5	6	7

Sign off:

Fin	N/A	Leg	N/A	Mon Off	N/A	HR	N/A	Asset s	N/A	Strat Proc	N/A
Approved by: Giles Perritt, Assistant Chief Executive											
Date approved: 03 February 2023											

POLICY BRIEF

Education and Children's Social Care Overview and Scrutiny

15 February 2023



The information within this Brief is correct at the time of approval for publication and contains relevant policy announcements made by Government and its departments and regulators.

Consultations and Calls for Evidence

Two consultations have been released in relation to the new Children's Social Care Implementation Strategy which is also open to consultation. Further details can be found below (all close 11 May 2023).

Date of announcement /publication	Education and Children's Social Care Overview and Scrutiny Committee
Government Policy / Legislative Announcements:	
02 February 2023	<p>Long-term strategy launched to fix children's social care</p> <p>The government have published a Children's Social Care Implementation Strategy to transform the current care system and focus on more early support for families, reducing the need for crisis response at a later stage.</p> <p>The plan responds to recommendations made by three independent reviews by Josh MacAlister, the Child Safeguarding Practice Review Panel into the tragic murders of Arthur Labinjo-Hughes and Star Hobson, and the Competition and Markets Authority (CMA).</p> <p>Measures announced today in the strategy, Stable Homes, Built on Love, include:</p> <p>Introducing more effective, joined-up family help for those that are struggling.</p> <p>Up to 12 local areas will get over £45m to test a new approach to Family Help to provide increased, evidence-based support for families to overcome issues to prevent problems from escalating. In a welcoming and non-judgemental way, the new service will help families with issues such as domestic abuse or poor mental health, giving them access to local support with the focus on the help they need rather than bureaucratic boundaries and assessments between services and professionals.</p> <p>Where a child is at risk of harm, experts will intervene swiftly and decisively to protect them.</p> <p>A new Child Protection Lead Practitioner role will have advanced, specialist training, and will work in a fully joined up way with other services such as the police, to better identify and respond to significant harm. The change will mean services work more effectively to protect children from harms that happen outside of the home, such as criminal exploitation and serious violence.</p>

	<p>Harnessing the value of family networks by supporting the kinship care system.</p> <p>There will be a focus on improved support and reducing barriers to kinship care, including investing £9 million in a kinship care training and support offer for all kinship carers. The government will explore the case for a new financial allowance, possible additional workplace entitlements and options for an extension of legal aid for kinship carers who become Special Guardians or who hold Child Arrangement Orders.</p> <p>Transforming the experiences of children in care and care leavers, by prioritising children in care living in homes close to their family, friends, communities and schools.</p> <p>In addition to the recruitment programme and the above inflation increase to allowances, the government is investing £30m in family finding, befriending and mentoring programmes to support children in care and care leavers to find and maintain loving relationships. The government will also increase the leaving care allowance from £2,000 to £3,000 from April this year, an above inflation increase to help them set up home independently. For care leavers undertaking apprenticeships, there will be an increase to the bursary available from £1000 to £3,000.</p> <p>Expanding and strengthening the children’s social care workforce.</p> <p>Local authorities will be supported to recruit up to 500 new child and family social worker apprentices and there will be consultation on proposals to reduce over-reliance on agency social workers. The government will also introduce a new Early Career Framework for social workers that will make sure that social workers have the knowledge and skills they need to support and protect children. A consultation on the workforce proposals can be found here.</p> <p>Setting clearer direction for everyone who works in the system, through a new Children’s Social Care National Framework and Dashboard.</p> <p>The National Framework, published for consultation, sets out clear outcomes that should be achieved across all local authorities to improve the lives of children and families, raising the quality of practice across the country.</p>
02 February 2023	<p>Children’s social care: CMA recommendations accepted by UK government</p> <p>The Competition and Markets Authority (CMA) launched a market study into children’s social care in March 2021 due to concerns over a lack of availability of placements and high prices.</p> <p>As part of its wider strategy to improve the sector (see above), the Department for Education (DfE) has committed to implement these recommendations to ensure long-term reform, including:</p> <ul style="list-style-type: none"> • Developing regional bodies to support local authorities in obtaining suitable placements for children: These bodies will be able to engage better with placement providers, such as care homes and foster agencies, to help make sure the right placements are available when and where children need them. They will also be trialled and evaluated to make sure they are fit for purpose.

	<ul style="list-style-type: none"> • Introducing a financial oversight regime: Establish an oversight regime to assess the financial health of care home providers that are most difficult to replace, and alert authorities if a failure is likely. • Reviewing regulation relating to the placement of children: Create an expert working group to review all existing legislation and regulation regarding children's social care, and develop a common set of standards for fostering, children's homes and supported accommodation.
04 January 2023	<p><u>Prime Minister sets ambition of maths to 18 in speech</u></p> <p>In his first speech of 2023, the Prime Minister set out his priorities for the year ahead and ambition for a better future for Britain. The PM committed to taking the necessary action to deliver for the long term on issues such as low numeracy rates. As part of this, he set a new ambition of ensuring that all school pupils in England study some form of maths to the age of 18.</p>
05 January 2023	<p><u>Careers boost for young people</u></p> <p>Primary school pupils are to benefit from a new careers programme that will encourage them to think about future jobs early, whilst nurturing aspirations and challenging stereotypes.</p> <p>From 1 January, young people will also benefit from strengthened careers advice through a change in the law that will see all year 8 - 13 pupils have at least six opportunities to meet a range of providers of technical education.</p> <p>The primary school scheme will be rolled out across the 55 Education Investment Areas (EIAs) including Plymouth and delivers on a commitment in the Schools White Paper.</p>
Ofsted Announcements:	
02 December 2022	<p><u>A new judgement for care leavers</u></p> <p>Following consultation, Ofsted is introducing a new, separate judgement to the framework for inspecting local authority children's services (ILACS) specifically about the experiences and progress of care leavers. Inspections will consider whether local authorities are making good decisions for care leavers, and what they are doing to support them into adulthood and the new judgement will be introduced in January 2023, once all local authorities have had at least one ILACS inspection.</p>
13 December 2022	<p><u>Ofsted Annual Report: Pandemic recovery slowed by workforce crisis in children's education and care</u></p> <p>This year's Ofsted Annual Report describes the extent to which education and children's social care have recovered in the wake of the pandemic. It finds that, while there is much to be commended, ensuring this generation of children and young people get the education, training, care and opportunities they deserve remains a work in progress.</p>

For information:	
15 December 2022	<p data-bbox="406 197 1157 230">Expert panel calls for stronger child protection measures</p> <p data-bbox="406 235 1420 450">The Child Safeguarding Practice Review Panel has published its third annual report. The independent panel of experts reviews serious child safeguarding incidents - when a child dies or suffers serious harm, and abuse or neglect is known or suspected. The new report shows the panel received 379 serious incident notifications in 2021, which includes over 150 children who tragically died.</p> <p data-bbox="406 495 1420 566">The panel is calling for the government to urgently release its plans to reform children's social care and to strengthen the child protection system.</p>

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	15 February 2023
Title of Report:	Performance Scorecard
Lead Member:	Councillor Charlotte Carlyle (Cabinet Member for Education, Skills and Children and Young People)
Lead Strategic Director:	Sharon Muldoon (Director for Childrens Services)
Author:	Paul Stephens
Contact Email:	paul.stephens@plymouth.gov.uk
Your Reference:	PSCSS-2022/23(Q3)
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

To share key performance data information related to Children Services (Children, Young People and Family Services and Education, Participation and Skills)

Recommendations and Reasons

To note the attached briefing paper for information and discussion

Alternative options considered and rejected

Not applicable

Relevance to the Corporate Plan and/or the Plymouth Plan

Not applicable

Implications for the Medium Term Financial Plan and Resource Implications:

For information

Financial Risks

Not applicable

Carbon Footprint (Environmental) Implications:

Not applicable

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

* When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.

[Click here to enter text.](#)

Appendices

*Add rows as required to box below

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7
A	Briefing report title							
B	Equalities Impact Assessment (if applicable)							

Background papers:

*Add rows as required to box below

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

Title of any background paper(s)	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
	1	2	3	4	5	6	7

Sign off:

Fin	PL.22. 23.26 4	Leg	LS/00 0010 75/A C/7/2 /23	Mon Off	Click here to enter text.	HR	Click here to enter text.	Assets	Click here to enter text.	Strat Proc	Click here to enter text.
Originating Senior Leadership Team member: Sharon Muldoon											
Please confirm the Strategic Director(s) has agreed the report? Yes											
Date agreed: 06/02/2023											
Cabinet Member approval: Councillor Charlotte Carlyle, sent by email											
Date approved: 06/02/2023											

Q3 2022/23 PERFORMANCE REPORTEducation and Children's Social Care Overview and
Scrutiny Committee**CONTENTS**

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1. CHILDREN, YOUNG PEOPLE AND FAMILY SERVICES

1.1. Referrals & Re-Referrals

1.1. Referrals & Re-Referrals				Previous Year & Benchmarking		Current Period	
Ref	Indicator Name	2019/20 Actual	2020/21 Actual	2021/22 Actual	England	Statistical Neighbours	Q3 2022/23
1	Number of referrals received within the last 12 months	3,164	3,616	3,285	494.1 (2020/21)	608.5 (2020/21)	2,255
	Referrals received within the last 12 months - Rate per 10,000 children	598.1	678.5	616.4			423.1
2	Number of re-referrals within 12 months (last 12 months)	772	861	743	22.7% (2020/21)	23.3% (2020/21)	470
	% of re-referrals within 12 months (last 12 months)	24.4%	23.8%	22.6%			20.8%

In the 12 months to the end of quarter three, the Initial Response Teams (IRT - previously PRAS) received 2,255 referrals, this is 1,310 less than the 12 months to December 2021 and 1,295 less than the 12 months to December 2020. At a rate per 10,000 children (enabling comparisons against other authorities) Plymouth is reporting at 423.1 at the end of quarter three. This is lower than Plymouth's published position for 2020/21 (678.5), lower than statistical neighbours and is currently lower than the England average of 494.1 (quarter four's report will be updated to use the published figures for 2021/22 for comparison). This has coincided with partnership work to support partner agencies to think about the different types of support available in our city; however, we continue to monitor the reduction in referrals to ensure we're providing the right support, at the right time.

The proportion of re-referrals received (where a referral had been received for the same child in the 12 months prior) has seen an improvement. The end of quarter three position was reported at 20.8%, down 3.0 percentage points from Plymouth's published 2020/21 figure and 1.8 on the provisional figure for 2021/22. This improvement combined with increased re-referrals in other authorities means Plymouth is at a level lower than the 2020/21 statistical neighbours and the England average.

The recent Ofsted report (published 30 January 2023) has identified two priority actions and these are now being reviewed and are supported by detailed action plan for the Front Door. Within this, the service has a multi-agency group which meets on a fortnightly basis. It reviews 'No Further Action' decisions, recent re-referrals and threshold decisions; this will ensure that decisions are reviewed and discussed across the partnership on a regular basis. This will ensure that any learning or changes to the systems or staff support are put in place.

1.2. CHILDREN IN NEED				Previous Year & Benchmarking			Current Period
Ref	Indicator Name	2019/20 Actual	2020/21 Actual	2021/22 Actual	England	Statistical Neighbours	Q3 2022/23
3	Number of children subject to a Child In Need Plan (snapshot)	841	1,121	965	Not benchmarked	Not benchmarked	990
	Children subject to a Child In Need Plan - Rate per 10,000 children	159.0	210.4	181.1	Not benchmarked	Not benchmarked	185.8

As the table above shows Plymouth's 'Child in Need' caseload (which does not include children subject to Children Protection Plans or Looked after Children) has remained reasonably stable over the last nine months. The net number of children subject to a Child in Need Plan is currently higher than the level prior to the pandemic but has seen a reduction of 131 children when compared to the end of 2020/21 position.

The number of children subject to a Child In Need Plan is reducing, but there continues to be some pressures including timeliness of assessments which is currently being addressed. The service continues to review all children in need to ensure the right support at the right time for families. Through its recent quality assurance work, the service has identified seven areas of practice improvement and is currently working on structured plans to support practice development and Team Manager oversight.

1.3. CHILDREN SUBJECT TO A CHILD PROTECTION PLAN				Previous Year & Benchmarking			Current Period
Ref	Indicator Name	2019/20 Actual	2020/21 Actual	2021/22 Actual	England	Statistical Neighbours	Q3 2022/23
4	Number of children subject to a Child Protection Plan (Snapshot)	310	333	326	41.4 (2020/21)	57.2 (2020/21)	239
	Children subject to a Child Protection Plan - Rate per 10,000 children	58.6	62.5	61.2			44.8
5	Category of abuse for current Child Protection Plan: Neglect	53.2% (165)	50.2% (167)	51.5% (168)	Not benchmarked	Not benchmarked	46.9% (112)
	Category of abuse for current Child Protection Plan: Physical Abuse	8.7% (27)	7.8% (26)	7.7% (25)	Not benchmarked	Not benchmarked	6.3% (15)
	Category of abuse for current Child Protection Plan: Sexual Abuse	3.9% (12)	5.1% (17)	3.7% (12)	Not benchmarked	Not benchmarked	4.6% (11)
	Category of abuse for current Child Protection Plan: Emotional Abuse	34.2% (106)	36.9% (123)	37.1% (121)	Not benchmarked	Not benchmarked	42.3% (101)
6	% of children subject to multiple child protection plans - Within lifetime of the child (new plans starting in last 12 months)	28.8% (96)	27.4% (90)	27.5% (103)	22.1% (2020/21)	21.3% (2020/21)	27.9% (84)

At the end of quarter three (31 December 2022) there were 239 children who were subject to a Child Protection Plan. This is a rate of 44.8 children per 10,000 children, which is lower than the provisional 2021/22 position. The rate per 10,000 children is 3.4 above the England average and currently lower than our Statistical Neighbour average.

The proportion of children who became subject to a Child Protection Plan within the 12 months up to quarter three (January 2021 to December 2022), who have been on a previous Child Protection Plan in their lifetime was reported at 27.9%.

This is the lowest level reported since March 2022, but further improvement is needed. During the last 12 months, 84 children/young people have started repeated Child Protection Plans (within their lifetime), this is an improvement on the 103 reported for the reporting year of 2021/22.

