

Corporate Scrutiny Committee

Agenda

Date: Tuesday, 11th March, 2014
Time: 2.00 pm
Venue: Committee Suite 1,2 & 3, Westfields, Middlewich Road,
Sandbach CW11 1HZ

The agenda is divided into 2 parts. Part 1 is taken in the presence of the public and press. Part 2 items will be considered in the absence of the public and press for the reasons indicated on the agenda and at the foot of each report.

PART 1 – MATTERS TO BE CONSIDERED WITH THE PUBLIC AND PRESS PRESENT

1. **Apologies for Absence**

2. **Minutes of Previous meeting** (Pages 1 - 4)

To approve the minutes of the meeting held on 3 February 2014.

3. **Declarations of Interest**

To provide an opportunity for Members and Officers to declare any disclosable pecuniary and non-pecuniary interests in any item on the agenda.

4. **Declaration of Party Whip**

To provide an opportunity for Members to declare the existence of a party whip in relation to any item on the agenda.

5. **Public Speaking Time/Open Session**

For any apologies or requests for further information, or to give notice of a question to be asked by a member of the public

Contact: Mark Nedderman

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A total period of 15 minutes is allocated for members of the public to make a statement(s) on any matter that falls within the remit of the Committee.

Individual members of the public may speak for up to 5 minutes, but the Chairman will decide how the period of time allocated for public speaking will be apportioned, where there are a number of speakers.

Note: In order for officers to undertake any background research, it would be helpful if members of the public contacted the Scrutiny officer listed at the foot of the agenda, at least one working day before the meeting to provide brief details of the matter to be covered.

6. **Children's and Adults' Safeguarding Issues- Children's Board Priorities and Role in Improvement** (Pages 5 - 50)

To consider a report of the Director of Children's Services.

7. **Annual Education Report** (Pages 51 - 106)

To consider a report of the Director of Children's Services.

8. **Work Programme Progress Report** (Pages 107 - 118)

To review the work programme.

CHESHIRE EAST COUNCIL

Minutes of a meeting of the **Corporate Scrutiny Committee**
held on Monday, 3rd February, 2014 at Committee Suite 1,2 & 3, Westfields,
Middlewich Road, Sandbach CW11 1HZ

PRESENT

Councillor S Wilkinson (Chairman)
Councillor P Edwards (Vice-Chairman)

Councillors S Corcoran, D Newton, R West and J Wray

Apologies

Councillors H Davenport, W Fitzgerald and Kelly

88 MINUTES OF PREVIOUS MEETING

RESOLVED – That the minutes of the meeting held on 13 January 2014 be confirmed as a correct record.

89 ALSO PRESENT

Councillor P Findlow – Corporate Policy Portfolio Holder
Councillor B Moran – Performance Portfolio Holder
Councillor P Raynes – Finance portfolio Holder
Councillor K Edwards

90 OFFICERS PRESENT

Peter Bates – Chief Operating Officer
Lorraine Butcher - Executive Director of Strategic Commissioning
Tony Crane - Director of Children's Services
Steph Cordon - Head of Communities
Patrick Rhoden - Principal Accountant
Alex Thompson - Finance Lead - Strategy & Funding
Kevin Melling - Head of Highways and Transport
Mark Nedderman – Senior Scrutiny Officer

91 DECLARATIONS OF INTEREST

There were no declarations of interest.

92 DECLARATION OF PARTY WHIP

There were no declarations of the existence of a party whip.

93 PUBLIC SPEAKING TIME/OPEN SESSION

There were no members of the public present who wished to speak.

94 THIRD QUARTER PERFORMANCE REPORT

The committee considered a report of the Chief Operating Officer, providing a summary and detailed information about the Council's financial and non-financial performance at the three-quarter year stage of 2013/2014. The Committee was informed that there had been significant improvement in the financial position since the second quarter, and there had been substantial improvement compared to this position in previous years.

The report was set out in three sections:

Section 1 Summary of Council Performance- This section brought together the impact that service performance, the change management programme and financial performance were having on the 5 Outcomes in the Council's 3 Year Plan.

Section 2 Financial Stability- This section provided an update on the overall financial stability of the Council. It demonstrated how spending in 2013/2014 was being adequately funded, including the positions on overall service budgets, grants, council tax and business rates, treasury management, centrally held budgets, and the management of the Council's reserves.

Section 3 Workforce Development- This section provided a summary of the key issues relating to the Council's Workforce Development Plan.

RESOLVED – That the report be received and the third quarter report welcomed.

95 SCRUTINY OF ALTERNATIVE SERVICE DELIVERY VEHICLES (ASDVS)

The Chief Operating Officer informed the committee of the latest position with regard to the scrutiny of Alternative Service Delivery Vehicles (ASDVs).

He informed the Committee that the Council had recently embarked upon undertake a review of the Council's PDG/Scrutiny arrangements through the Constitution Committee and that it was therefore premature to bring to the Committee firm proposals concerning the scrutiny of ASDV's at the moment as the outcome of that review may have an impact on the Council's future structural requirements, but would hope to be able to report on progress to the meeting after next.

RESOLVED – That the Chief Operating officer be requested to submit a report to the 31 March meeting on arrangements for the scrutiny of ASDVs.

96 WORK PROGRAMME PROGRESS REPORT

The Committee reviewed its work programme.

RESOLVED- That the following changes be made:

Review of Management Restructure - September 2014

Green Waste collection Autumn 2013 review – 31 March 2014

The meeting commenced at 2.00 pm and concluded at 3.40 pm

Councillor S Wilkinson (Chairman)

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CHESHIRE EAST COUNCIL**REPORT TO: Cheshire East Scrutiny Committee**

Date of Meeting:	11 th March 2014
Report of:	Ian Rush and Kate Rose
Subject/Title:	Local Safeguarding Children Board priorities and role in improvement
Portfolio Holder	Rachel Bailey

1.0 Introduction

- 1.1 This Report sets out the key role that the Local Safeguarding Children Board (LSCB) has in ensuring that the improvement required in Children's Services in Cheshire East, and how this is reflected across the partnership arrangements for safeguarding Children. The Report also outlines, for the Committee, current development areas.

2.0 Background

- 2.1 Local Safeguarding Children Boards (LSCB's) are local partnerships of Agencies working together to ensure the co-ordination and effectiveness of arrangements to safeguard Children – to keep Children safe from abuse, neglect, and exploitation.
- 2.2 The statutory guidance covering the work of LSCB's is set out in Government guidance "Working Together to Safeguard Children (2010), and revised from April 2013)". The Cheshire East LSCB meets every two months and has senior level representation from all the statutory Agencies involved in dealing with Child abuse relating to Children and Young People. It has an independent chair, Ian Rush, and a smaller, multi-agency executive group to drive forward the work of the Board. The LSCB are required to publish their Annual Report, and this, together with the board's current business plan, can be reviewed on the Cheshire East LSCB website.
- 2.3 The role of the LSCB, essentially, is to ensure that the Child and Young People's protection system in Cheshire East is working effectively and improving. Members will be aware of the findings of the OFSTED Safeguarding Inspection published in April 2013, where inspectors found that the LSCB needed to improve. Since then, the Board has substantially revised its activities, experienced new leadership, and has set in place a series of internal and external reviews and challenges to improve its effectiveness.

2.4 The LSCB works closely with the Cheshire East Improvement Board, which was put in place following the OFSTED inspection, but is separate to it. The LSCB also works in collaboration with the Cheshire East Children Trust, and has established ongoing liaison with the Cheshire Policing and Crime Commissioner. It is vital that the accountability of the LSCB is visible and transparent and one of the ways in which this happens is through periodic reporting for scrutiny to this committee.

3.0 Improving safeguarding performance across the strategic partnership.

3.1 Some of the key changes to the way the Board is working in the past six months have included:

- Improving the performance framework which the board uses to scrutinise current performance and activity in and between statutory agencies.
- Putting in place a programme of robust multi-agency audit of cases.
- Reviewing and reissuing the "levels of need" by which all Agencies determine the type of assessment and level of intervention required when cases involving potential risk to Children and Young People are identified.
- Reviewing and changing the membership.
- Clarifying the relationship and mutual accountability is between the LSCB and other key strategic bodies.

4.0 Current priorities for the LSCB

Current safeguarding performance

4.1 There are currently 204 Children and Young People who are the subject of Child Protection plans in Cheshire East. This compares with 193 at the same time last year, the Board's focus has been to ensure that Children are placed on Plans appropriately, usually after other forms of intervention have not been sufficiently successful. The majority of Children and Young People who are the subject of Child Protection Plans are removed from a Plan within 15 months, at a point at which professionals are satisfied that a Child or Young Person is being safely cared for.

4.2 As this committee will be aware from other reports, and the work of the Improvement Board, there have been a number of improvements made to the way in which these cases are being assessed and progressed through the key stages of the Child Protection system (see later).

Child sexual exploitation (CSE)

4.3 Following a number of well-publicised significant failings to Children at risk of Child Sexual Exploitation across a number of Local Authorities, this issue has

rightly received a high national focus.

- 4.4 In Cheshire East, the LSCB has a multi-agency group that considers how services can work better together to identify, respond and reduce risk to these children, (and children who go missing or are trafficked). There is also an operational group that shares intelligence across Agencies where there are concerns about children, perpetrators or locations so that profiles can be built up and preventive action taken. Where it is assessed that a Child is at risk, a multi-agency meeting is held to place a plan around that Child to reduce the risk, where possible this actively involves the Young Person themselves.
- 4.5 Cheshire East Council commission a service to promote awareness within Agencies involved with Young People and supporting interventions. A report comes to the LSCB on a quarterly basis which sets out the patterns and trends in the profile of CSE in the area. There is also a PAN-Cheshire Strategic Group with the Police to ensure progress against the strategy, consistency of practice, effective cross boundary intervention and sharing of best practice. This Group also considers children who go missing from home or care and children who are trafficked.
- 4.6 In January, Cheshire East LSCB invited a peer challenge from a specialist Police/Local Authority team dealing in CSE from another North West Local Authority. This challenge suggested that current practice was basically sound, but suggested a number of potential improvements.
- 4.7 The numbers of children who are subject of a CSE plan, where this is known to be a risk factor in their lives, has increased over the last year. At present there are ten young people on a Plan, with the oldest being seventeen and the youngest thirteen. They are mostly girls but there are also boys. The Children and Young People receive intensive support and supervision and where necessary, are or will be the subject of legal intervention.
- 4.8 The Operational group is still building a picture of the profile within Cheshire East. However residential Care Homes have been targeted for raising their awareness of CSE and their responsibilities in respect of the Young People for whom they care.

Neglect:

- 4.9 The neglect of Children (and Young People) is a continuing priority for the Cheshire East LSCB. Children experiencing severe neglect constitute by far the biggest percentage (56 %) of those on Child Protection Plans. The short and long-term consequences of neglect are well documented.
- 4.10 The LSCB has recently revised its approach to neglect and has devised a new strategy, the key aims of which are to:
 - improve the early identification of children experiencing neglect, with accompanying action and support through the "early help strategy";

- § ensure more effective into agency working between Children's and Adult services to address adult behaviour which is compromising their roles as parents e.g. substance misuse, alcohol misuse, mental health problems.
- 4.11 The recently completed Multi-Agency audit of cases where neglect was a primary feature suggested the following improvements:
- § Greater clarity between Agencies about their specific roles in the plan, particularly where numbers of Agencies may be involved.
 - § Clearer identification about their progress in these cases is being measured, specifically through the viewed experience of the Child.
 - § So far as is possible, trying to reduce the numbers of occasions where there are changes of Worker in dealing with these cases.

Child Protection and Domestic abuse.

- 4.12 The data from last year for Cheshire East would show that there were 1065 police incidents of domestic abuse, with 3171 lower risk incidents. There were 343 adults at a high level of risk that required a Multi-Agency Plan of intervention. Those families that were considered at high risk contained 449 Children. Cases tend to be mainly clustered in Crewe, Macclesfield and Congleton Local Area Partnership areas. However it is possible that there is under reporting or hidden abuse in the less populated areas of the Authority.
- 4.13 It is well researched and understood that domestic abuse has a significant impact on Children who live with violence or the fear of it. In Cheshire East, forty five per cent of Children subject to a Child protection plan had domestic violence as a significant factor in the risk of harm to them.

5.0 Current provision

- 5.1 Some £1.5m funding is spent on commissioned or charitable sector specialist services including (3% from Police/PCC/Criminal Justice reducing to less than 2% from April 14, 11% Health, 66% Council, 20% charitable). This provides:
- § Independent Domestic Violence Advocacy (IDVA) – high risk domestic abuse professionals.
 - § Multi-Agency Risk Assessment Conferencing (MARAC) – process for information and action planning.
 - § Three Refuge and Outreach Services (two commissioned by Council)
 - § Initial Voluntary Perpetrator Programme and parallel partner and children support work.

§ Children and Young People's Change and Therapeutic Programme (co-ordination commissioned by Council)

§ Partnership co-ordination, training, publicity, target hardening.

6.0 Priorities

6.1 Re-modelling of services through pooling of budgets by April 2015 to provide a comprehensive service managing all levels of risk through two community bases in Macclesfield and Crewe.

6.2 Refuge/dispersed housing for service users who can't be kept safe at home.

6.3 Access via a local 24 hour contact point with one database logging all risk/need/interventions and outcomes – easier and earlier access to services for victim, community and professionals.

6.4 Whole family approach to ensure that any contact from any family member results in a response to all and that support includes the journey to recovery and independence.

§ In the interim, steps have been taken to impact on reducing the risks to Children, this includes:

§ Placing an Independent Domestic Violence Advocate (IDVA) with Children's services front door.

§ A Christmas campaign in partnership with the Police.

§ Placing an IDVA within A&E.

§ The development of a Young People's violence coordinator to begin to tackle the issue of peer abuse and exploitation.

7.0 Serious Case Reviews (SCR's) and Reflective Reviews

7.1 One of the responsibilities for all LSCB's is to consider the circumstances when any Child dies or is seriously injured due to neglect or abuse. There is a national focus on using these as a mechanism for driving learning and improvement in the multi-agency systems for Safeguarding Children.

7.2 Many of these cases have also received national attention, for example, the death of Hamzah Khan in Bradford and the seven Young People in Rochdale identified as victims of Child Sexual Exploitation.