The current percentage is higher than statistical neighbours and the England average. All local authorities experience repeat child protection planning processes for children. This area for improvement is included within the remit of our ongoing Sector Led Improvement Partnership (SLIP) work with Dorset and is the subject of a Practice Learning review by the new service manager.

The service is working with the Plymouth Safeguarding Partnership Board to roll out the 'NSPCC Neglect Graded Profile Tool' to support all staff and volunteers working across the system to identify and improve support for children and young people who may experience neglect.

1.4. LOOKED AFTER CHILDREN (ALSO REFERRED TO AS CHILDREN IN CARE)

1.4. LOOKED AFTER CHILDREN (ALSO REFERRED TO AS CHILDREN IN CARE)				Previous Year & Benchmarking			Current Period
Ref	Indicator Name	2019/20 Actual	2020/21 Actual	2021/22 Actual	England	Statistical Neighbours	Q3 2022/23
7	Number of children subject to a Care Plan - Looked After Children (Snapshot)	434	485	490	67.0 (2020/21)	92.2 (2020/21)	487
	Children subject to a Care Plan - Looked After Children - Rate per 10,000 children	82.0	91.0	91.9			91.4
8	% of Looked After Children placed outside of the city of Plymouth (i.e., the placement is not within PL1 to PL7 or PL9)	34.9%	39.0%	38.0%	Not benchmarked	Not benchmarked	39.0%
9	Placement Type: Family Placement (fostering or connected carers)	326	336	325	Not benchmarked	Not benchmarked	333
	Placement Type: Children's Homes & Residential Care	36	53	56	Not benchmarked	Not benchmarked	56
	Placement Type: Hostels & other Supportive accommodation	23	31	33	Not benchmarked	Not benchmarked	49
	Placement Type: Lodgings or Independent living (16+)	18	12	16	Not benchmarked	Not benchmarked	1
	Placement Type: Other Placement	x	x	x	Not benchmarked	Not benchmarked	x
	Placement Type: Placed for Adoption	12	25	24	Not benchmarked	Not benchmarked	15
	Placement Type: Placed with Parents	13	25	28	Not benchmarked	Not benchmarked	28
	Placement Type: Other accommodation - NHS, Family Centres, Parent & Child	5	6	7	Not benchmarked	Not benchmarked	x
Placement Type: Secure Units	x	x	x	Not benchmarked	Not benchmarked	x	

On the 31 December 2022, there were 487 children/young people who are children in care. This is a decrease of three children on the end of 2021/22 and two more children than the published figure for the end of 2020/21. Unlike the levels of children subject to a Child in Need Plan and Child Protection Plan that have seen reductions, the net number of children in care has plateaued. A combination of approaches including strengthening our Early Help and front door responses and reviewing our offer for Special Guardians will support decreases in admissions to care. Increased social worker capacity (Permanence Service) and the work of the Adolescence Support Team is supporting children to return home from care where possible. This team also works to prevent children coming into care using earlier intervention and family support and we are currently reviewing the 'Edge of Care' model in this space to ensure this is robust and effective.

297 (61.0%) of children in care are placed within the city, the remaining 190 children (39.0%) are placed outside of the city. This measure is simply based on the postcode of the child's placement address. Those not within PL1 to PL7 or PL9 are considered outside of the city. For example, PL12 refers to Saltash in Cornwall, which could potentially be less than a mile from a child's home address, but it is outside of Plymouth. Using information being developed, approximately 76% of children in care are placed within 20 miles of their home address.

Please note: where the number of children is below five, the actual figure is suppressed and shows 'x'.

1.5. CARE EXPERIENCED (ALSO REFERRED TO AS CARE LEAVERS)

Ref	Indicator Name	2019/20 Actual	2020/21 Actual	Previous Year & Benchmarking			Current Period
				2021/22 Actual	England	Statistical Neighbours	Q3 2022/23
10	% of Care Experienced young people in Unsuitable Accommodation (Statutory Service (aged 18 to 20))	Not available	9.6% (17/178)	6.1% (11/181)	12.0% (2020/21)	11.5% (2020/21)	5.6% (10/180)
11	% of Care Experienced young people in Education, Employment and Training (Statutory Service (EET aged 18 to 20))	Not available	52.8% (94/178)	56.4% (102/181)	52.0% (2020/21)	51.3% (2020/21)	52.8% (95/180)

Plymouth's quarter three figure shows that the proportion of Care Experienced young people in unsuitable accommodation was at a lower level than the statistical neighbour and England averages (as published 2020/21).

Those in Education, Employment and Training were reported at a similar level as comparators.

Children's Services are in the process finalising the city wide 'NEET' strategy called 'Unlocking the Plymouth's potential', with the aim of moving young people from 'NEET' to 'SEET' (Seeking) through to EET'. The directorate is also working closely with the Skills for Plymouth response to ensure all care experienced young people have the opportunity to engage in education, training and employment. The increase in Personal Advisors in the service is supporting this work and the plan to increase social worker capacity in the permanence service along with a stronger practice focus, will support earlier stability and better Education outcomes for all children in care.

In June 2022 the Council signed a commitment for a whole city approach in line with the key principles of the Care Leaver Covenant, which are:

- Care leavers will be supported to achieve and aspire positive outcomes to maximise their life chances.
- They will be supported to be healthy, happy and safe.

Upon signing this document, the Council has agreed to demonstrate its commitment to care experienced young people in a number of ways and aims to make Plymouth the best place for care experienced children and young people to live, to grow up and are supported for when they are ready to leave care.

2. EDUCATION, PARTICIPATION AND SKILLS

2.1. OFSTED OUTCOMES

Ref	Indicator Name	2019/20 Actual	2020/21 Actual	Previous Year & Benchmarking			Current Period
				2021/22 Actual	England	Statistical Neighbours	Q3 2022/23
1	% of all schools judged by Ofsted as good or outstanding	Inspections paused due to COVID	Inspections paused due to COVID	76.0%	88.6% (August 2022)	84.7% (August 2022)	76.5%
2	% of pupils attending Plymouth schools judged by Ofsted as good or outstanding	Inspections paused due to COVID	Inspections paused due to COVID	77.1%	Not benchmarked	Not benchmarked	78.8%

There are 98 state-funded schools in Plymouth and at the end of quarter three, 78.8% of pupils are attending a school judged as good or outstanding in our city; this is an increase of 0.5 percentage points on the previous quarter. When we break this figure down in to the rate of pupils attending primary or secondary schools, we can see that 84.3% of pupils are attending primary schools rated as good or better (compared to 87.4% at the end of quarter two) and 73.8% of pupils are attending secondary schools that are rated as good or better (compared to 68.9% at the end of quarter two).

The phase improvement partnerships, including Early Years, Primary/Special, and Plymouth Strategic (Secondary) Education Group, continue to provide momentum for the place based approach for school improvements, reporting directly to the Plymouth Education Board and the Regional Schools Commissioner. Overall the proportion of actual schools rated good or better by Ofsted has increased to 76.5% by August 2022 (published at end of Q3 2022/23) at the end of quarter three, from 75.5% at the end of August 2021 (published during Q3 of 2021/22).

2.2. ABSENCE MONITORING

Ref	Indicator Name	2019/20 Actual	2020/21 Actual	Previous Year & Benchmarking			Current Period
				2021/22 Actual	England	Statistical Neighbours	2021/22 Autumn and Spring term (combined) Actual
3	% of overall absence in all schools	Not reported	4.9%	Due for publication in March 2023	7.4% (2021/22 Spring term)	-	8.8%
4	% of persistent absence (less than 90% attendance) in all schools	Not reported	12.9%	Due for publication in March 2023	22.3% (2021/22 Spring term)	-	29.0%
5	% of persistent absence (less than 90% attendance) of pupils with Education, Health and Care plans (EHCPs)	Not reported	38.8%	Due for publication in March 2023	36.6% (2021/22 Academic Year)	-	44.2%

Previously, the information provided in this report was from the "Attendance in education settings during the COVID-19 pandemic" national survey. The survey was introduced at speed to obtain attendance data in response to the pandemic and replaced the school absence reporting pre-COVID. This survey is now requested fortnightly and is not mandatory. Schools are now re-focused back to school absence reporting.

The information provided above is provided from the Department for Education "Absence rates" collection. This is a statutory return completed on a termly basis. The latest available report is for the 2021/22 autumn and spring term combined.

The overall absence rate at the end of the 2021/22 autumn and spring term combined currently sits at 8.8% this is above the national average (7.4%). The persistent absence rate at the end of the 2021/22 autumn and spring term combined sits at 29.0%. This is above the national average of 22.3%. The

persistent absence rate for pupils with an EHCP at the end of the 2021/22 autumn and spring term combined sits at 44.2%. This is above the national average of 36.6%. The strengthened education improvement partnerships continue to provide momentum for the place based approach for school improvements, reporting directly to the Plymouth Education Board and the Regional Schools Commissioner.

The new national Attendance expectations for local authorities, multi academy trusts and schools are reshaping the work done by each of these partners on attendance. Plymouth City Council are working with schools to implement this for September 2023. The new expectations bring greater consistency across all schools and strengthen multi agency work with the more serious persistent cases of school absence.

2.3. EDUCATION, EMPLOYMENT AND TRAINING

2.3. EDUCATION, EMPLOYMENT AND TRAINING				Previous Year & Benchmarking			Current Period
Ref	Indicator Name	2019/20 Actual	2020/21 Actual	2021/22 Actual	England	Statistical Neighbours	Q3 2022/23
6	% of 16 and 17 year olds in Education, Employment and Training	93.6%	90.7%	91.4%	93.2% (2021)	Not benchmarked	90.1%
7	% of 16 and 17 year olds with SEND in Education, Employment and Training	86.5%	84.3%	82.9%	Not reported	Not benchmarked	80.4%

At the end of quarter three 2022/23, 90.1% of 16 and 17 year olds in were in Education, Employment, and/or Training (EET). This 0.6 percentage points lower than the EET figures at the end of quarter three in 2021/22 (90.7%).

At the end of quarter three 2022/23, 80.4% of young people with Special Educational Needs and/or Disabilities are in education, training and/or employment. This is 2.3 percentage points below the EET figures reported at the end of quarter three of 2021/22 (83.7%).

This is an area of focus for the Participation and Skills areas of EPS in Plymouth City Council. A number of initiatives are under way to extend the options available to 16-25 year olds with EHCPs.

2.4. KEY STAGE 4 OUTCOMES

2.4. KEY STAGE 4 OUTCOMES				Previous Year & Benchmarking			Current Period
Ref	Indicator Name	2019 Actual	2020 Actual	2021 Actual	England	Statistical Neighbours	2022 Actual
8	Key Stage 4 - % of pupils achieving 5+ in English and Maths	37.6%	47.1%	51.9%	46.6% (2022)	47.7% (2022)	45.9%
9	Key Stage 4 - Average Attainment 8 score	43.7 points	48.5 points	50.5 Points	47.1 points (2022)	47.7 points (2022)	47.5 points

The 2021/22 academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic. As part of the transition back to the summer exam series, adaptations were made to the exams (including advance information) and the approach to grading for 2022 exams broadly reflected a midpoint between results in 2019 and 2021. In 2021/22, 45.9% of pupils achieved the 'basics' (5+ in English and Maths). This sits below the national (46.6%), statistical neighbour (47.7%) and regional (49.2%) averages published by the Department for Education. The average Attainment 8 Score was 47.5 points this is above the national average of 47.1 points but below the statistical neighbour (47.7 points) and regional (48.7 points) averages. The strengthened education improvement partnerships continue to provide momentum for the place based approach for secondary school improvements, reporting directly to the Plymouth Education Board and the Regional Schools Commissioner.

3. ANNEX 1: INDICATOR DEFINITIONS

CHILDREN, YOUNG PEOPLE AND FAMILY SERVICES
<p>Referrals & Re-Referrals</p> <ul style="list-style-type: none"> Where concerns about a child have been raised to Children, Young People and Family Services, once the initial contact has been screened by our multi-agency hub, if appropriate, referrals will be accepted. The rate of referrals per 10,000 children is based on the number of referrals received in the 12 month period divided by the number of children aged 0 to 17 in the city (ONS estimate this at 53,291 for Mid-2021) multiplied by 10,000. This gives a rate that can be benchmarked against other authorities. A re-referral is where we receive a new referral for a child within 12 months of a previous referral. The indicator is based on a rolling 12 month period (e.g., 01 December to 30 November).
<p>Children In Need - CIN</p> <ul style="list-style-type: none"> For the purposes of this report, the number of children within the CIN cohort are those that have been assessed as being in need (but not CP or LAC) and the number of children who are in the process of being assessed to understand their level of need. The rate of CIN per 10,000 children is based on the number of CIN at the end of the period divided by the number of children aged 0 to 17 in the city (ONS estimate this at 53,291 for Mid-2021) multiplied by 10,000. This gives a rate that can be benchmarked against other authorities.
<p>Children subject to a Child Protection Plan - CP</p> <ul style="list-style-type: none"> A Child Protection Plan should assess the likelihood of the child suffering harm and look at ways that the child can be protected. It should decide upon short and long term aims to reduce the likelihood of harm to the child and to protect the child's welfare, clarify people's responsibilities and actions to be taken; and outline ways of monitoring and evaluating progress. The rate of CP per 10,000 children is based on the number of CP at the end of the period divided by the number of children aged 0 to 17 in the city (ONS estimate this at 53,291 for Mid-2021) multiplied by 10,000. This gives a rate that can be benchmarked against other authorities. There are four categories for a Child Protection Plan; Neglect, Physical Abuse, Sexual Abuse and Emotional Abuse. The table shows the number and proportion under each category. The % of children subject to multiple child protection plans is the proportion of new Child Protection Plan starting within the period, that are for a child who has had a previous Child Protection Plan at any time in the child's lifetime. The indicator is based on a rolling 12 month period (e.g., the proportion of new Child Protection Plans that started in 01 December to 30 November).
<p>Looked After Children (also referred to as Children In Care) - LAC</p> <ul style="list-style-type: none"> The table shows the number of Looked After Children at the end of the reporting period. The rate of LAC per 10,000 children is based on the number of LAC at the end of the period divided by the number of children aged 0 to 17 in the city (ONS estimate this at 53,291 for Mid-2021) multiplied by 10,000. This gives a rate that can be benchmarked against other authorities. The proportion of placements outside of the city is simply based on the postcode of the child's placement address. Those not within PL1 to PL7 or PL9 are considered outside of the city. For example, PL12 refers to Saltash in Cornwall, which could potentially be less than a mile from a child's home address, but it is outside of Plymouth. The figures provided for the placement types follow the Department for Education and Ofsted definitions, grouping multiple types into nine groups (for example, Family Placements contains six different placement types).
<p>Care Experienced (also referred to as Care Leavers)</p> <ul style="list-style-type: none"> What is deemed as 'Unsuitable' accommodation has been defined by the Department for Education. The following are examples of unsuitable accommodation: Bed and Breakfast / Emergency Accommodation, Prison, Temporary/No fixed abode/Street Homeless, Unknown/Not in Touch. The proportion of Care Experienced young people in Education, Employment and Training is based on our statutory service and therefore covers those young people ages 18 to 20. Whilst we work with Care Experienced young people aged 21 to 24, support is optional for the young person.

- Please note: The figures are likely to be different to the published Department for Education figures as they look at the age of the young person during the year at the period around their birthday and not at a specific snapshot.

EDUCATION, PARTICIPATION AND SKILLS

Ofsted Outcomes

Ofsted is responsible for inspecting schools and other social care services for children. There are four possible Ofsted ratings that a school can receive; Outstanding, Good, Requires Improvement or Inadequate. These Ofsted grades are based on inspectors' judgements across four Ofsted categories – quality of education, behaviour and attitudes, personal development of pupils, leadership and management as set out under the [Ofsted framework 2019](#).

Absence Monitoring

It is the legal responsibility of every parent to make sure their child receives education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance as set out in [Working together to improve school attendance](#).

Education, Employment or Training

The law requires all young people in England to continue in education or training until at least their 18th birthday, although in practice the vast majority of young people continue until the end of the academic year in which they turn 18. The responsibility and accountability for young people not in education, employment and training (NEET) lies with the local authority and is set out in [Participation Statutory Guidance](#). The Department for Education (DfE) monitors the performance of local authorities in delivering their duties, and specifically in their tracking and supporting of 16 and 17 year olds.

Key Stage Four Outcomes

Key Stage 4 (KS4) is the legal term for the two years of school education which incorporate GCSEs (General Certificate of Secondary Education). During this time, pupils must follow relevant programmes of study from the National Curriculum. At the end of this stage, pupils are entered for a range of external examinations. Following a phased introduction since 2017, GCSEs taken in 2020 and 2021 are all reformed GCSEs graded on a 9-1 scale. Two particular measures are commonly reported on at key stage four:

- percentage pupils achieving 5-9s at English and Maths GCSE in the city, and
- average Attainment 8 scores achieved by schools across the city.

Attainment 8 is calculated by adding together pupils' highest scores across eight government approved school subjects. While these numbers are not made publicly available on a pupil-by-pupil basis, scores taken from across a school year group are averaged to produce a school's overall score. The eight subjects are divided into three categories, called "buckets":

- Bucket 1 - English and maths, which are worth double marks, but English will only count for double marks if both English literature and English (i.e., English language) are taken. The higher grade of the two is used;
- Bucket 2 – The top three scores from the English Baccalaureate (EBacc) subjects taken, i.e. sciences, computer science, history, geography and languages;
- Bucket 3 – The top three scores from remaining EBacc subjects or other government approved qualifications (e.g., other GCSEs or Level 2 Certificates in some technical subjects).

The grades are converted into points, put through a formula and finally out comes the school's Attainment 8 score.

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	15 February 2023
Title of Report:	School Attainment
Lead Member:	Councillor Charlotte Carlyle (Cabinet Member for Education, Skills and Children and Young People)
Lead Strategic Director:	Sharon Muldoon (Director for Childrens Services)
Author:	Annie Gammon
Contact Email:	Annie.gammon@plymouth.gov.uk
Your Reference:	Click here to enter text.
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

To provide a summary of the school attainment outcomes that have been provisionally published or shown in the regional data collection. The full national final data releases will not be available until at least late October.

Recommendations and Reasons

To note the summary set out in the report.

Report for information only.

Alternative options considered and rejected

Not applicable

Relevance to the Corporate Plan and/or the Plymouth Plan

This decision links to the Plymouth Plan: Policy HEA2 - Delivering the best outcomes for children, young people and families.

Implications for the Medium Term Financial Plan and Resource Implications:

None

Financial Risks

None

Carbon Footprint (Environmental) Implications:

None

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

** When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.*

Click here to enter text.

Appendices

**Add rows as required to box below*

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7

Background papers:

**Add rows as required to box below*

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

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	1	2	3	4	5	6	7

Sign off:

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Originating Senior Leadership Team member: Annie Gammon

Please confirm the Strategic Director(s) has agreed the report? Yes

Date agreed: 03/02/2023

Cabinet Member approval: *Councillor Charlotte Carlyle*

Date approved: 06/02/2023

Plymouth Schools: key stage 4 outcomes (summer 2022)

At key stage 4, the attainment of young people in Plymouth demonstrated significant improvement from the last exam series for which results were published in 2019.

**Please note that in 2020 and 2021, examination results were not published due to the pandemic. This means that comparisons between years cannot be made and it is not possible to indicate trend.*

Key measures:

Progress 8 is a type of 'value-added' measure that indicates how much a secondary school has helped pupils improve (or progress) over a five year period when compared to a government-calculated expected level of improvement.

- A score of zero means that the school's pupils progressed at a rate in line with the average rate of progression of other children across the country who achieved similar results at the end of Key Stage 2.
- A score above zero means that school's pupils have progressed more than children across the country who achieved similar results at the end of Key Stage 2.
- A score below zero means that pupils made less progress than children across the country who achieved similar results at the end of Key Stage 2. A negative score does not mean there was no progress, but rather that pupils made less progress than at schools with higher scores.

Attainment 8 is a measure published annually showing the average academic performance of a secondary school. It is calculated by adding together pupils' highest scores across eight government approved school subjects.

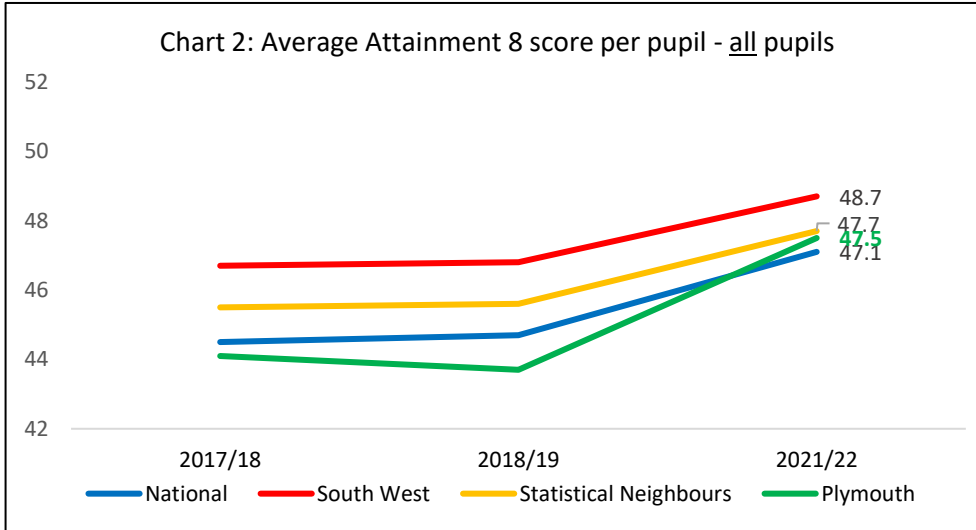
- Bucket 1 - English and maths, which are worth double marks, but English will only count for double marks if both English literature and English (ie English language) are taken. The higher grade of the two is used;
- Bucket 2 – The top three scores from the English Baccalaureate (EBacc) subjects taken, i.e. sciences, computer science, history, geography and languages;
- Bucket 3 – The top three scores from remaining EBacc subjects or other government approved qualifications (e.g. other GCSEs or Level 2 Certificates in some technical subjects).

Grades are converted to points, and a formula is applied to calculate the school's attainment 8 score.

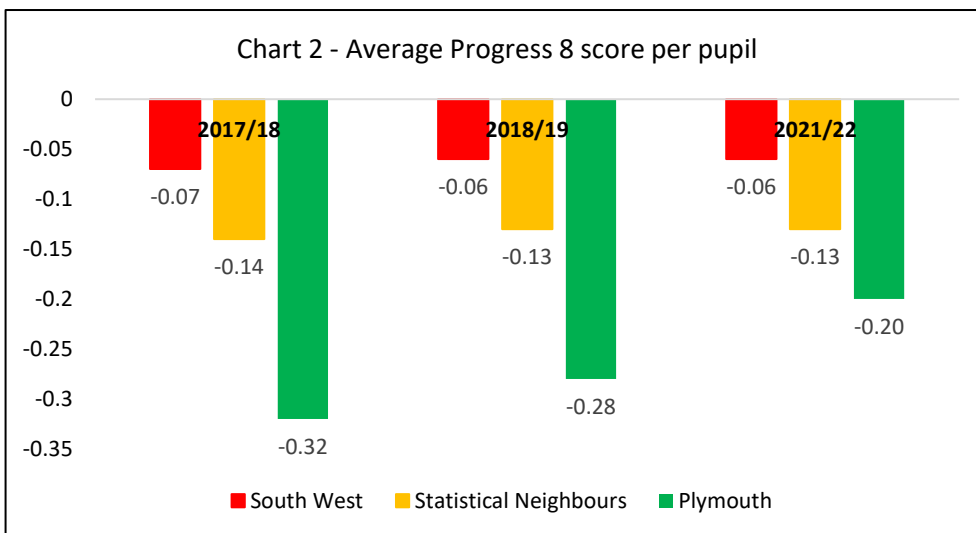
Basics - the percentage of students achieving grades 9 – 5 in English and maths (a strong pass).

Plymouth schools: performance

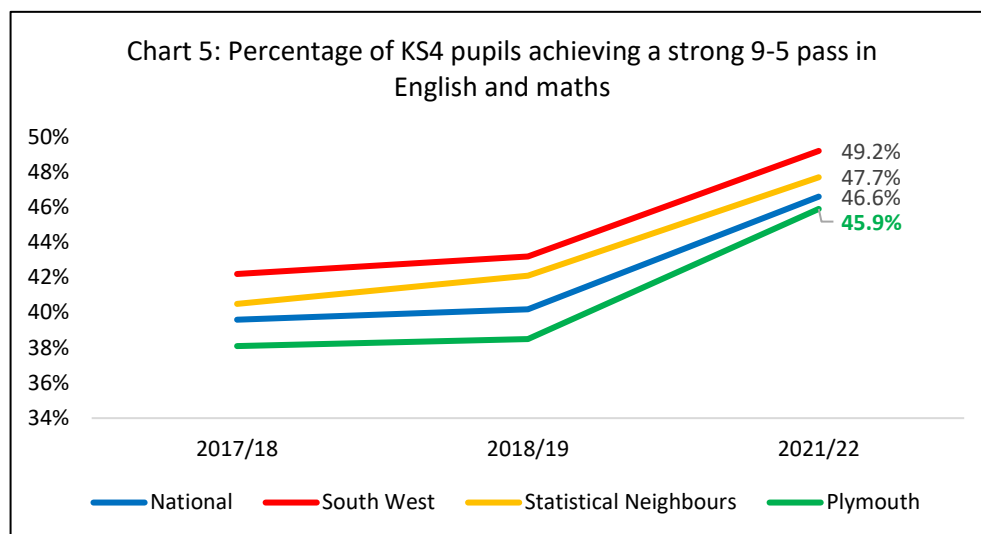
In the 2021/22 exam series, the performance of students in Plymouth matched the national benchmark for attainment 8 for the first time. The gap with regional and statistical neighbour benchmarks was also closed significantly.



In addition, the average progress 8 score for Plymouth students closed significantly with regional and statistical neighbour benchmarks. However, whilst students are making a greater amount of progress between years 7 and 11 than in previous years, they are still falling short by approximately a fifth of a grade across measured subjects.



In 2021/22, the number of students achieving the ‘basics’ measure significantly increased from 37.6% in 2018/19 to 45.9%, closing the gap with the national benchmark to 0.7%.



There are three significant drivers for this change across the Plymouth secondary education landscape. The first is the introduction of high performing multi-academy Trusts into the city (Reach South, Greenshaw, Thinking Schools & Ted Wragg) as well as the expansion of locally based Westcountry Schools Trust. The opportunity of joining a large high performing trust has offered school leaders the opportunity to develop curriculum, share resources and provide teachers with high quality professional development.

The second driver has been Plymouth's 'Place Based Approach'. Improving outcomes in English and maths is a focus of the 'place based' plan and increasing the amount of students achieving the 'basics' measure to at least 47% from a baseline 37.6% in 2019 is one of the key performance indicators. That 45.9% achieved of students this measure in 2022 indicates that city schools are on target to achieve this improvement in the 2023 series of examinations.

The final driver for change is the increasing the number of secondary schools graded as good or outstanding in the city. The inspection pause means that the last comparable point for published data is 2019 when 47% of secondary school were graded good or outstanding. This figure now stands at 67%.

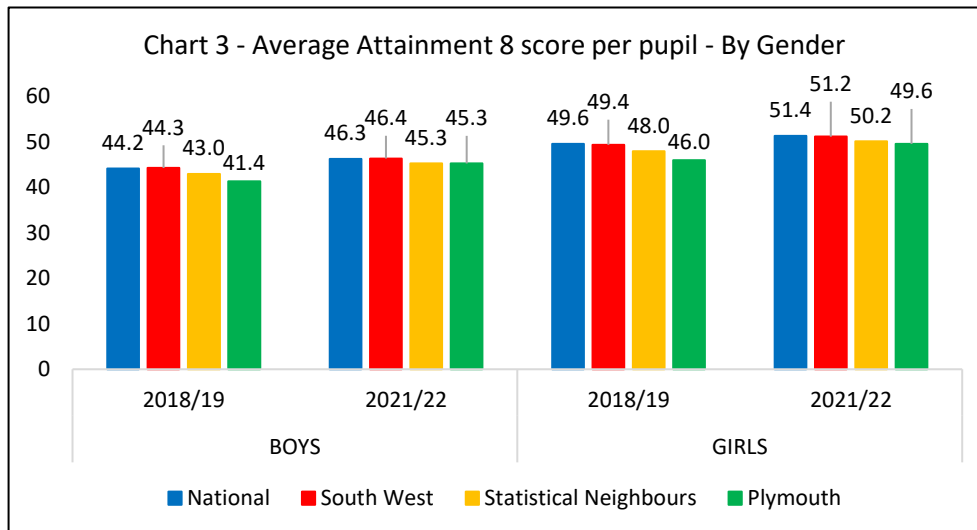
Ofsted category level analysis

Group	Progress 8	Attainment 8	Basics
Good & Outstanding	-0.04	51.8	55.1%
Requires improvement	-0.55	43.0	33.7%
Inadequate	-0.81	36.5	25.2%
Plymouth	-0.23	47.5	45.9%
National	0	47.4	46.6%

It is notable that those Plymouth schools rated good or outstanding outperformed national benchmarks for both the 'basics' and attainment 8 measures. This indicates the importance of strong

leadership in Plymouth schools. Through our 'place based' plan, city education leaders have set themselves the target of 70% of secondary school judged as good or outstanding by the end of this academic year. This figure currently stands at 67%, with an inspection judgement of an inadequate school pending publication and further secondary school inspections due by July 2023. In addition, the development of strong and sustainable school leadership in the city as a means to secure rapid improvement in schools is captured as a discreet strand of the 'place based' plan.