7.3 Any inspection of Children's services will consider any SCR's carried out by the LSCB and what has changed as a result of the lessons learnt in delivering safer services to Children and Young People. The last serious case review in Cheshire East was published in February 2011, access to the executive summary and recommendations for change can be accessed at [Serious Case](#)

Reviews

- 7.4 All of the recommendations from this review have been implemented.
- 7.5 Cheshire East LSCB have a learning framework that carries out reflective reviews where the criteria for an SCR have not been reached but it is considered that there is learning that would improve Multi-Agency working. In the last year, three reflective reviews have been undertaken. The actions from all these are over-seen by a sub group to the LSCB. Alongside this the LSCB has recently requested that a 'True For Us' exercise is conducted across agencies in respect of the findings from the Hamzah Khan SCR, which will be taken to the Board in March for agreement.
- 8.0 Thematic Review of Young People who took their own life:**
- 8.1 As part of the learning and development function of the Board, any local patterns and trends that may impact on the safeguarding of Children and Young People in Cheshire East should be identified and scrutinised.
- 8.2 In the last year, there have been four Young People living in Cheshire East who took their own life. This number is slightly unusual and there appear to be some similarities in the circumstances and contact with services leading up to the deaths.
- 8.3 As a result the LSCB has commissioned an independent author to review all the deaths and consider if there are improvements we can make in Cheshire East to prevent or minimise the risks of other Young People taking their lives in these circumstances. The parents will be engaged in the process wherever possible. This report is due to be presented to the Board in June.
- 8.4 The findings will be shared with the parents wherever possible and in line with Government expectations, these will also be published. The Board will ensure that individuals are not named and that sensitive family information about the young people is not disclosed.
- 9.0 Levels of Need**
- 9.1 For services to Children and Young People and their families in Cheshire East to be effective from the earliest point that a need is identified it is critical that Agencies understand what their responsibilities to the families are and how this fits with Children's Services provision.
- 9.2 The statutory guidance , 'Working Together to Safeguard Children' was revised in 2013, and required the LSCB to review their current continuum for levels of need and ensure that the guidance was explicit in ensuring a consistent response to families.
- 9.3 The revised documentation was agreed at the Board in January and is attached at Appendix 1 and 2. Multi- Agency audits conducted by the LSCB will test that the understanding and implementation across Agencies is appropriate, and that

the levels of these are being used appropriately by frontline workers across all Agencies.

10.0 Independent Safeguarding Chairs (ISC's).

10.1 The Local Authority has a responsibility to provide an independent review service for all Children who are subject of a plan that relates to Child Protection, CSE, Missing from Home or Care, or are Cared for Children. The service has a key role in ensuring plans for children are child-centred, reflect the experience of the child and meet their needs. The service is also critical in acting to ensure that the Plans for children are safe, realistic and achievable.

10.2 In December of last year an independent review of the service was carried out and a number of improvements suggested. These are in the process of being actioned and will strengthen the service that the ISC's provide in helping to challenge and improve practice. The key areas for improvement are:

- the need for improved tracking of plans for Children, and ensuring these are improving their experience;
- better direct engagement with our Children and Young People so their views are known and understood and can influence the plan appropriately;
- more robust challenge of poor practice.

10.3 There are current risks within the service, as with other areas of Children's Services, with vacancies being covered by agency staff. However there is a strong commitment to ensure that the practice in Social Care is driven by improving the experience of our Children and Young People, and ensuring that agencies do not consider a referral to Children's Social Care provides them with an exemption certificate from acting to keep children safe.

11.0 An annual report of the service is a statutory requirement and this will reflect the performance over the last year, the changes that have been made and the action to be taken as a priority for 2014/15. Once approved by the Children in Care Council, this will be disseminated across agencies, and published on the Council's website.

Female Genital Mutilation (FGM)

11.1 Members will be aware of the recent raising the profile of this issue at a national level, primarily due to campaigning by organisations and individuals about the failure to bring any prosecutions to date on this issue.

11.2 There is no evidence that FGM is an issue in Cheshire East, nor have there been any identified cases coming to the attention of agencies. Notwithstanding this however, the LSCB is undertaking a rapid project to assure itself in relation to:

- alertness and awareness in key agencies, notably the NHS;
- clearer guidance for schools in how they might approach this issue in a sensitive and appropriate way;
- engagement with faith and community groups in Cheshire East to continue to raise awareness, making it clear that this is an illegal practice and a form of abuse.

12.0 Conclusions

- 12.1 Any comments, issues and challenges raised by the scrutiny committee in response to this report will be reported back to the LSCB.

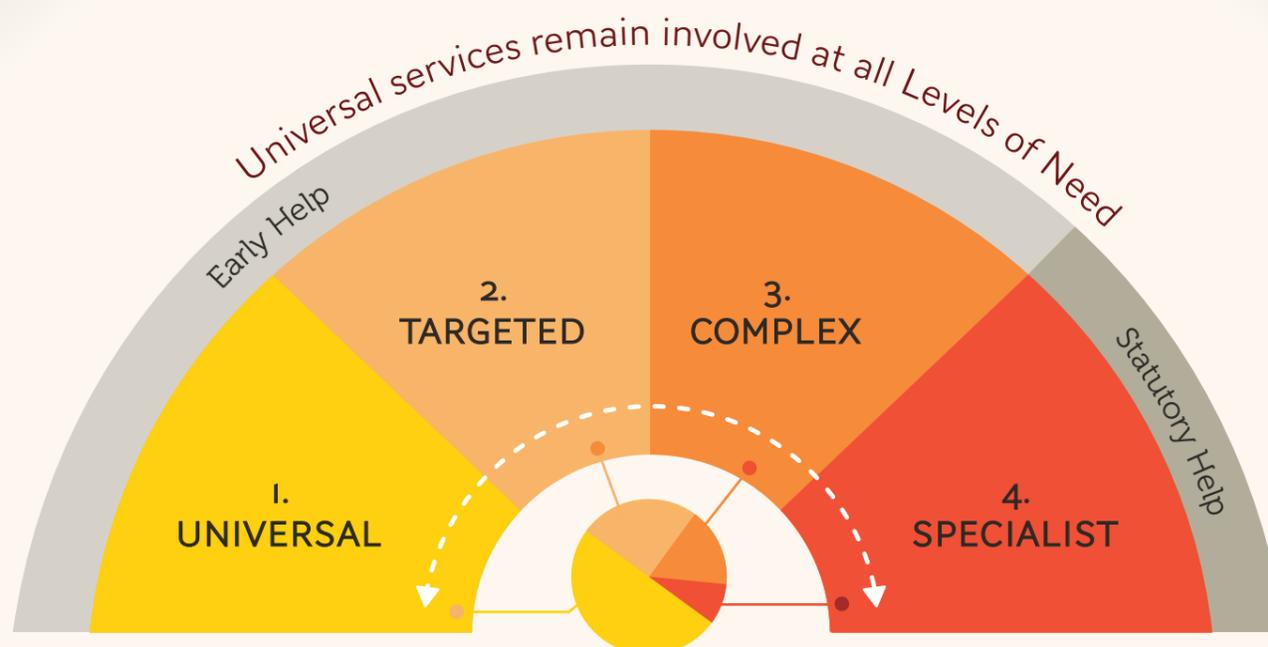
Name: Kate Rose/Ian Rush

Designation: Head of Integrated Safeguarding/ Independent Chair CE LSCB

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MEETING CHILDREN & YOUNG PEOPLE'S NEEDS IN CHESHIRE EAST



1. Universal

Children and young people whose needs are being adequately met by family, friends and community, and who are accessing universal services e.g. health visiting, GP, schools, youth settings, etc.

Possible Indicators

- Child or young person generally making good progress in all areas of their life appropriate to their age.