Gender level analysis



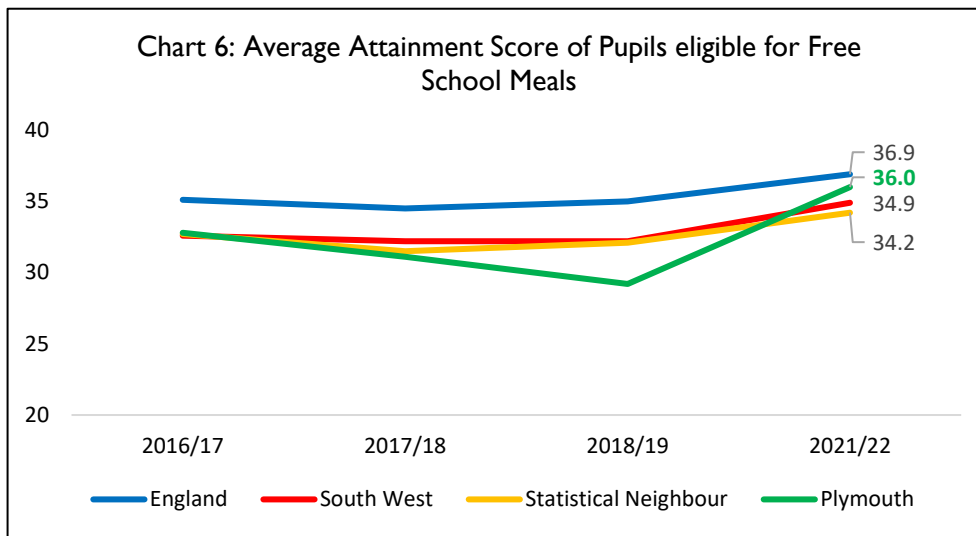
The achievement of both boys and girls against the attainment 8 measure has improved since the last published data point in 2019. It is notable that girls outperformed both Plymouth (47.5) and national (47.4) benchmarks for all pupils in the most recent exam series (49.6).

In addition, the performance gap between genders has remained broadly stable between data points and following this latest exam series, the gap (4.3) is smaller than national (5.4) and regional (5.2) figures.

The gap in girls' and boys' achievement is also reflected in the city's progress 8 scores (boys -0.34 & girls -0.05) and the 'basics' measure: 48.6% of girls and 43.2% of boys achieved a strong pass in English and maths in 2022.

The underperformance of boys relative to the performance of girls is a long term educational trend with national data available from the [previous 22 years](#). Plymouth's place based plan specifically recognises the need to address underperformance in boys at the earliest point by increasing achievement in key stage I writing as well as the number of boys passing the phonics check. At secondary level, school leaders will be aware of the performance of their cohort of boys and will plan appropriate intervention and strategies to increase outcomes.

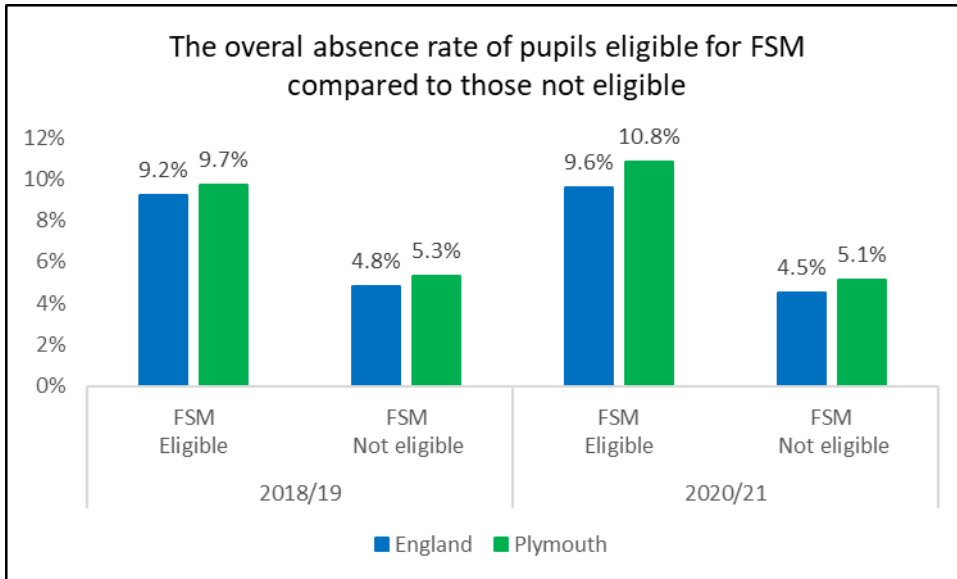
Free school meal level analysis



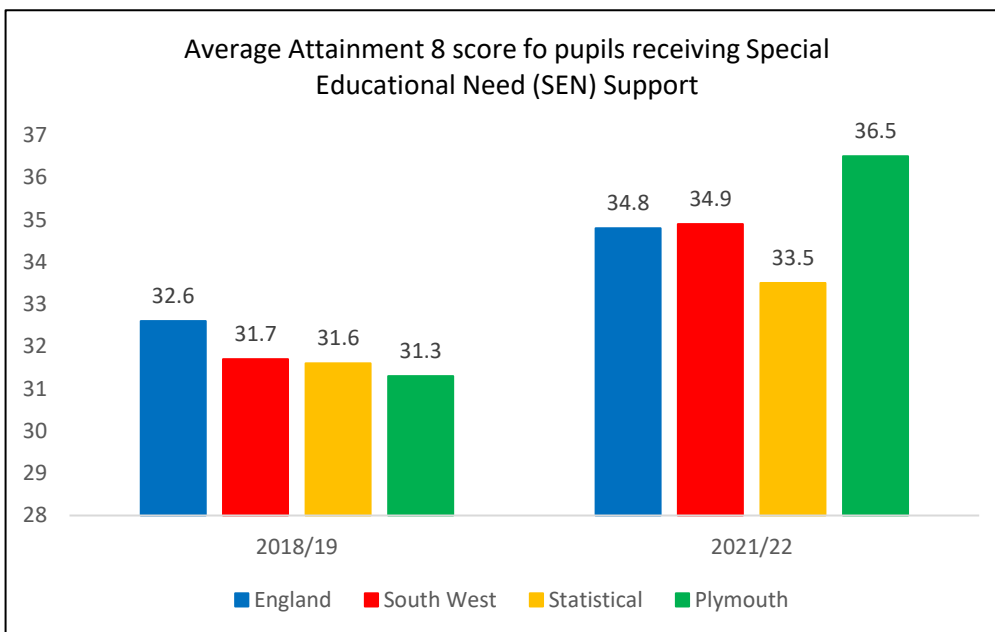
The attainment of those pupils in receipt of free schools meals (FSM) was better than regional and statistical neighbour benchmarks for the first time; Plymouth schools also closed the gap with the national benchmark significantly. However, as is reflected nationally, the gap in attainment between children in receipt of FSM and all children remains stubbornly high. Nationally this gap is 15 points and in Plymouth it is 14.5 points.

In terms of progress, although Plymouth pupils in receipt of FSM made better progress than statistical and southwest benchmarks for pupils in receipt of FSM; the cohort made significantly less progress than all Plymouth pupils (-0.69 Vs -0.20). Finally, only 25.4% of children in receipt of FSM achieved the 'basics' measure in comparison to the Plymouth benchmark of 45.9%.

Lower education performance is mirrored by lower rates of school attendance for this group. The absence rate gap between children eligible for FSM and all other pupils widened by 1.1% between 2018/19 (9.7%) and the last published data point in 2020/21 (10.8%). The overall absence rate for Plymouth pupils at the last published data point (2021/22) was 8.8%.

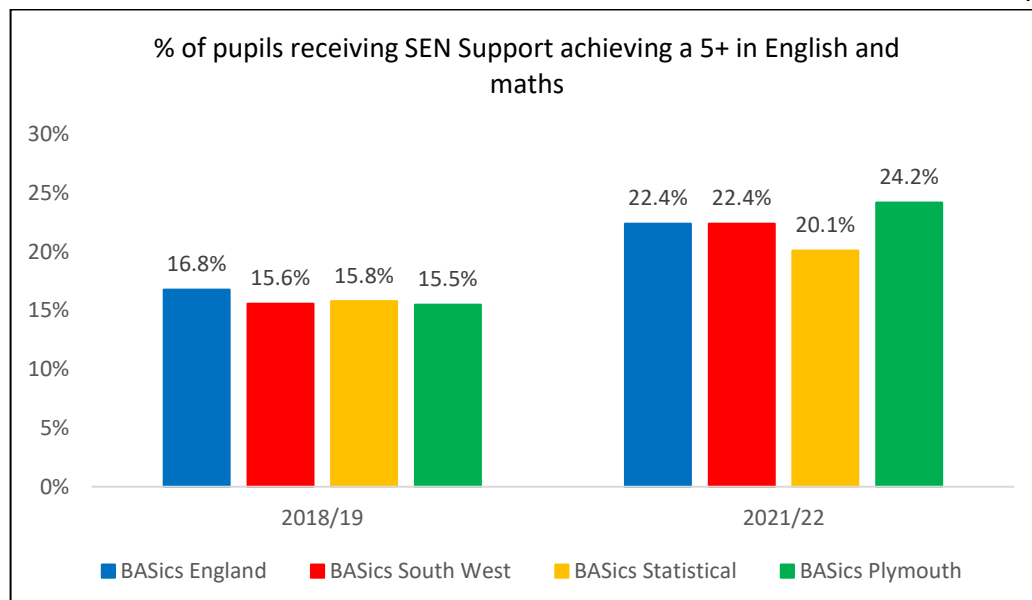


Children at SEN support



In the latest exam series, the attainment of children identified at SEN Support improved by 5.2 points from the last published data point and now stands above key benchmarks. Furthermore, the performance gap between pupils at SEN Support and the overall Plymouth benchmark remains broadly stable (12.4 points in 2019 and 11 points in 2022).

An improved picture is also reflected in the number of children achieving the ‘basics’ measure (15.5% in 2019 and 24.2% in 2022) and in progress 8 scores (-0.89 in 2019 and -0.53 in 2022). However, despite these encouraging signs, performance remains significantly below Plymouth and national benchmarks for all pupils.



Closing the gaps and improving performance

Improving school attendance

Absence rates in the city are higher than national benchmark and the gap is widening. Published data indicates that between 2020/21 and 2021/22 the overall absence rate in the city has increased 4.9% to 8.8%. In addition, the percentage of persistent absence in Plymouth schools (less than 90% attendance) is 6.7% above the national benchmark at 29%. In terms of the impact on attainment of Plymouth pupils in 2022:

- 58.7% of pupils who had more than 90% attendance achieved a strong pass in English and maths
- 30.7% of pupils who had less than 90% attendance achieved a strong pass in English and maths
- 3% of pupils who had less than 50% attendance achieved a strong pass in English and maths

Continuing to increasing the number of schools rated good or outstanding by Ofsted

The city's data demonstrates a clear correlation between good progress and attainment and those schools judged good or outstanding by Ofsted. This is an improving picture in the city, and the 'place based' plan, coupled with the strong governance provided by the Plymouth Education Board will ensure that momentum continues.

Improving the outcomes for vulnerable children

Reflecting national data, the city's data demonstrates that vulnerable children, including those in receipt of free school meals; those known to a social worker and those with special educational needs do not achieve as well as they should. Data also shows that this group of pupils are more likely to absent from school, more likely to be subject to suspension and/or exclusion, more likely to become electively home educated and more likely to move schools multiple times.

These themes are captured through a planned working party which has been commissioned through the 'place based' plan. Advert is currently out for an independent lead who will work with city education leaders on a number of key goals including:

- implementing a city wide inclusion policy
- improve attendance and reducing exclusions
- implementing a data led framework for improving inclusive practice.

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	15 February 2023
Title of Report:	Risk Monitoring Report Scrutiny Update – January 2023
Lead Member:	Councillor Mark Shayer (Deputy Leader and Cabinet Member for Finance and Economy)
Lead Strategic Director:	Giles Perritt (Assistant Chief Executive)
Author:	Ross Jago, Head of Governance Performance and Risk
Contact Email:	Ross.jago@plymouth.gov.uk
Your Reference:	RS/RMJan23
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

Strategic Risk Register

The total strategic risks being managed is 18. Five risks have a rating of Red; these relate to responding to Council expenditure, the growing volume and complexity of demand on the Children, Young People and Families Service, IT supply chain constraints, cyber-attacks and city economic performance.

Two risks have been identified as sufficiently mitigated and have been moved to the operational register. These are -

- The Council not meeting its obligation to keep data secure by failing to adhere to Data Protection Act 2018 Regulations.
- The Council not meeting its legal obligations regarding the health, safety and wellbeing of its workforce.

Risk number 19 “Risk of failure to deliver the range of housing to meet Plymouth’s need” has had its risk score increased to twelve and is now amber.

Recommendations and Reasons

The Committee is recommended to note the current position with regard to the Strategic Risk Register.

Reason: As part of the Committee’s responsibility for monitoring the key risks pertinent to its Terms of Reference.

Alternative options considered and rejected

Effective risk management processes are an essential element of internal control and as such are an important element of good corporate governance. For this reason alternative options are not applicable.