Response

Continue meeting child or young person's needs as a universal service, in a safe environment. Safer recruitment, professional codes of conduct, preventative education e.g. PSHE. All professionals ready to identify and respond to any emerging problems, abuse or neglect should it occur.

2. Targeted

Children, young people and their families who would benefit from additional help with moderate difficulties in order to make the best of their life chances.

Possible Indicators

- Health issues which may impact on child or young person's development and wellbeing.
- Behaviour inappropriate to age and stage of development.
- Parenting skills inadequate to meet the child or young person's needs.
- Family unable to access effective support services to meet specific needs.
- Child starting to have unauthorised absences from school.

Response

A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. Consider using the Common Assessment Framework (CAF) process to help assess and plan to meet needs. **Consult ChECS for advice and guidance 0300 123 5012 (option 2)**

3. Complex

Children, young people and their families who have a range of additional needs affecting different areas of life.

Possible Indicators

- Concerns shared by more than one agency.
- Parenting impacting on child and family life causing instability and inconsistency.
- Risk taking behaviour impacting on other areas of a child or young person's life.
- Caring responsibilities that impact negatively on a child or young person's life.
- Mental health and emotional well-being and/or behavioural issues.
- Child or young person no longer in need of a Child in Need or Child Protection Plan, but still has significant needs.
- Anti-social behaviour
- At risk of entering the Criminal Justice System

Response

Request support from other agencies such as Family Support, commissioned services, Youth Crime Prevention Team, Education Welfare. Agencies work together to provide a network of support to the child or young person and their family. Identify a Lead Professional to co-ordinate support and be primary link with the family. Hold a Multi-Agency Meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs, develop and implement an Action Plan and review progress. **Consult ChECS for advice and guidance 0300 123 5012 (option 2)**

4. Specialist

Children, young people and their families who need immediate protection or who require support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.

Possible Indicators

- Risk of abuse, neglect, or exploitation
- Risk-taking behaviour which could lead to significant harm.
- Children/young people with severe or complex needs in relation to disability.
- Parent/carer has complex issues e.g. mental health, alcohol/substance misuse, domestic abuse, etc. that significantly compromise care and ability to provide a safe environment for the child.
- Children or young people in the Criminal Justice System.

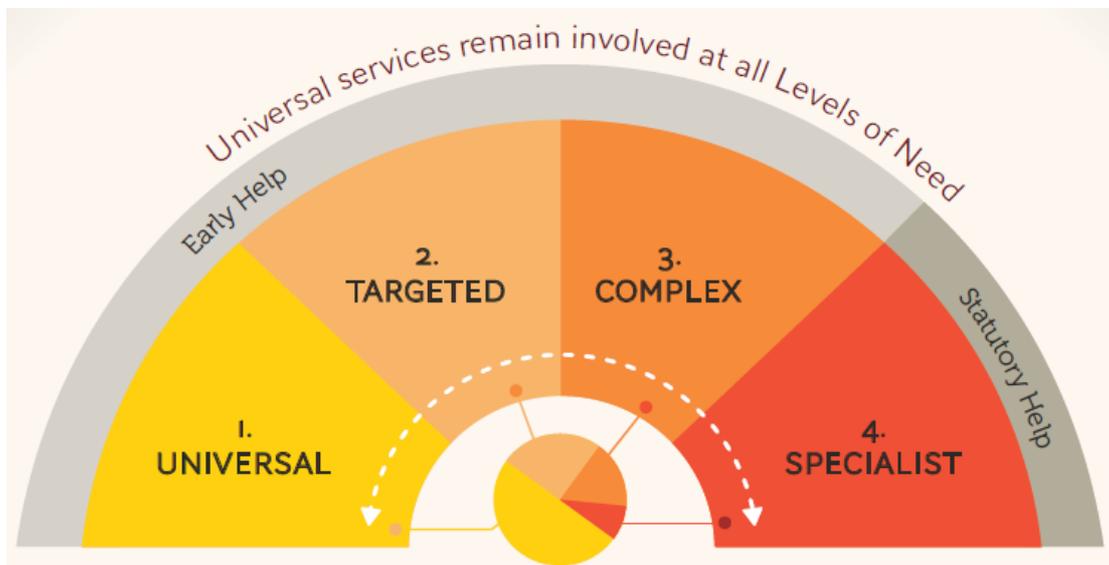
Response

Any concerns about the safety of a child or young person, contact ChECS on 0300 123 5012 (option 2) Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection procedures, or accommodation by Children's Social Care. Youth Offending Team lead multi-agency interventions in response to Youth Court Orders to supervise young offenders in the community and in custody.

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MEETING THE NEEDS OF CHILDREN & YOUNG PEOPLE IN CHESHIRE EAST



Guidance to support the Levels of Need poster

Draft TN for Cheshire East LSCB approval 24/1/2014

Introduction

This Framework aims to provide all professionals working with children a simple model that will help guide the thinking and practice, and provide a common language for communication between professionals and with families, thus contributing to improved service delivery and better outcomes for children and their families.

Working Together to Safeguard Children 2013 promotes the vision that

'services are commissioned effectively and that the right help is given to the child at the right time.'
(Page 14, paragraph 16)

In order to ensure this happens, there needs to be a continuum of help and support to respond to the different levels of need of individual children and families. Service responses are organised in different ways for different levels of children's needs so clear criteria for taking action and providing help are needed, with clear thresholds for action which are understood by all professionals, and applied consistently. This will be judged by Ofsted through Inspection case tracking.

To assist this, Working Together 2013 requires LSCBs to

'publish a threshold document that includes:

the process for the early help assessment and the type and level of early help services to be provided; and the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under:

- ***section 17 of the Children Act 1989 (children in need);***
- ***section 47 of the Children Act 1989 (reasonable cause to suspect children suffering or likely to suffer significant harm);***
- ***section 31 (care orders); and***
- ***section 20 (duty to accommodate a child) of the Children Act 1989.'***

(Page 14, paragraph 18)

Consistent and appropriate application of thresholds over time will be achieved by

- Communication of a Levels of Need and Thresholds Framework
- Management of practice and thresholds decisions
- Monitoring and Quality Assurance of threshold decision-making

Together these measures will improve the transactions between agencies and the families they are providing or seeking support for.

This document sets out a Levels of Need Framework which will support the consistent practice, management and Quality Assurance of thresholds across the continuum of help provided to children, young people and their families.

This document may not provide definitive answers in respect of individual cases, the 'Possible Indicators' provided below are for illustration and are not policy. Some agencies will need to develop more detailed descriptions of their areas of work within this framework. Decisions in day-to-day practice will also be informed by professional judgement. **However, it is expected that professional judgement and managerial decision-making will be consistent with this Levels of Need Framework.**

Principles of the Levels of Need framework

- Safeguarding children and young people is the responsibility of ALL services, including those primarily aimed at adults.
- Service responses to children's needs should be based on an appropriate assessment and planning
- Service responses to children's needs should be proportionate to the level of need or risk
- Families and children only have to use specialist services when necessary, when other options have been tried, or considered and deemed inappropriate. Good Early Help can prevent the need for more intrusive statutory intervention.
- Agencies may provide services across different levels of need. In particular, Universal services will remain involved in providing support to children at all levels of need.
- Agencies are expected to work together, to provide a network of professional support for the children and families that are in need. This may involve sharing information with consent (unless there is a clear risk in doing so), coming to a common view of the child's needs, and co-ordinating services so that they provide the best support for the child and family.