Relevance to the Corporate Plan and/or the Plymouth Plan

The Strategic Risk and Opportunity Register includes links to the Corporate Plan priorities – monitoring of control action for strategic risks therefore contributes to the delivery of the council's core objectives.

Implications for the Medium Term Financial Plan and Resource Implications:

None arising specifically from this report but control measures identified in Directorate Operational Risk and Opportunity Registers could have financial or resource implications.

Financial Risks

None arising specifically from this report but control measures identified in Directorate Operational Risk and Opportunity Registers could have financial or resource implications.

Carbon Footprint (Environmental) Implications:

Failure to deliver against actions in the Climate Emergency Action Plan and Corporate Carbon Reduction Plan are included on risk registers.

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

** When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.*

The risk registers specifically supports the council's overall governance arrangements.

Appendices

**Add rows as required to box below*

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7
A	Risk Monitoring Report							
B	Strategic Risk Register							

Background papers:

**Add rows as required to box below*

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

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Sign off:

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Originating Senior Leadership Team member: Giles Perritt											
Please confirm the Strategic Director(s) has agreed the report? Yes											
Date agreed: 20/12/2022											
Cabinet Member approval - Councillor Mark Shayer											
Date agreed: 05/01/2023											

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RISK MANAGEMENT MONITORING REPORT

January 2023



1. Introduction

- 1.1. This report provides the position with regard to the strategic and operational risk registers.
- 1.2. The next formal review of the strategic risk and opportunity register will take place in March 2023, the operational risk register will also be reviewed at this time. Risk registers are however a live document and will be regularly discussed at Directorate Management Teams.

2. Strategic Risk Register – Monitoring Summary

- 2.1. Two risks have been identified as sufficiently mitigated and have been moved to the operational register. These are -
 - The Council not meeting its obligation to keep data secure by failing to adhere to Data Protection Act 2018 Regulations.
 - The Council not meeting its legal obligations regarding the health, safety and wellbeing of its workforce.

3. Strategic Risk Register

- 3.1. There are 18 strategic risks currently being managed. In total there are five red risks, **Risk number two in table one** is pertinent to the committee and relates to possible failure to meet statutory duties due to growing volume and complexity of demand for children's social care services.

3.2 Strategic Risk update table one

Table one provides an update on strategic risks with mitigation that is fully influenced by Plymouth City Council, and pertinent to the Committees terms of reference.

Table one – Strategic Risks fully mitigated by Plymouth City Council

Risk Register No.	Description	Mitigation	Risk Score	Previous risk rating	Current risk rating	Risk Owner
2	<p>Failure to meet statutory duties due to growing volume and complexity of demand for children's social care services</p> <p>Pressures are building around the rate of inflation and cost of living incurred costs which Local Authority Foster Carers and Independent Providers are experiencing; this will have an additional impact on our sufficiency. We are likely to continue to feel the effects of further increases in the 2022/23 financial year, as we renew our annual contracts in April 2023. Predictions are that the 2023/24 financial year will also see increased impacts, therefore a 3% inflation is being built in on all fees for 2023/24.</p>	<ul style="list-style-type: none"> Additional social work capacity agreed to support effectively delivery of casework. Recruitment is ongoing to some of these posts on a permanent basis. Fostering Project Delivery Plan in place to increase foster carer resource to reduce costs. High cost placement review takes place on a frequent basis each month to ensure all costs closely monitored and reduced. Ongoing rigour in decision making to manage demand via Placement Panel which takes place weekly and overseen by a dedicated service manager with responsibility for reducing costs of individual placements and ensuring timely step down. Ensuring action plan milestones are reached via monthly monitoring at Programme Board/Finance DMT. Service redesign to ensure an operating model that supports much earlier intervention and prevention of children coming into care wherever possible. 	20	Red	Red since July 2020	Sharon Muldoon

Risk Register No.	Description	Mitigation	Risk Score	Previous risk rating	Current risk rating	Risk Owner
20	Risk to vulnerable children and young people in the care system, by not delivering early intervention and prevention.	<ul style="list-style-type: none"> Continue to drive forward change across the partnership in relation to whole family working, engagement with the Early Help Assessment Tool process, data exchange and achieving the outcomes required within the Supporting Families Outcomes Plan. 	6	Green ████████	Green ████████	Sharon Muldoon

3.3 Strategic Risk update table two

Table two provides an update on strategic risks with mitigation that is influenced by Plymouth City Council but is also dependent on other outside factors, pertinent to the committee.

No.	Description	Mitigation	Risk Score	Previous risk rating	Current risk rating	Risk Owner
13	<p>Insufficient pupil attainment to achieve economic / quality of life outcomes across the secondary cohort</p> <p>Plymouth's Secondary cohort has experienced many years of poor attainment outcomes. This affects future economic and quality of life outcomes. Despite the 'provisional' indication of improvement in</p>	<ul style="list-style-type: none"> Plymouth Education Board (PEB) (and sub groups) has been reviewed with the new Board started, strengthening education partnership. School 'Causing Concern' procedure has been reviewed and strengthened. These have led to a partnership of distinct interventions to drive improvement and raise achievement. Cause for concern meetings, Early Years Board, Primary and Special School Partnership, Inclusion Strategy Board have added strength to the work governed by PEB. The programme to sign schools up to the city's Inclusion Charter begun in September. Eight schools have completed the process in terms 1 and 2. 	15	Amber ████████	Amber ████████	Sharon Muldoon

No.	Description	Mitigation	Risk Score	Previous risk rating	Current risk rating	Risk Owner
	educational outcomes this year (2021/22), improved outcomes needs to be embedded, consistent and sustainable over forthcoming years.	<ul style="list-style-type: none"> - The Plymouth Standards Partnership Recovery & Improvement Plan: A key priority is work to support disadvantaged pupils. - The work of the 'Plymouth Place Based Partnership' has entered its second phase with a three strand plan across the academic year focusing on inclusion, raising attainment in English & maths, developing leadership and inclusion – particularly reducing mobility. - This year's (2022) Attainment 8 and Progress 8 outcomes are historically best in Plymouth since the accountability measures were introduced in 2014. There is not yet national figures to compare with. Plymouth achievement of the basics (5 or above in English and Maths for 2021/22 is 45.9% for England it is 49.8%). Please note that there is no trend data due to COVID. 				

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	15 February 2023
Title of Report:	EARLY YEARS AND CHILDCARE SUFFICIENCY REPORT
Lead Member:	Councillor Charlotte Carlyle (Cabinet Member for Education, Skills and Children and Young People)
Lead Strategic Director:	Sharon Muldoon (Director for Childrens Services)
Author:	Sue Smith
Contact Email:	Sue.smith@plymouth.gov.uk
Your Reference:	Click here to enter text.
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

For information report to Members

Recommendations and Reasons

To note the summary set out in the report.

Report for information only.

Alternative options considered and rejected

N/A

Relevance to the Corporate Plan and/or the Plymouth Plan

Caring for people and communities

Implications for the Medium Term Financial Plan and Resource Implications:

N/A

Financial Risks

N/A

Carbon Footprint (Environmental) Implications:

N/A

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

* When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.

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Appendices

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		1	2	3	4	5	6	7
A	Briefing report title							
B	Equalities Impact Assessment (if applicable)							

Background papers:

*Add rows as required to box below

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Sign off:

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Originating Senior Leadership Team member: Annie Gammon

Please confirm the Strategic Director(s) has agreed the report? Yes

Date agreed: 06/02/2023

Cabinet Member approval: Councillor Charlotte Carlyle

Date approved: 06/02/2023

SECTION 1 SUFFICIENCY

- I. a LOCAL CHILDCARE PICTURE
- I. b CHILDCARE ON NON-DOMESTIC PREMISES
- I. c RECRUITMENT AND RETENSION
- I. d CITY SUFFICIENCY AREAS OF CONCERN
- I. e CHILDCARE ON NON-DOMESTIC PREMISES

SECTION 2 WORK WITH FAMILIES

SECTION 3 TAKE UP

- 3.a BIRTHRATES AND TRENDS
- 3.b TAKE UP OF CHILDCARE ENTITLEMENTS
 - 3.b.1 3 & 4 year old take up
 - 3.b.2 2 year old entitlement
 - 3.b.3 30-hour entitlement
 - 3.b.4 Take up of children with SEND

SECTION 1 SUFFICIENCY

I.a LOCAL CHILDCARE PICTURE

Currently 245 Ofsted registered childcare providers are providing childcare in Plymouth. There are currently sufficient childcare places in Plymouth for 2, 3 and 4 year olds.

The availability of childcare is being closely monitored as our local data shows that under two year old places are declining. This is hard to quantify in numbers as providers adapt their business models in line with their financial means, for example the number of childcare places may remain the same however these are offered to more 3 and 4 year olds, rather than to children under 2 years old. When questioned, providers tell the council that these places are increasingly more expensive to provide, consequently as the financial pressures increase these places may reduce further.

The number of childminders is also decreasing. Since 2021 to 2022, in Plymouth, the number of childcare places offered by childminders have decreased by 21%. Childminders offer parents increased choice and flexibility, especially for the younger children. This issue is explored in more depth, later in this report.

There is also a national crisis regard to the retention and recruitment of staff. Providers are finding it hard to employ high quality staff and employees are choosing to leave childcare for higher paid employment.

The cost of living crisis is affecting the sustainability of the sector. Some providers have informed the council that they have used their financial reserves to sustain the business during the pandemic. Work is being undertaken to understand the impact of this.

There is also a falling birth-rate in Plymouth, resulting in less children taking up childcare places. The increasing living wage is impacting on business sustainability too. This is a precarious picture, especially for providers operating in areas of deprivation.

The Early Years and Childcare Team are working with the Department for Education (DfE), other councils and local providers to keep abreast of the situation and to offer support, as appropriate. They are also working hard to encourage businesses to open/expand, new childminders to register and more people to choose childcare as a career.

I. b CHILDCARE ON NON-DOMESTIC PREMISES

Currently in Plymouth there are 87 providers on non-domestic premises.

Over the last 4 years, the overall number of providers has reduced and some business models have changed, however, the number of childcare places have remained the same. Sometimes the movement within the childcare sector can give a false picture. The relocations, changes to legal structures or purchases of childcare provisions show a decline in the number of businesses, however this doesn't always equate to less childcare places. For example: one provider moved 3 times in 1 year and each time their Ofsted registration was closed/cancelled; and one provider changing legal structure, the number of childcare places remained the same.

There has also been a number of childcare businesses purchased and transferred to new companies and in some cases new Ofsted registrations are required. Again these would be recorded as closures, despite no childcare providers or places being lost.

These observations show the number of childcare places remaining fairly static, however the face of childcare is changing. Small sessional and term time only businesses are struggling to remain financially sustainable. They are being replaced by larger and more commercial childcare chains. Working parents are often drawn to full day-care as their opening hours are longer, more flexible and open all year. Whereas smaller pre-schools are often term time only and sessional. The closure of these smaller businesses will limit parental choice, especially for families living in areas of deprivation, as detailed later in this report.

The table below shows the movement in the childcare market over the last 4 years.

Childcare on non- domestic premises						
	Number of places	Closed Registrations	Number of places lost	New registrations	Number of places gained	Places lost/gained
2019	3419	7 Pre-school x 3 Full day care x 4	196	4 Pre-school x 1 Holiday club/full day care x 2 Holiday Club x 1	230	+34
2020	3574	5 Pre-school x 2	112	5 Pre-school x 2	155	+ 43

		Out of school x 1 Full day care x 2		Holiday Club x 1 Full day care/holiday club x 2		
2021	3767	10 Pre-school x 1 Out of school x 1 Holiday Club x 3 Full day care x 5	145	4 Holiday Club x 2 Full day care/holiday club x 1 Full day care x 1	57	-88
2022	3751	11 Pre-school x 0 Holiday club/ Out of school x 1 Holiday Club x 3 Full day care x 3	50	4 Holiday club/ Out of school x 1 Holiday Club x 1 Full day care x 2	36	-14

I. c RECRUITMENT AND RETENTION

As mentioned earlier in this report, there is national recruitment and retention crisis in childcare.

In 2021, the Early Years Alliance reported the findings from their survey of providers.

The survey received national responses from nurseries, pre-schools and some childminding settings, and revealed that:

- more than eight in 10 of settings are finding it difficult to recruit staff
- around half have had to limit the number of, or stop taking on, new children at their setting over the six months prior to the survey
- over a third of respondents are actively considering leaving the sector
- one in six believe that staffing shortages are likely to force their setting to close permanently within a year.

The survey findings are summarised and analysed in our new report: [Breaking Point: the impact of recruitment and retention challenges on the early years sector in England](#).

In 2022, the Dfe published a report which stated that ‘High-quality early years provision is a key mechanism for closing the gap between disadvantaged children and their peers and for supporting maternal employment’. The Covid-19 pandemic has disrupted the provision of childcare and early years and led to a change in parental demand for childcare, which in turn has affected the financial viability and business planning of settings’

This report examined pay, work hours, recruitment, retention and business planning at early years providers in England. It found that the retention and recruitment of staff was harder for the private, independent and voluntary (PVI) sector than for schools based early years provision. It discovered that in the PVI sector employees sometimes had unrealistic expectations of their roles, lower pay and less favourable working conditions, causing an the average (mean) staff turnover in 2019 to be 16% whereas in 2021 it was 25%. This pattern wasn’t as apparent in school based provision, as schools had a lower staff turnover rate in compassion with the PVI sector.

They noted the concerns moving forward as;

- the limited number of 'quality' (qualified and/or experienced) candidates in the sector
- the risk of a future COVID-19 outbreak. There was concern about how settings would find cover if staff caught COVID-19 or had to isolate. A new COVID-19 outbreak was mentioned as a reason for future potential setting closures as managers did not feel they could survive further financial strain.
- changes to statutory requirements that would reduce the number of staff to children. This was commonly viewed as an unsuitable approach that would impact on the quality of childcare provision.

[The early years workforce: recruitment, retention, and business planning - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

In Plymouth, the council have been working with providers to understand the local picture. Early indications show that the childcare picture mirrors the national one. This is being constantly monitored.

The Early Years and Childcare Team have been working with the childcare sector, Plymouth City Council Skills Team and Economic Development to raise the status of early years and childcare, advertising it as a viable career option, sourcing additional funding and support for student wishing to access training and investing in training for existing staff, particularly around professional development and SEND through the Stronger Practice Hub, On-course Southwest and national programmes.