This Framework

The needs of children and young people are identified as falling into four broad levels. These are not hard and fast categories, as the day-to-day engagement of services with children and their families is a complex system involving

The levels are

1. **Universal**
2. **Targeted**
3. **Complex**
4. **Specialist**

For each there is

- A basic **Description**
- Some examples of possible **Indicators** – provided as a guide only. Degrees of severity and combinations of factors for individual children need to be understood through assessment and analysis, aided by informed professional judgement.
- The type of **Response** that is expected

Universal support

All children are entitled to Universal Services from Health Visitor, GPs, and Early Years providers, schools and youth services. All Universal Services should provide services to children in a safe environment, having safer recruitment, safeguarding, and Health & Safety procedures, codes of staff conduct, and are ready to identify and respond to safeguarding concerns should they arise.

Children may also benefit from preventative educational programmes for example e-safety through PHSCE. These kind of initiatives do not target children because of any risk or vulnerability

Possible Indicators

Children or young people receive support at the Universal level when:-	
Health	<ul style="list-style-type: none"> ➤ Generally satisfactory ➤ Treatments are routine e.g. dentistry, immunisation
Education	<ul style="list-style-type: none"> ➤ Attendance and learning good enough for the child's age
Emotional & behavioural development	<ul style="list-style-type: none"> ➤ Behaviour is appropriate for the child's age ➤ Child has a reasonable sense of self-worth
Family & Environment	<ul style="list-style-type: none"> ➤ Accommodation has at least basic amenities ➤ Some stable family relationships
Parenting capacity	<ul style="list-style-type: none"> ➤ Parent(s) or carer able to keep the child safe and well

Response

- Continue meeting child or young person's needs as a universal service, in a safe environment.
- Safer recruitment procedures, professional codes of conduct, preventative education e.g. PSHE are all in place for the benefit of all children.
- All professionals ready to identify and respond to any emerging problems, abuse or neglect should it occur.

Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. (Working Together 2013, Chapter 1)

'Early Help' is the term used for support provided to a child and family by an agency or group of agencies working together when the child's needs are not sufficiently high to need the statutory intervention of Children's social care.

Targeted – extra support from a single agency

Children and young people who would benefit from additional help in order to make the best of their life chances. This may be provided by the Universal service that identified the problem, for example a school providing some pastoral support, or by a referral to one other agency.

Possible Indicators

Typically, children and young people might receive support at the Targeted level because:-	
Health	<ul style="list-style-type: none"> ➤ Health issues which may impact on child or young person's development and wellbeing. ➤ Not registered with GP or Dentist
Education	<ul style="list-style-type: none"> ➤ Child starting to disengage from learning. ➤ Lack of parental encouragement impacting on the child's learning.
Emotional & behavioural development	<ul style="list-style-type: none"> ➤ Behaviour inappropriate to age and stage of development. ➤ Challenging behaviour
Family & Environment	<ul style="list-style-type: none"> ➤ Family unable to access effective support services to meet specific needs. ➤ Experience of bullying
Parenting capacity	<ul style="list-style-type: none"> ➤ Parenting skills inadequate to meet the child or young person's needs.

Response

A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. Consider using the Common Assessment Framework (CAF) process to help assess and plan to meet needs.

Cheshire East Consultation Service may be consulted for advice and guidance 0300 123 5012 (option 2)

Cheshire East Family Service is a part of Children's Services in Cheshire East Council. We are aiming to provide Early Help to Cheshire East families, to offer you advice, support and more specialist services when things begin to be difficult – and not wait until little problems grow into a crisis. Our 13 Children's Centres, together with our 4 Family Service Centres, throughout Cheshire East offer you and your children a range of activities, advice, support and help

Complex – multi-agency support

Children and young people who have a range of additional needs affecting different areas of life. Concerns shared by more than one agency, and some co-ordination of support will be needed between the agencies involved. This may also include Children and young people who no longer in need of a Child in Need or Child Protection Plan, but still has significant needs requiring support from agencies working together.

Possible Indicators

Typically, children and young people might receive support at the Complex level because:-	
Health	<ul style="list-style-type: none"> ➤ Significant health issues untreated ➤ Health appointments regularly missed.
Education	<ul style="list-style-type: none"> ➤ Disruptive or aggressive in school, disciplinary issues, exclusions ➤ Difficulties outside school undermine engagement with education ➤ frequent or long absences, absconding from school, disengagement from education.
Emotional & behavioural development	<ul style="list-style-type: none"> ➤ Risk taking behaviour impacting on other areas of a child or young person's life. ➤ Anti-social behaviour or at risk of entering the Criminal Justice System ➤ Mental health and emotional well-being and/or behavioural issues.
Family & Environment	<ul style="list-style-type: none"> ➤ Caring responsibilities that impact negatively on a child or young person's life. ➤ Stressful family relationships
Parenting capacity	<ul style="list-style-type: none"> ➤ Poor parenting impacting on child and family life causing instability and inconsistency. ➤ Moderate neglect of a child's needs

Response

Agencies should work together to provide a network of support to the child or young person and their family, sharing information with the family's agreement.

Consideration should be given to whether further support should be provided from other agencies such as family support, commissioned services, Youth Engagement Team.

A Lead Professional to co-ordinate support and be primary link with the family.

A Common Assessment (CAF) should be undertaken with child and family to assess their needs, develop and implement an Action Plan and review progress.

In Cheshire East, Early Help for complex issues includes:

- Sure Start Children's Centre
- Family Service Centres
- A range of services commissioned by Children's Services

Cheshire East Consultation Service may be consulted for advice and guidance 0300 123 5012 (option 2)

Specialist

Children, young people and their families who need immediate protection or who require support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.

Typically, children or young people might receive support at the Specialist level because:-	
Health	<ul style="list-style-type: none"> ➤ Risk of abuse, neglect, or exploitation ➤ Children/young people with severe or complex needs in relation to disability.
Education	<ul style="list-style-type: none"> ➤ Non-school attendance requiring legal action
Emotional & behavioural development	<ul style="list-style-type: none"> ➤ Risk-taking behaviour which could lead to significant harm. ➤ Children or young people in the Criminal Justice System ➤ Significant self-harm, eating disorder, psychiatric condition, etc.
Family & Environment	<ul style="list-style-type: none"> ➤ Home environment exposes child to risk or injury or harm to health
Parenting capacity	<ul style="list-style-type: none"> ➤ Parent/carer is abusive, or fails to protect from harm. ➤ Parent is seriously neglectful of child's basic needs ➤ Parent/carer has complex issues e.g. mental health, alcohol/substance misuse, domestic abuse, etc. that significantly compromise care and ability to provide a safe environment for the child.

Response

Concerns about the safety of a child or young person, contact Cheshire East Consultation Service on 0300 123 5012 (option 2), or if there is immediate danger, Police should be contacted.

Children's Social Care will lead multi-agency risk assessment, planning and support through a Child-in-Need Plan, Child Protection procedures, or accommodation by Children's Social Care (see Statutory Thresholds below). Agencies already involved will have a continuing support role within the plan developed for the child & family.

Cheshire East's Child Protection Procedures can be found at <http://www.online-procedures.co.uk/cheshireeast/contents/basic-safeguarding-children-procedures/>

Youth Offending Service will lead multi-agency intervention in response to Youth Court Orders to supervise young offenders in the community and custody.

Child and Adolescent Mental Health Service will lead multi-agency response to mental health and psychiatric issues.