The changes observed in Plymouth include;

- settings having to reduce childcare numbers especially in baby places, 2 year old places and for SEND children. These groups need a higher staff/child ratio and this requires additional staffing.
- The lack of availability of staff results in providers having to hire agency staff, which is expensive, staff are inexperienced and temporary
- providers are also increasing their private fees.

10 plus providers in Plymouth have describe the financial and staffing situation as 'untenable' as the cost, the quality and reliability of staffing is growing increasingly more unreliable and costs are escalating as wages increase. This is especially true for PVI providers in small settings, whereas larger organisations and childcare chains often benefit from economies of scale, having a larger pool of staff and access to financial reserves. Schools in Plymouth are expanding their early year's places. 5 schools are planning to extend their nursery provision in the next 12 months.

As the financial picture becomes tighter, more parents are reporting that some providers are adding involuntary/non-negotiable additional costs to their free childcare entitlements fees. The council are currently supporting parents to challenge this practice.

The Ombudsman considers this to be illegal, charging councils who do not challenge providers who adopt this practice. The Early Years Statutory Duty is clear, the free childcare entitlement should be delivered free to parents and any additional costs should be voluntary and clearly define through invoicing.

'The Local Government and Social Care Ombudsman is urging councils to have better oversight of nurseries offering free early years places, after a nursery chain was found to be charging Leicestershire parents a 'top-up fee'. Top up fees are applied when a providers private fee rates are higher than the grant given by the council, therefore the provider offsets this by expecting the parents to pay the difference between the lower and higher amounts.

'Government guidance states that the free places must be free, but Kiddi Caru nursery in Market Harborough charged parents the difference between the amount Leicestershire County Council paid the chain for the places, and the amount they charged private customers.

The Ombudsman was contacted by a concerned parent, who said the amount he was charged for his daughter's care suggested he was paying an extra £1.08 per hour for the 30 hours a week that should have been free. Over the space of a year, the man estimated he had been over-charged by around £900.

The Ombudsman's investigation found Leicestershire County Council did not have sufficient oversight of the way the nursery charged parents when administering the free early years places. It had audited the nursery and failed to identify any problems with the nursery's invoices or charges. It failed to work with the nursery to ensure its invoices were clear, transparent and itemised, and failed to identify the nursery's charging policy does not comply with government guidance'

In Plymouth all childcare providers in receipt of free funding sign a local financial contract, this is called the Providers Agreement. This document details the legal conditions relating to this grant. The council conducts financial audits, and if these, and/or complaints reveal illegal practices, the council will challenge this with the provider concerned.

WHAT ARE WE DOING?

Action	Outcomes
Working with the Economic Development Team to work with the childcare sector on strategies to encourage people to work in childcare. To date, there have been several work fairs held and leaflet drops advertising careers in Plymouth.	The Strategy is in place.
Working with the Skill's Team, On-course Southwest and the Job Centre to increase the numbers of people qualifying in childcare and the use of apprentices. The second meeting is scheduled for February, where KPIs will be discussed.	A pathway into childcare is in place.
Attend national/regional events with other local authorities to share ideas and change childcare policy	A Recruitment and Retention Strategy is in place and being implemented.
Auditing and challenging settings who charge involuntary additional changes to parents.	Children receive a free entitlement

1 .d CITY SUFFICIENCY AREAS OF CONCERN

Barne Barton and St Budeaux

Barn Barton is an area with high socio economic deprivation, where there are high levels of unemployment, low wages and high take up of benefits. There are high levels of safeguarding concerns and children presenting with SEND living in these areas.

The overall IMD 2019 deprivation score for St. Budeaux ward is 39.2. St. Budeaux ward ranks at number 4 (where 1 is the most deprived and 20 is the least deprived of the city's wards). The rate of children in need was 324.1 per 10,000 population aged 0-17 during 2018/19. This is above the city-wide figure of 210.4. Analysis is underway to understand the data relating to 2022-23.

Unfortunately, 5 childcare providers in the St Budeaux and Barne Barton have recently and confidentially shared their financial concerns with the council. They have informed the Early Years and

Childcare Team that they're on the periphery of closure. They are working hard to prevent this happening however if their recovery plans fail they will close in Summer 2023.

In both areas, the reasons for their sustainability issues are:

- parents cannot pay voluntary costs to help towards the cost of childcare
- their business models are traditional term time and sessional models that do not attract working parents. Therefore their financial sustainability is reliant solely on Early Years Funding
- the childcare demand in the area is low due to the regeneration of the area including the demolition of housing
- fewer parents need extended hours and very few pay for additional sessions/times
- rising utility and food costs
- increased numbers of children requiring one to one support. These children do not have a diagnosis of SEND, however they are on that pathway. This means that additional financial support is difficult to access and often takes months to receive. This leaves the setting paying for additional support costs
- staffing costs increases with the living wage. Providers are employing cheaper and less qualified employees
- the recruitment and retention of good qualified staff is difficult reserves have been used during the lockdown period, leaving very little or no contingency funds.

WHAT ARE WE DOING?

Action	Outcomes
Providing the settings in the St Budeaux and Barn Barton with targeted support, advice, information and guidance re: regarding to improve business models	Businesses strengthen and become more financially sustainable Childcare places are protected
The Early Years and Childcare team are working with the Economic Development Team to reduce business rates	Rates are reduced, childcare settings are financially sustainable and childcare places are protected
The Land and Property are considering the implementation of rent payment plans and reductions for settings occupying PCC buildings	Rents are reduced, childcare settings are financially sustainable and childcare places are protected
Provide the DfE with regular updates regarding the sustainability of the sector and sufficiency concerns	Governmental Ministers are aware.

Hopefully the support measures will prevent closures. The settings concerned are already restructuring, looking for additional funds and reducing unprofitable childcare sessions however if this doesn't work their closure will cause a significant sufficiency problem in this deprived area.

These settings do not own their business premises and therefore a larger chain organisation may be interested in setting up new childcare in this area, as the larger chains, often national businesses are more financial viable, due to the economies of scale. One building occupied by one of these providers belongs to Plymouth City Council, therefore it would be the responsibility of the Education, participation and skills department to decide the future of this site.

I.e CHILDCARE ON NON-DOMESTIC PREMISES

Childminders are integral to providing childcare within Plymouth. They often provide care during unsociable hours and support shift workers with different work patterns. They also provide a number of baby places, which the majority of smaller providers on non-domestic premises choose not to. The decline in childminders is a national concern. There were 65,600 childcare providers registered with Ofsted on 31 August 2022, down by 8% (5,400) in the last year. Since 31 August 2019, the number of providers has fallen by 14% (10,600). In the Southwest there was a decline of minus 44% and in Plymouth minus 9% ([Main findings: Childcare providers and inspections as at 31 August 2022 - GOV.UK \(www.gov.uk\)](#)).

Childcare on Non-Domestic Premises

Region	Number of places as at 31 Aug 2022	Net loss of places since 2012	Percentage change since 2012
National	65,600	5,400	-14%
South West	15,554	12,087	-44%
Plymouth	3751	332	-9%

In December 2023, there were 98 childminders in Plymouth. This number has decreased in the last 4 years. This decline has been caused by childminders retiring or changing career. There has been a minimal reduction of childcare places in the city however the loss of childminder places has caused a loss in choice, flexibility and baby places for parents. This causes problems for parents with children under 2 years old wishing to work.

The table below shows the 4 year trend in Plymouth. The number of childminders entering the market is significantly below those leaving. However, the number of childcare places lost across the city are small as expansions in settings on Non-Domestic Premises have ensured there is sufficient childcare, albeit the number of baby places have declined.

Childcare on Domestic Premises					
	Closed Registrations	Number of places lost	New registrations	Number of new places gained	Places lost - /gained +
2019	27	112	5	10	-102
2020	13	67	5	9	-58
2021	21	73	8	26	-47
2022	23	92	5	19	-73

Main findings: Childcare providers and inspections as at 31 August 2022 - GOV.UK ([www.gov.uk](#)) and locally produced data.

The number of places offered by childminders has also declined over time. On 31 August 2022, there were 36% (102,000) fewer childcare places than on 31 August 2012. The decrease in the number of places has been proportionally lower in London and the East of England, where places have fallen by 29% in the last 10 years. Over the same period, the South West and the South East regions have lost the highest proportion of places: 44% and 43% respectively. The table above shows our local picture over a 4 year period. In 2022, in Plymouth childcare places provided by childminders declined by 21%.

WHAT WE ARE DOING?

Action	Outcomes
Work with both the Economic Development Team and Skills launch pad to promote childminding as a career. Advisors are working with Job centre clients to support them to consider and choose childcare as a career. working with the work coaches within the Job Centre	More childminders register and provide childcare places
Develop ways to promote childminders to register with the council to accept funding	More childminders register for funding and provide childcare places
Increase the support for newly registered childminders	Childminder retention rates are improved Baby places increase
The Plymouth Stronger Practice Hub, in conjunction with the Early Years Childcare Team will be offering support to childminders alongside the council	Childminder retention rates are improved
The Mentor and Experts scheme will endeavour to improve retention and quality within the childminder sector	Childminder retention rates are improved

SUMMARY

The childcare picture within Plymouth remains stable with the exception of some of the smaller pre-schools who are struggling to stay financially sustainable and are reliant on external funding and grants, where applicable. If they close and childcare stops sufficiency in those areas will be detrimentally affected. The childcare market in some areas is developing and growing particularly in the holiday club and out of school sector, where the demand for these services remains high. Luckily in areas where, holiday club and out of school sector provision has closed this has been replaced, in most cases, with new childcare places.

SECTION 2 -WORK WITH FAMILIES

The Early Years and Childcare Team have not had any parents enquiring about childcare, however some parents have contacted the council with concerns regarding increased costs of childcare, being subjected to involuntary and/or top up charges, and enquiring about their entitlements.

There is some indication that the cost of childcare has risen for parents however this assumption will be understood further when the Parent's Annual Survey is summarised in Summer Term, 2023. It is currently being relaunched to increase the number of parental responses. It seeks feedback regarding the accessibility, affordability and access to childcare.

The Early Years and Childcare Team are supporting the development of Family Hubs. This will also increase the face to face contact and support for families.

SECTION 3 TAKE UP**3. a BIRTHRATES AND TRENDS**

The table below shows the steady decline in birth rates across Plymouth. This decline affects the numbers of childcare places required as the 15 hours free childcare entitlement is universal for all.

Currently there are sufficient childcare places available however this may change if live births increase.

Academic Year of Birth v Starting School

Ac.Year	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22
Total	3417	3395	3244	3100	3141	3020	2804	2808	2900	2554	2519	2506
Average per Month	285	283	270	258	262	252	234	234	242	213	210	209
Starting school	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23	2023/ 24	2024/ 25	2025/ 26	2026/ 27

It is hard to predict future birth rates however based on today's trends there will continue to be sufficient childcare, as long as the childcare market stays buoyant.

3. b TAKE UP OF CHILDCARE ENTITLEMENTS

There are 3 types of free childcare entitlements available to families.

These are:

- 15 hours free childcare for eligible 2 years olds
- 15 hours free childcare for all children 3 to 5 years old
- the extended children entitlement of 30 hours free childcare for working families.

The take up of childcare for two year olds is increasing in Plymouth, it has risen from 88% to 92% in the last year. The number of eligible children is decreasing due to falling birth rates and rising wages. This has resulted in a 6 % increase in take up from 2021 to 2022, which is slightly lower than Southwest and England rates.

The numbers of children taking up their 15 hours entitlement has also increased by 4.5% from 2021 to 2022 3%, which is higher than Southwest and England's rates. 30 hour take up has increased by 7% from 2021 to 2022, this is higher than both 5% South West and 6% England rates.

The table below shows the take up of childcare places in England, South West and Plymouth.

3.b1 3 & 4 year old take up

Data Set	No/ %	2019	2020	2021	2022	%
England	Number of 3&4 year olds	1,277.137	1,271.544	1,211.991	1.200.000	
	% of 3&4 year olds	93%	93%	90%	92%	Increased 2%
Southwest	Number of 3&4 year olds	12,096	11,353	111,073	111.015	
	% of 3&4 year olds	96%	95%	93%	95%	Increased 2%
Plymouth	Number of 3&4 year olds	5,815	5,580	5,206	5192	

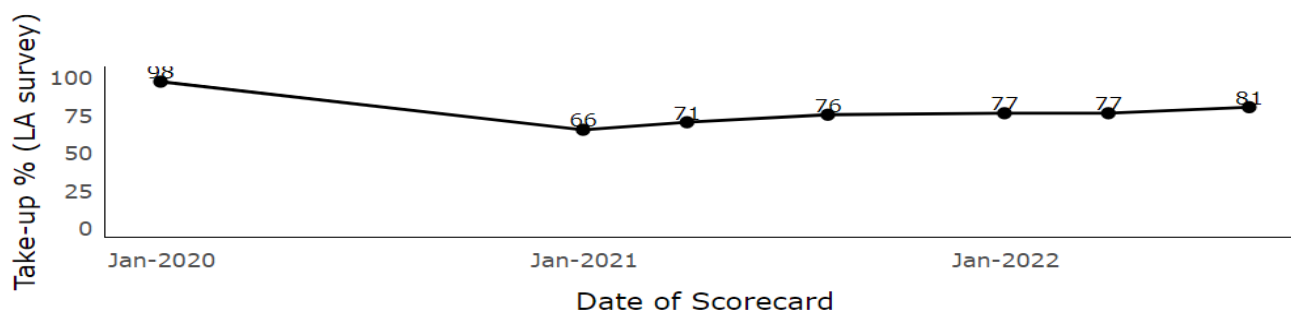
	% of 3&4 year olds	94%	91%	88%	91%	Increased 4.5%
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3.b.2 2 year old entitlement

Data Set	No/%	2019	2020	2021	2022	
England	Number of 2 year olds	148,751	143,439	124,543	135,410	
	% of 2 year olds	68%	69%	62%	72%	Increase 18%
Southwest	Number of 2 year olds	12,096	11,353	10,188	10,782	
	% of 2 year olds	75%	77%	69%	80%	Increase 16%
Plymouth	Number of 2 year olds	936	843	635	634	
	% of 2 year olds	87%	87%	67%	77%	Increased 15%

The table below shows the 2 year old take up Plymouth has increased by 15%, which is 1% lower than Southwest and 3% England rates.