Cheshire East Consultation Service (ChECS)

Cheshire East Consultation Service handle all initial contact with Children and Families Services regardless of the level of need of the child or family being called about.

This includes all referrals of Child Protection concerns

The service is staffed by qualified and experienced Social Workers and Practitioner Support Officers who will be able to give advice about cases across Targeted, Complex and Specialist levels of need. Where the level of need or concern is not clear, a discussion between a professional and ChECS will aim to come to an agreement about which level of need. The outcome of a consultation with ChECS may be

The Cheshire East Consultation Service is intended to increase the support to all professionals working with children and families, ensuring that early help and support is available to children and families and that they receive the right help at the right time.

Targeted

- advice to a single agency, for example that this is an appropriate level at which to be supporting a child, and what other services might be engaged if a situation deteriorates.

Complex

- referral to Cheshire East Family Service or a Commissioned Service
- Agreement for an agency currently involved to initiate a Common Assessment
- A Common Assessment supported by Cheshire East Family Service
- A Common Assessment supported by a Social Worker

Specialist

- referral to Children's Social Care team for a Child In Need Assessment or Child Protection enquiry

Family Information Service

This service is now part of Cheshire East Consultation Service, and provides a one-stop-shop information service for children, young people and their families on services in Cheshire East, regionally and nationally, for example on childcare to tax credits to guidance on bullying.

http://www.cheshireeast.gov.uk/education_and_learning/family_information_service.aspx



STEP UP and STEP DOWN across the Levels of Need

The Levels of Need graphic can be seen as a windscreen or a speed dial, and is intended to convey visually the notion that as children's needs change over time, they may move across levels of need and back.

The terms 'Step Up' and 'Step Down' are used to describe families that move up or down the Levels of Need. When Cheshire East Consultation Service have a Consultation with a Professional who is currently working with a 'COMPLEX' family under the **Common Assessment Framework (CAF)**, and it is agreed that the threshold for a SPECIALIST assessment has been met, then this case will 'STEP UP' to Social Care for assessment. The CAF will be suspended until the Assessment is completed.

Social Care will complete a Combined Assessment with a family, following which there may be the need for a 'Child In Need' 'Child Protection' Plan for a period of time. If the assessment outcome is for the CAF to continue, the suspended CAF will be re-activated.

When Social Care assess that the family are making sustained progress, Social Care will seek to end the Child In Need Plan and 'STEP DOWN' from a 'SPECIALIST' level of need, and for any remaining tasks to form the CAF plan.

A Lead Professional of the CAF should be agreed and confirmed at the final Child In Need meeting where the CAF action plan will be formulated and a CAF review date set.

Social Care – When closing a case on PARIS you must complete the CAF section of the closure summary naming the identified Lead Professional. This information will be collated by ChECS and follow up contact will be made with the Lead Professional after a 6 week period if there has been no CAF review documentation sent to ChECS.

All Agencies – When a case 'STEPS DOWN' from Social Care to a CAF, there is no need to complete a new assessment. The final Child In Need plan will form the CAF action plan which is to be reviewed regularly.

All CAF Assessments, Reviews and Plans are to be sent to: CAF@cheshireeast.gov.uk

Note: If there is only one agency involved with a family following Social Care involvement, it may not be necessary to STEP DOWN to a CAF.

Common Assessment Framework guidance and other materials can be found at http://www.cheshireeast.gov.uk/education_and_learning/children_and_families/common_assessment_framework.aspx

Statutory thresholds for Children's Social Care

At the Specialist level within Levels of Need Framework, Children's Social Care are responsible for delivering services to children in need under the Children Act 1989. This includes children identified as being

- in need of support (Section 17 of the Children Act 1989) or
- in need of protection (Section 47 of the Children Act 1989) or
- in need of accommodation (Section 20 of the Children Act 1989) or
- for whom the LA has or is seeking to share Parental Responsibility (Section 31 of the Children Act 1989).

The threshold for Children's Social Care involvement is that the child appears to be in need as set out under the Children Act 1989 :-

A child shall be taken to be in need if

(a) (s) he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for her/him of services by a local authority under this Part;

(b) her/ his health or development is likely to be significantly impaired, or further impaired, without the provision for her/him of such services; or

(c) (s)he is disabled

The levels of Children's Social Care involvement are

1. Child in Need Plans
2. Child Protection Plans
3. Care Plans for children accommodated on Care Orders

However, all of these levels of involvement rely on the working together of all agencies to support the family and protect the child, including agencies that provide universal services. See Working Together to Safeguard Children (2013) Chapter 2

Child in Need of Specialist Support from Children's Social Care

All children referred to Children's Social Care will be assessed to determine whether they are in need of support, protection or accommodation. The procedure for assessment is based on Working Together to Safeguard Children (DfE, 2013) chapter 1, and can be found at <http://www.online-procedures.co.uk/cheshireeast/contents/basic-safeguarding-children-procedures/initial-and-core-assessment/>

The outcome of a Children's Social Care assessment ('Combined Assessment' in Cheshire East may be support co-ordinated through a Child in Need Plan, with a Social Worker acting as a Lead Professional

This support is provided under Section 17 of the Children Act 1989 which states that it is the general duty of every local authority to safeguard and promote the welfare of children who are in need within their area; and so far as is consistent with that duty, to promote the upbringing of such children by their own families, through the provision, range and level of services appropriate to those children's needs.

Where a voluntary working partnership with parents or carers proves difficult, this may be considered as a risk factor for harm to the child, and a Child Protection enquiry may be considered.

Children with disabilities

To receive a service a child must fall within the definition of a 'child in need'. This will be decided through an assessment conducted by a Social Worker. The Children Act 1989 defines disabled children as 'children in need' if;

A child is disabled if he is blind, deaf or without speech or suffers from mental disorder of any kind or is substantially and permanently disabled by illness, injury or congenital deformity or such other disability as may be prescribed.

However as part of any assessment Children's Social Care would also look at how the child can access the same opportunities and choices available to all children and therefore considers whether:

'the child or young person has a permanent physical, learning or sensory impairment, or a combination of these impairments, which significantly compromises their ability to access the day to day activities, or opportunities, available to their non-disabled peers.

To receive a service children and young people are likely to have one or more of the following impairments or conditions which impact on their life:

- Severe learning impairment;
- Severe and permanent physical impairment;
- Communication impairment which has permanent and substantial effect on the child's life.
- A life-limiting health condition;
- Younger children with developmental delay;
- Sensory impairments.

(from

http://www.cheshireeast.gov.uk/social_care_and_health/children_and_families/services_for_disabled_children.aspx)

Child in Need of Protection

The Children Act 1989 introduced the concept of significant harm as:

'the threshold that justifies compulsory intervention in family life in the best interests of the child.'

Section 47 of the Children Act 1989 places the local authority under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

There are no absolute criteria for establishing significant harm. Whether the harm or likely harm suffered by the child is significant is determined by comparing the child's health or development with that which could reasonably be expected of a similar child. Professionals must also take account of the child's reactions, and his/her perceptions and wishes and feelings, according to their age and understanding.

It is therefore only through assessment that it is possible to establish whether a child has suffered, or is likely to suffer, significant harm.

Cheshire East Safeguarding Board Procedures must always be followed and child protection concerns should be immediately raised with Cheshire East Consultation Service, or if risk of immediate danger, the Police.

Cheshire East's procedures for Section 47 enquiries can be found at <http://www.online-procedures.co.uk/cheshireeast/contents/basic-safeguarding-children-procedures/the-section-47-enquiry/>

Where there is risk of significant harm, and a working relationship with parents or carers to protect the child proves unworkable, Children's Social Care and the Local Authority Legal Services will give consideration to the need for a Care Order to acquire parental responsibility and decide where the child will live.

Child in Need of Care/provision of accommodation

Children may need to be provided with some alternative care or place to live to safeguard them from the risk of or actual significant harm. It is the duty of the Local Authority under **Section 20 Children Act 1989 - Provision of accommodation for children: general**, which states:-

Every local authority shall provide accommodation for any child in need within their area who appears to them to require accommodation as a result of

- there being no person who has parental responsibility for him;
- his being lost or having been abandoned; or
- the person who has been caring for him being prevented (whether or not permanently, and for whatever reason) from providing him with suitable accommodation or care.
- has reached the age of sixteen and whose welfare is likely to be seriously prejudiced if accommodation is not provided
- to safeguard or promote the child's welfare.

Care Orders

A child could also become cared for if care proceedings are initiated by the Local Authority in the Family Court and the child is made subject to an Emergency Protection Order, Interim Care Order or full Care Order.

A Care Order granted by a Family Court allows the local authority to acquire Parental Responsibility for a child. The local authority then has the power to decide where the child will live and with whom. Care orders are given under **Section 31 Children Act 1989 Care and Supervision**. The grounds for an application are that the court must be satisfied that the child is suffering, or is likely to suffer, significant harm either as a result of receiving care that it would not be reasonable to expect a parent to give or as a result of the child being beyond parental control. 'Harm' is defined in the Act as 'ill treatment or the impairment of health or development'. Health includes physical or mental health and development includes physical, social, emotional, behavioural and intellectual development.

CHESHIRE EAST COUNCIL

REPORT TO: Cheshire East Scrutiny Committee

Date of Meeting: 11th March 2014

Report of: Tony Crane, Director of Children's Services

Subject/Title: Children's Improvements Plan Update

1.0 Recommendation

1.1 Scrutiny Committee is asked to note overall progress, performance and issues arising against Cheshire East's Children's Improvement Plan.

2.0 Introduction

2.1 This report gives an update on recent improvement activity in the following areas:

- Ofsted Improvement Framework Pilot
- Safeguarding Children Peer Review
- Recruitment and retention of Social Workers
- Internal Audit
- Voice of children and young people
- Transforming Social Work Practice Survey
- Progress against the Improvement Notice
- Performance Book

3.0 Ofsted Improvement Framework Pilot

3.1 There have been 3 Improvement Monitoring visits completed as part of the Council's engagement with the Ofsted Improvement Pilot. The monitoring visits have focussed on key issues in the improvement plan and provide an additional layer of assurance for the Council in respect of improvements to the safety and quality of decision making, management oversight and child centred practice.

3.2 In summary, Ofsted focused on the following themes:

- Identification and management of risk and potential risk at the point of referral to Cheshire East's Consultation Service (ChECS)
- Effectiveness of assessment in ensuring that children receive the right level of help at the right time
- Implementing effective audit arrangements
- The quality and consistency of child in need planning

3.3 Of significance is that at all monitoring visits Ofsted have found that no significant concerns were identified and all children were safe. It is also important to note that findings at both visits correlate with the Authority's own analysis of quality highlighted in reports presented to the Improvement Board.

3.4 Ofsted has highlighted positive improvements in respect of the following:

- There were no cases where children were found to be at risk of harm or not responded to appropriately.
- Improved risk identification and management
- Appropriate decision making by ChECS (front door to Social Care)
- Growing focus on child centred practice
- Effective interface between specialist and early help services
- Improved information sharing
- Improved performance in relation to the timeliness of assessment
- The authority accurately and appropriately reflects its position with regard to assessment quality.
- Audits undertaken by skilled, knowledgeable and independent staff.
- Staff understand the improvement agenda. They support the recent changes, including recent re-organisation, and are positive about senior managers' accessibility and interest.

3.5 Areas identified for further improvement include:

- Implement systems to identify and address over optimism in parental capacity and improve knowledge of risks to children's emotional health.
- Robustness and depth of critical analysis
- Embed outcomes focussed practice
- Continue to improve arrangements around the recruitment and retention of Social Workers
- Develop a culture of professional challenge across partner agencies and oversight by the Local Safeguarding Children Board (LSCB) and improved responses by partner agencies to child sexual exploitation (CSE)

3.6 The outcome of the monitoring visits has confirmed the Authority's own view of its progress and the improvement plan outlines a range of activities that will address the issues highlighted above. The challenge will be to drive consistency across all teams, as practice remains variable, and sustain the learning to effect continuous improvement.

3.7 Ofsted will present the quarterly review feedback to the Executive Group of the Improvement Board, along with the Department for Education (DfE), Independent Chair of the Improvement Board and Independent Chair of the LSCB on 7th March.

4.0 Safeguarding Children Peer Review

4.1 Arrangements for the safeguarding peer review that will take place in the week commencing 10th March are well underway. A one minute guide

attached at Appendix 1 gives further detail, including the peer review team that will be led by Linda Clegg, current Director of Children's Services at Blackburn and Darwen.

- 4.2 A frontline questionnaire has been distributed throughout the Council and partner agencies. A case mapping exercise has been completed and sent to the peer review team. One of the peer review team carried out a case records review on 7 randomly selected cases. The peer review team will also consider a range of documents
- 4.3 A draft timetable for the onsite week is attached at Appendix 2. This incorporates a cross section of services and key staff, members and commissioned services at both a strategic and operational level.
- 4.4 The findings of the peer review will be reported in March.

5.0 Recruitment and Retention of Social Workers

- 5.1 The Council's recruitment and retention strategy is being reviewed. Work is underway to develop a recruitment campaign which will use a variety of social media.
- 5.2 Significant work has taken place on developing the induction programme for new starters, in consultation with existing staff. This includes the development of an induction pack, which sets out links to be made and contacts with key partners. The pack has been circulated to existing managers and was formally launched at the Children's Social Care Development Session on 26th February.

6.0 Internal Audit Report

- 6.1 As part of the quality assurance framework, the Council's Internal Audit Team were commissioned to establish whether the Council has adequate governance arrangements in place for implementing recommendations made by external inspections, including the Ofsted report and Improvement Notice, and to further determine whether the actions have been implemented. Overall the arrangements were judged to deliver 'good assurance'.

7.0 Voice of Children and Young People

- 7.1 Work continues to embed the voice of children and young people in Children's Services. The new Children's Rights and Participation Service, run by the Children's Society, has made good progress in establishing a framework for engagement with children and young people.