Take-up rate time series



3.b.3 30-hour entitlement

Number of children registered by provider type and year group' for 30-hour entitlement and All providers in England, Plymouth and South West between 2018 and 2022

			2018	2019	2020	2021	2022	%
South West	Plymouth	Number of registered 3-year-olds	1,125	1,214	1,181	1,145	1,217	

		Number of registered 4-year-olds	469	481	505	398	435	
		Number of registered 3 and 4-year-olds	1,594	1,695	1,686	1,543	1,652	Increased 7%
England		Number of registered 3-year-olds	216,096	236,087	248,399	234,996	249,388	
		Number of registered 4-year-olds	80,828	92,040	97,305	93,666	98,738	
		Number of registered 3 and 4-year-olds	296,924	328,127	345,704	328,662	348,126	Increased 6%
South West		Number of registered 3-year-olds	24,002	25,826	26,648	26,061	27,249	
		Number of registered 4-year-olds	9,229	10,094	10,752	10,157	10,853	
		Number of registered 3 and 4-year-olds	33,231	35,920	37,400	36,218	38,102	Increased 5%

The take up across the board has increased in Plymouth however it's still lower than per pandemic rates. We are trying to understand the reasons for this and are currently undertaking a parental survey to determine the possible causes.

The 2023 Early Years Census data will be available in summer 2023.

3.b.4 TAKE UP OF CHILDREN WITH SEND

The number of children who are in receipt of Disability Access Fund (DAF) have returned broadly to those seen prior to the pandemic. This is a similar case for Education Health and Care Plans (EHCPs) in Early Years too. More analysis is needed to understand this picture more.

The Parent Survey contained questions relevant to parents of children with SEND. These were

Calendar year	Number of EHCPs
2019	59
2020	56
2021	9
2022	56 (at time of receiving data in October 2022)

designed with the help of Plymouth Parents and Carers Voice

Children with EHCPs

Financial Year	Term	Children in receipt of DAF	
19/20	Summer 19	75	29
	Autumn 19		25
	Spring 20		21
20/21	Summer 20	57	8
	Autumn 20		18
	Spring 21		31
21/22	Summer 21	76	21
	Autumn 21		27

Children in receipt of Disability Access Fund (per financial year) 2019/2020 to 2022

What are we doing?

Action	Outcomes
<p>Producing a updated Sufficiency Audit date by April 2023 which will demonstrate the childcare picture in Plymouth, any gaps and how we are meeting the Statutory Duties, including:</p> <ul style="list-style-type: none"> analysing the take up of children subject to a child protection plan/ with a social worker understanding the take up of SEND children and gain parent feedback understanding sufficiency by ward 	Sufficiency Audit published
Working with ESP Skills and Post 16 team and the DWP to link parents in receipt of Me2 to training opportunities	More parents access training Increased numbers of 2 year olds access childcare
Working with Family Hubs to encouraged to contact parents who are potentially eligible for 2 year old funding and to promote childcare entitlements	Take up increases
Working with the Economic Development Team to promote childcare take up and childcare as a career	Take up increases

Working with the Family Hub lead to identify the invisible children and understand their childcare journey	Strategies are in place to increase visibility
Improving the accuracy Family Information Directory and Local Offer	Information is accessible, accurate and take up increases
Working with the Performance Advisor to improve data management systems	Data is timely, accurate and manageable
Promote the take up of DAF and EYPP	More settings apply for additional funding more children are supported

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Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	15 February 2023
Title of Report:	EARLY YEARS AND CHILDCARE QUALITY AND CHILD OUTCOMES
Lead Member:	Councillor Charlotte Carlyle (Cabinet Member for Education, Skills and Children and Young People)
Lead Strategic Director:	Sharon Muldoon (Director for Childrens Services)
Author:	Sue Smith
Contact Email:	Sue.smith@plymouth.gov.uk
Your Reference:	Click here to enter text.
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

Information report to Members

Recommendations and Reasons

To note the summary set out in the report.

[Report for information only.](#)

Alternative options considered and rejected

N/A

Relevance to the Corporate Plan and/or the Plymouth Plan

Caring for people and communities

Implications for the Medium Term Financial Plan and Resource Implications:

N/A

Financial Risks

N/A

Carbon Footprint (Environmental) Implications:

N/A

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

* When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.

[Click here to enter text.](#)

Appendices

*Add rows as required to box below

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7
A	Briefing report title							
B	Equalities Impact Assessment (if applicable)							

Background papers:

*Add rows as required to box below

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

Title of any background paper(s)	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
	1	2	3	4	5	6	7

Sign off:

Fin	pl.22 .23.2 60.	Leg	LS/0 0001 075- 2/AC /7/2/ 23	Mon Off	Click here to enter text.	HR	Click here to enter text.	Asset s	Click here to enter text.	Strat Proc	Click here to enter text.
Originating Senior Leadership Team member: Annie Gammon											

Please confirm the Strategic Director(s) has agreed the report? Yes

Date agreed: 03/02/2023

Cabinet Member approval: *Councillor Charlotte Carlyle*

Date approved: 06/02/2023

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SECTION 1 LOCAL AUTHORITY STATUTORY DUTIES

Councils are expected to adhere to the Early Education and Childcare Statutory Guidance for local authorities, June 2018 it specifies that:

Section A1: Eligibility Outcome: all children who meet the eligibility criteria are able to take up a free place if their parent wants one.

Part B: Securing sufficient childcare Outcome: parents are able to work because childcare places are available, accessible and affordable and are delivered flexibly in a range of high quality settings.

To secure sufficient childcare places, local authorities are required by legislation to:

B.1 Secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children).

Part C: Information to parents Outcome: parents and prospective parents can access online, or are provided with, comprehensive and up to date information about childcare and early education, including free places in their area, usually via the Family Information Service

Part D: Information to childcare providers Outcome: availability of information, advice and training is focused on childcare providers identified as needing to improve the quality of their provision and

should promote high quality provision. Local authorities have a power to impose reasonable charges when securing information, advice and training.

This paper will detail the current childcare picture in Plymouth and how we are meeting the statutory duties.

THE TEAM

Staff	Role	Manager
Sue Smith	Early Years Improvement Partner	Jim Barnicott
Mel O'Leary	Early Years Improvement Officer	Sue Smith
Jenny Hutton	Early Years Improvement Officer	Sue Smith
Susanne James	Early Years Improvement Officer	Sue Smith
Carolyn Carter	Sufficiency Co-ordinator	Sue Smith

SECTION 2 QUALITY

There are currently 248 childcare providers in Plymouth. These comprise of day care providers, schools, childminders. There is also out of school provision, breakfast clubs and holiday clubs.

These are run by schools, PVI, academies, maintained settings and individuals.

The breakdown (January 2023) is as follows

Abbreviations

Out of School – OOS- Primary Aged children

Holiday clubs – HOL- primary aged children

PVI – private/Voluntary/Independent

Provider Type	Number of providers
PVI- Childminders	89 (83 are registered to take older children and therefore could provide OOS/HOL care for primary aged children)
PVI- Day-care	62 (27 of these also provide OOS/ HOL)
PVI- Pre-schools	12
School Nurseries	32 (23 of these also provide OOS/ HOL)
PVI- Home childcarers	9

PVI- Crèche	2
PVI - OOS /HOL	39 (89 OOS/HOL in total provided across different sectors)

In Plymouth there is a buoyant Out of School sector who provide childcare for children aged 5 and upwards. Work is underway to understand the work of these providers, as detailed in the action plan.

In Plymouth **97.5%** of these settings are judged good and above by Ofsted.

2021/22	2021/22	2021/22	2021/22	2022/23	2022/23	2022/23
Q1	Q2	Q3	Q4	Q1	Q2	Q3
N/A	N/A	97.0%	97.0%	97.6%	97%	97.5%

England Ofsted Grades

Overall effectiveness of active early years registered providers at their most recent inspection.

Inadequate	Requires Improvement	Good	Outstanding	Good and above
1%	2%	82%	15%	97%

In December 2022, Plymouth was on par with England results. This % changes regularly as settings are inspected.

2.a IMPROVEMENT WORK AND MONITORING

Settings judged less than good receive targeted support through the Settings of concern process.

This involves the council seeking assurance from settings who breach the terms of the Providers Agreement that they are making the necessary improvements and keeping children safe.

The Early Years and Childcare Team monitor the setting's capacity to improve.

Improvement strategies involve; holding regular performance monitoring meetings with senior staff/owners/trustees/directors/head teachers.

Improvement interventions include:

- agreeing an action plan, with demonstrable key performance indications and timescales
- carrying out joint observations of practice
- conducting announced and unannounced visits
- delivering training
- conducting audits
- signposting to relevant information and resources
- if appropriate, using modules of The Bristol Standard

This support continues until the setting receives a good and above Ofsted grade or closes.

The council reserves the right to withdraw funding from settings who breach the Providers Agreement. The Early Years Funding Panel meet, review evidence and decide whether to withdraw funding or not. All decision are approved by Senior Managers.

The table below details the settings who have received improvement support in the last 12 months.

Setting of concern	Previous Ofsted Grade Date	New Grade Date
Setting A	Inadequate (30 June 2022)	Outstanding (23 November 2022)
Setting B	Requires Improvement (16 February 2022)	Good (2 December 2022)
Setting C	Inadequate (9 November 2022)	Inspection due Spring 2023
Settings D	Welfare notice previously (18 June outstanding)	Good (16 February 2022)
Childminder 1	Inadequate (10 November 2021)	Closed (November 2022)
Childminder 2	Inadequate (21 October 2021)	Good (31 January 2022)
Childminder 3	Inadequate	Inspection due in Spring 2023

The council have withdrawn funding from two settings. This has now been reinstated.

The Setting of concern process also supports settings judged good and above by Ofsted who demonstrate poor practice, have appointed new managers, SENCOs and/or DSLs and new businesses etc.

The settings supported in the last 18 months include, please see table below:

Setting	Reason for support	Outcome
HD	Previous Inadequate Ofsted outcome	Good Ofsted outcome Also improved confidence in SEND processes.
PSM	Safeguarding and SEND concerns	Good Ofsted outcome
RG	Inadequate Ofsted	Good Ofsted outcome
B	Concerns over Safeguarding and SEND processes	Improved safeguarding and SEND systems.
FM	Support needed around SEND	Setting now more confident and accessing EY inclusion fund
S	Change of venue/manager/staffing. Concern over quality of education.	Good Ofsted outcome
LA	Update needed on Plymouth SEND processes	Setting more confident with SEND processes
BB	New SENCo (Also in 2021 setting had previously been inadequate and	Setting more confident with SEND processes

	then got a good following EYIO support and monitoring)	
TE	Concerns around SEND	Improved confidence in SEND processes.
LO	New manager	Manager more confident.
WP	New venue	Learning environment appropriate for children
A	Support needed around SEND	Positive feedback from SSW on how child with SEND is being supported
HSN-school	Concern about quality of education	Ofsted visit yet to be carried out
B S	RI Ofsted	Good Ofsted outcome
H	Support needed around paperwork	Setting more confident to complete paperwork
KN-school	Supported needed for SEND – IEP writing	Staff now upskilled in writing IEPs for children
TPR	Support needed for new SENCo	SENCo more familiar with Plymouth SEND processes
TD	New manager	Manager aware of Plymouth support offer and SEND processes
F	Acting manager	Action plan in place. Support being given through Experts and Mentors Covid 19 recovery programme
RT	Manager requested support	Support is ongoing. Support also being given through Experts and Mentors programme

This does not include all the emails and phone calls received from other settings seeking information, advice and guidance.

WHAT ARE WE DOING?

Action	Outcomes
Revise and issue the 2023 -2026 Providers Agreement.	Providers Agreement reissued
Continue to use the 'Every Child Attends a Good Setting' process to identify and target support to settings requiring improvement Including: Strengthening the Settings of concern process to include a new strategy meeting process. This new step is convened by the LADO, where there are safeguarding concerns	100% of Early Years settings achieve Good and above by Ofsted. 100% of settings judged below Good by Ofsted receive Good at their next inspection Children are safeguarded
Settings are encouraged to complete a self-assessment and implement a quality improvement cycle – The Bristol Standard. This includes piloting modules with settings judged as less than good by OFSTED	100% of self-referral achieve accreditation 100% of settings judged below Good by Ofsted receive Good at their next inspection.

Strengthen the leadership across the EY workforce through attainment of NPQs	Courses are completed and 100% participants completed the courses/qualification
Implement the recommendations commissioned by the Plymouth Education Board into a School Readiness Strategy	Recommendations implemented
<p>Develop innovative strategies to encourage the use of creative arts through EY practitioners working alongside artists to ensure that all children reach their potential in developing the Characteristics of Effective Learning, and Personal, Social and Emotional Development (PSED), as well as supporting children's communication, especially those who are vulnerable and with SEND.</p> <p>Develop the confidence of practitioners in using the arts with children living in socio economically deprived households, those with SEND and on CP plans</p>	<p>Children achieve higher levels of GLD, especially those in receipt of FSM</p> <p>The take up of two-year-olds increases to above National Average</p> <p>The new Early Communication and Language monitoring tool is widely used in EYs settings so that children with SLC needs are identified early and receive the support they need in a timely way</p> <p>Families are well informed about the home learning environment and where to go for Speech, Language and Communication help and advice</p> <p>The proportion of children reaching the expected level for CL at the end of the EYFS increases year on year</p> <p>Early Years Hub bid is successful and initiative implemented</p>
Ensure settings implement trauma-informed strategies so that children with trauma are better supported	Children receive timely services
Ensure that settings and schools proactively support children to transfer between settings and the phases and documentation is robust	<p>Transfer document is sent out to all schools and settings and all children have a secure transition</p> <p>Reduce the number of children 'held back' due to SEND needs.</p>
Work with the early years sector to ensure that settings can support children with emerging needs, vulnerable and/or have SEND through an Early Help offer	<p>Children receive timely services</p> <p>All SENCOs in Plymouth are familiar with the GATI document and know how to use it in practice with all children. Evaluations from SENCO briefings show an increased understanding and confidence in using the GATI document</p>
Work with the Out of School sector to keep abreast for quality, concerns and take up.	The information held by the council ref: the Out of School sector is regularly updated

2. b EARLY YEARS IMPROVEMENT STRATEGIES

The Early Years Improvement Team deliver a range of improvement strategies. These are (not limited to):

- challenge poor practice through the settings of concern process and when settings receive require improvement/inadequate judgements from Ofsted
- monitor improvements through support and challenge meetings
- conduct observations
- deliver announced and unannounced visits
- offer and deliver keeping in touch meetings with all settings
- offer support to new managers and SENCOs
- liaise closely with the DfE and Ofsted
- disseminate information through briefings, workshops, the early years bulletin and training events
- work in partnership to develop and deliver early help initiatives such supporting children's early language development, nutrition, behaviour etc.
- support the implementation of the graduated response to inclusion
- support the SEND early years inclusion process
- improve the promotion of entitlements and associated grants such as DAF
- develop and implements audits such as the Inclusion Charter, Curriculum Audit Tool, the Early Communication and Language Tool
- improve transitions especially for vulnerable children and those with SEND
- The initiation and deliver of DfE projects

SECTION 3 DEPARTMENT OF EDUCATION PROGRAMMES

The Early Years Improvement Team are actively involved in implementing DfE funded COVID 19 Recovery Programmes.

These are:

Programme	Description
<p>The Experts and Mentors Programme</p>	<p>The programme offers early years support, delivered either face to face or virtually, by trained experts and mentors to:</p> <ul style="list-style-type: none"> • early years practitioner • leaders • whole settings <p>The offer to early years settings includes leadership support, coaching for leaders, mentoring for practitioners and whole-setting support, depending on a setting's priorities and needs</p>
<p>The Experts and Mentors Programme for Childminders</p>	<p>The childminder mentor programme offers bespoke support to childminders across England. Experienced early years professionals will support childminders to help children recover from the COVID-19 pandemic. This includes narrowing the gap between disadvantaged children and others.</p> <p>Trained early years professionals will provide support to childminders in the roles of area lead and mentor. Area leads and mentors may support childminders to:</p>

	<ul style="list-style-type: none"> • identify strengths and areas for development • improve your confidence in or knowledge of child development • implement the early years foundation stage • plan an effective curriculum • support children with special educational needs and disabilities (SEND) • support children with English as an additional language (EAL) • build strong relationships with parents and carers
Early Years National Qualification:	<p>NPQs are available for teachers and leaders who want to develop their knowledge and skills in specialist areas of teaching practice. There are:</p> <p>4 leadership NPQs in senior leadership, headship, executive leadership and early years leadership</p> <p>4 NPQs for teachers and leaders who want to develop their expertise in specialist areas of teaching practice</p>
Stronger Practice Hub	<p>Plymouth has secured the opportunity to be an Early years Stronger Practice Hubs.</p> <p>The Hub will provide advice, share good practice, and offer evidence-based professional development for early years practitioners.</p> <p>This partnership bid includes Yealmpstone Farm Primary, Discovery Mat, The Cabin, an outstanding childminder and Plymouth City Council.</p> <p>Early Years Stronger Practice Hubs will be funded for 2 years until late 2024.</p> <p>This Stronger Practice Hub will support other settings in the area to adopt evidence-based practice improvements, by:</p> <ul style="list-style-type: none"> • establishing local networks of settings to share knowledge and effective practice • proactively sharing information and advice on evidence-based approaches - for example, through newsletters, blogs and social media • acting as a point of contact for bespoke advice, and signposting to other funded support • working with the Education Endowment Foundation to select evidence-based programmes to fund and make available to settings

Other quality Improvement programmes Include:

Programme	Description	No. Settings involved
Dingles Promise-Data driven EYs	Dingles Promise is providing and supporting us too;	Multi agency participation

<p>Inclusion and Transitions</p>	<p>3 x facilitated Action Learning Sets with key stakeholders - to ensure strategic ownership locally and fit with wider agenda's, a data driven EYs Inclusion Strategy and focus on good transitions to ensure sustained monitoring and impact.</p> <p>The opportunity to network and share best practice with others through their well-established Peer Networks.</p> <p>10 fully funded places on their NVQ Level 3 Introduction to Inclusive Practice course, a 4-month commitment that will provide a solid grounding in both the theory and practice of Inclusion for all children, and especially those with SEND, for each local authority.</p> <p>Access to their highly sought after Early Years Transition course.</p> <p>The chance to attend one of their three Regional events, providing further opportunity to network and share best practice.</p> <p>The opportunity to participate in their national seminar, where they will share work around inclusion and transitions that's happening across the country</p>	
<p>National Association for Special Educational Needs (Nasen)</p>	<p>Nasen is the National Association for Special Educational Needs – a charitable membership organisation that exists to support and champion those working with, and for, children and young people with SEND and learning differences.</p>	<p>Nasen has trained 27 settings became SEND reviewers in Cohort 1 and 9 settings became SEND Reviewers in Cohort 2.</p>
<p>Bristol Standard</p>	<p>The Bristol Standard is a self-evaluation framework that is used by early years practitioners and play workers to enable them to take part in reflective discussions around ten dimensions of quality to identify their current strengths and targets for improvement. This is an annual cycle which settings complete and then submit for validation. Children are at the heart of the Bristol Standard and all targets detail the benefits for children of the actions being taken.</p> <p>The Bristol Standard is recognised nationally and internationally as an outstanding framework to support a journey of continuous improvement. The benefits and impact of the Bristol Standard have been well-evidenced. It can be used effectively as a framework for action planning and is very useful as evidence for Ofsted and other stakeholders. The Bristol Standard brings teams together with a shared vision and supports ongoing staff professional development.</p>	<p>14 settings have started the Bristol Standard (2 settings are considering the completion a singular module to support their quality improvement action plans through the Settings of concern process)</p>

SECTION 4 EARLY YEARS ATTAINMENT

4.a Early Years Foundation Stage Profile Data

Early Years Foundation Stage Profile data for Plymouth shows that **63.5%** of early years pupils reached the expected level of development. The expected level of development is measured by looking at which children met all the Early Learning Goals in the following areas of learning: Communication and Language (CL), Physical Development (PD), Personal, Social and Emotional Development (PSED), Literacy and Maths.

The percentage of children with a good level of development:

Region	% of expected Level of development
England	65.2%
Southwest	66.3%
Plymouth	63.5%

Plymouth is 2.5 % below England and 4 % below Southwest results.

All early learning goals by Gender- England and Plymouth for 2021/22

				Total	Girls	Boys
All prime areas	All early learning goals	Percentage of children at expected level	England	74.2%	81.8%	66.9%
			South West	Plymouth	72.3%	78.0%
Communication and language	All early learning goals	Percentage of children at expected level	England	79.5%	85.0%	74.3%
			South West	Plymouth	78.3%	81.5%
	Listening, attention and understanding	Percentage of children at expected level	England	82.2%	87.2%	77.3%
			South West	Plymouth	81.7%	85.1%
	Speaking	Percentage of children at expected level	England	82.6%	87.1%	78.2%
			South West	Plymouth	81.8%	84.5%
Personal, social and emotional development	All early learning goals	Percentage of children at expected level	England	83.0%	89.1%	77.2%
			South West	Plymouth	82.1%	87.5%
	Self-regulation	Percentage of children at expected level	England	85.1%	90.8%	79.6%
			South West	Plymouth	84.4%	89.6%
	Managing self	Percentage of children at expected level	England	87.1%	92.0%	82.3%
			South West	Plymouth	86.2%	91.4%
		England	88.6%	93.1%	84.3%	

	Building relationships	Percentage of children at expected level	South West	Plymouth	88.0%	92.5%	84.0%	
Physical development	All early learning goals	Percentage of children at expected level	England		84.9%	91.6%	78.4%	
			South West	Plymouth	83.2%	90.1%	77.1%	
	Gross motor skills	Percentage of children at expected level	England		92.1%	95.0%	89.4%	
			South West	Plymouth	91.0%	94.0%	88.3%	
	Fine motor skills	Percentage of children at expected level	England		85.8%	92.5%	79.4%	
			South West	Plymouth	84.1%	91.0%	77.8%	
	All specific areas	All early learning goals	Percentage of children at expected level	England		64.9%	71.6%	58.4%
				South West	Plymouth	64.1%	68.5%	60.1%
Literacy	All early learning goals	Percentage of children at expected level	England		68.0%	74.3%	62.0%	
			South West	Plymouth	66.6%	71.2%	62.4%	
	Comprehension	Percentage of children at expected level	England		80.3%	84.8%	76.0%	
			South West	Plymouth	80.9%	83.6%	78.4%	
	Word reading	Percentage of children at expected level	England		74.7%	79.2%	70.3%	
			South West	Plymouth	74.7%	77.8%	71.9%	
	Writing	Percentage of children at expected level	England		69.5%	75.7%	63.6%	
			South West	Plymouth	67.7%	72.5%	63.4%	
Mathematics	All early learning goals	Percentage of children at expected level	England		75.9%	78.6%	73.3%	
			South West	Plymouth	75.1%	74.8%	75.3%	
	Number	Percentage of children at expected level	England		77.8%	80.2%	75.5%	
			South West	Plymouth	76.5%	76.6%	76.4%	
	Numerical patterns	Percentage of children at expected level	England		77.2%	79.9%	74.6%	
			South West	Plymouth	76.8%	76.6%	77.0%	
Understanding the world	All early learning goals	Percentage of children at expected level	England		79.6%	84.0%	75.4%	
			South West	Plymouth	79.9%	82.9%	77.2%	
	Past and present	Percentage of children at expected level	England		81.7%	85.8%	77.7%	
			South West	Plymouth	81.5%	84.3%	79.0%	
	People, culture and communities	Percentage of children at expected level	England		81.3%	85.6%	77.2%	
			South West	Plymouth	81.4%	84.7%	78.3%	
	The natural world	Percentage of children at expected level	England		85.3%	88.8%	82.0%	
			South West	Plymouth	86.2%	88.6%	84.0%	
Expressive arts and design	All early learning goals	Percentage of children at expected level	England		84.5%	91.2%	78.1%	
			South West	Plymouth	83.8%	90.9%	77.4%	

	Creating with materials	Percentage of children at expected level	England		87.2%	93.2%	81.6%
			South West	Plymouth	86.4%	93.1%	80.3%
	Being imaginative and expressive	Percentage of children at expected level	England		86.9%	92.5%	81.5%
			South West	Plymouth	86.6%	91.6%	82.0%

The data published in the table above since the 2021/22 Early Years Foundation Stage (EYFS) reforms were introduced in September 2021. As part of those reforms, the EYFS profile was significantly revised. **It is therefore not possible to directly compare 2021/22 assessment outcomes with earlier years.**

Work is underway to address improve children's outcomes. . This is the main focus of the Early Years Strategic Board. This multi-agency board has membership from Health, the childcare sector including schools and the council and school readiness is priority. The group recognise the importance of a child's first 1001 days and implementing strategies to support this.

The_best_start_for_life_a_vision_for_the_1_001_critical_days.pdf (publishing.service.gov.uk)

4.b CHILDREN WITH SEND

Year	Plymouth GLD	Children with SEND support achieving GLD (A)	Children without SEND achieving the GLD (B)	Gap between A and B
2019	68%	31%	75%	44%
2022	63.2%	25%	69%	44%

NB: As stated at [Early years foundation stage profile results, Academic Year 2021/22 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#): This is the first publication since the 2021/22 EYFS reforms were introduced in September 2021. As part of those reforms, the EYFS profile was significantly revised. Again it is not possible to directly compare 2021/22 assessment outcomes with earlier years.

WHAT ARE WE DOING?

Action	Outcomes
<p>Ensure and challenge providers to encourage all children to take up their full entitlement</p> <p>Investigating the use of reduced timetables for children with SEND and challenging this with settings and schools</p>	Childcare access their full entitlement
Promote settings to use the Graduated Approach to Inclusion	Children receive well planned and timely services

Provide training, briefings and support to settings to access and utilise all practical support and financial support for children with SEND	Settings are fully informed Councils meets its Statutory Duty
Work in partnership to implement trauma informed strategies	Early Years Practitioners are trained Settings implement Trauma informed strategies
Challenge settings where SEND children are being discriminated against	Children can access settings of choice and take up their full entitlement
Support SENCOs	SENCOs understand the GATI Children receive timely and appropriate services
Develop an Early Years Edison Project	Children with complex needs are supported to attend mainstream education

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Education and Children's Social Care Overview and Scrutiny Committee

DRAFT Work Programme 2022-2023



Please note that the work programme is a 'live' document and subject to change at short notice. The information in this work programme is intended to be of strategic relevance.

For general enquiries relating to the Council's Scrutiny function, including this Committee's work programme, please contact Jake Metcalfe, Democratic Advisor on 01752 304963.

Date of meeting	Agenda item	Prioritisation Score	Reason for consideration	Responsible Cabinet Member / Officer
15 June 2022	Finance Outturn Children's and Education Scorecard Overview of Services Update on Kickstart Youth Service Update			

Date of meeting	Agenda item	Prioritisation Score	Reason for consideration	Responsible Cabinet Member / Officer
14 September 2022	<p>Policy Brief</p> <p>Josh MacAlister's Independent Review of Children's Social Care</p> <ul style="list-style-type: none"> • Sufficiency and commissioning placements • Recruitment and retention of SW • Care Journey and care Leavers <p>Strategic Risk Register – Children's</p> <p>Finance Monitoring</p> <p>Performance Scorecard</p> <p>Plymouth Safeguarding Partnership</p> <p>National review into the murders of Arthur Labinjo-Hughes and Star Hobson</p>			Sharon Muldoon & Jean Kelly

Date of meeting	Agenda item	Prioritisation Score	Reason for consideration	Responsible Cabinet Member / Officer
09 December 2022	Plymouth Education Board and Work programme Inclusion Briefing Education Improvements School Attainment Regional Schools Commissioner (Verbal update) Performance Scorecard (Paul Stephens & Jane Anstis) Financial Monitoring (David Northey) Risk Report (Ross Jago)			Sharon and Jim Barnicott /Amanda Paddison/Lucinda Ross/I Morgan
15 February 2023	<ul style="list-style-type: none"> • Focused visit update and response • Social Worker Recruitment and retention • Performance Scorecard • School Attainment data • Afghan Resettlement Programme (widen to all refugees) accessing education • Early Years 			
Items to be scheduled				
Review report – Adopt South West				
Finance Monitoring				
Update on Baroness Baron’s letter				
Children and Young People’s emotional wellbeing & Mental Health				
To be scheduled				

Date of meeting	Agenda item	Prioritisation Score	Reason for consideration	Responsible Cabinet Member / Officer
Joint Select Committee Reviews				