8.0 Transforming Social Work Practice Survey

- 8.1 The annual survey of all social work staff and their frontline supervisors was carried out in October and November 2013. 76% of the workforce completed

the survey – a significant rate of return. The key themes and the proposed response has been fed back to all staff, including:

- Most staff are satisfied or very satisfied with their current job
- Staff report that they generally want to stay with Cheshire East, but the level of change impacts on job satisfaction for some.
- Most feel that the recruitment and retention strategy has had a positive impact on increasing the number of staff with the right skills and experience
- Staff feel they are very busy and would like to spend more time with children and young people
- Staff feel that senior managers are visible and there is an opportunity for them to voice their opinions
- Most feel that recent investments in IT have helped them in their roles, but there is still some frustration with working arrangements such as hot desking, car parking, lack of suitable meeting rooms
- A large number reported a dramatic improvement in supervision, line management and support from senior managers
- Induction needs to be more consistent
- Practice standards have been well received

8.2 A number of actions have been agreed as a result of the survey including:

- Review of the Recruitment and Retention Strategy
- Bespoke management programme for Social Workers
- Launch new induction programme
- Review of the space, permanent desks and meeting rooms available to Social Work Teams
- Carrying out regular floor walks/drop-ins to teams
- Issuing headsets to teams using telephones
- Improved arrangements for business support
- Launch of a practice newsletter
- Facilitate regular feedback/suggestions from teams
- Improve centranet content for Children and Families

9.0 Progress against the Improvement Notice

9.1 Cheshire East's Improvement Notice set out a number of areas. A summary of progress against the Improvement Notice is set out at Appendix 3.

10.0 Performance Book

10.1 The latest performance book attached at Appendix 4 sets out performance against the key measures as at December 2013.

One Minute Guide

January 2014

Safeguarding Children Peer Review

As part of Cheshire East's improvement journey, we have organised a Safeguarding Children Peer Review to take place in the week commencing 10th March 2014.

What is a peer review?

Co-ordinated by the Local Government Association (LGA), the peer review is part of a sector-led approach in which local government takes responsibility for its own improvement. An external and independent view from our peers (professionals from other local authority areas) will help us to celebrate our strengths and identify areas for improvement. The peer review is not an inspection; though many local authorities report that the process has helped them to prepare for inspection, rather it is a supportive but challenging 'critical friend' approach.

Why are we doing it?

The key purpose of the review is to stimulate local discussion about how the council and its partners can become more effective in delivering improved safe outcomes for children and young people. Fundamentally this is about moving to a child centred and outcome focussed system, focussed on the 'child's journey'.

When is it happening?

Cheshire East's Peer Review will take place between 10th and 14th March 2014.

What areas will the review look at?

The review will be structured around the following key safeguarding themes:

- effective practice, service delivery and the voice of the child;
- outcomes, impact and performance management;
- working together;
- capacity and managing resources; and
- vision, strategy and leadership

What will happen as part of the review?

Some work will be undertaken prior to the team's visit, including **studying documents**, policies and performance information. A **questionnaire** completed by frontline staff in the council and from partner agencies will also be analysed.

A **case mapping exercise** will be undertaken to look at the success and challenges of inter-agency collaborative work in safeguarding cases.



Cheshire East
Children & Young
People's Trust



Cheshire East Local
Safeguarding Children Board

One Minute Guide

A **case records review** will take place before the on-site week in order to provide a more in-depth look at effective practice.

The review team will then come to Cheshire East for a week to meet with a range of multi-agency staff.

Who is the peer review team?

The team consists of the following:

- Team Leader – Linda Clegg (Director of Children's Services, Blackburn with Darwen);
- Elected Member peer – Gareth Barnard;
- Operational Manager – Jill Forrest
- Health peer – Jane Appleby
- Review Analyst – Kathy Bundred
- CAFCAS representative – Anna Popovici
- Associate Peer – Viv Murray

Council and partner agency staff

The review is a real opportunity for candid feedback on how we work together to safeguard and promote the welfare of children. It is important that staff are able to speak freely about their experience of their own agency areas of strength and those in need of development as well as to comment on the effectiveness of interagency working. Operational and senior staff will be invited to take part and it is vital that they are enabled to do so.

What will happen after the review?

The team will feed back their observations and recommendations/findings from all the elements of the peer review at the end of the site visit and facilitate a workshop around its findings. This will be followed a few weeks later by written feedback that the council will have the opportunity to consider.

Key roles within the Council

The Review Sponsor is the senior manager within the Council who commissions and commits to the Review.

Tony Crane, Director of Children's Services

* Tony.crane@cheshireeast.gov.uk (01270 371105

The Review Organiser is the single point of contact who coordinates arrangements for the Review, eg, timetable and documents required.

Gill Betton, Policy & Strategy Manager

* Gill.betton@cheshireeast.gov.uk (01270 686502 (07764 166262

Support Team

Lauren Conway * lauren.conway@cheshireeast.gov.uk (01606 275864

Vicki Walker * vicki.walker@cheshireeast.gov.uk (01270 685935

CHILDREN'S SAFEGUARDING PEER REVIEW – MARCH 2014



DAY 1 – MONDAY 10th MARCH

Time	Workstream 1	Workstream 2	Workstream 3
8.30	Welcome (8.30 - 9.00)		
9.00	Team finalise first thoughts presentation (9.00 – 11.15, Team base room)		
9.30			
10.00			
10.30			
11.15	Council overview and first thoughts presentation (11.15 – 13.00, Conference Room 1&2)		
11.30			
12.00			
12.30			
13.00	Lunch (13.00 - 14.00)		
13.30			
14.00	Lorraine Butcher, Director of Strategic Commissioning (Room E, 14.00-15.00)	Ian Rush, Chair of LSCB (Conference Room 1, 14.00-15.00)	
14.30			
15.00	Cllr Rachel Bailey, Children & Families Portfolio Holder (Room C, 15.00-16.00)	Tony Crane, Director of Children's Services (Conference Room 2, 15.00-16.00)	
15.30			
16.00	Cllr Michael Jones, Leader of the Council (Room E, 16.00-17.00)	Frontline Practitioners Focus Group (Conference Room 1, 16.00 – 17.30)	
16.30			
17.00			
17.30	Team Debrief (17.30 - 18.30, Team base room)		
18.00			

Also have rooms A & B in the afternoon as de-brief / holding areas.

CHILDREN'S SAFEGUARDING PEER REVIEW – MARCH 2014

DAY 2 – TUESDAY 11th MARCH

Time	Workstream 1	Workstream 2	Workstream 3
8.30	Team gathers (8.30 - 9.15, Team base room)		
9.00			
9.30	Kate Rose, Head of Integrated Safeguarding (Conference Room 2, 9.15-10.30)	Tim Newton, LSCB Business Manager (Room C, 9.15-10.15)	A&E Visit (9.30-11.00, Macclesfield District General Hospital, SK10 3BL)
10.00			
10.30			
11.00	Chairs of Governors (Conference Room 1, 11.00-12.00)	Val Charles, Case Mapping Chair (Room C, 11.00 -12.00)	Travel to Cledford
11.30			
12.00	Lunch (12.00 - 13.00)		
12.30			
13.00	Chris Ankers & Adam Ross, Police DV Leads (Room C, 13.00-14.00)	Heather Grimbaldeston, Director of Public Health (Conference Room 1, 13.30-14.30)	Travel to Dalton House
13.30			
14.00	Fintan Bradley & Mark Bayley, School Improvement Managers (Room B, 14.00-15.00)		Mike Suarez, Chief Executive (Conference Room 2, 14.30-15.30)
14.30			
15.00	Police Managers (Room C, 15.00-16.00)		Travel to Cledford
15.30			
16.00	Designated Health Drs, nurses, midwives (Conference Room 1, 16.00-17.30)	Engagement with Children and Young People Focus Group (Conference Room 2, 16.00-17.30)	
16.30			
17.00			
17.30			
18.00			

Also have room B from 11.30 as a de-brief / holding area.

CHILDREN'S SAFEGUARDING PEER REVIEW – MARCH 2014

DAY 3 – WEDNESDAY 12th MARCH

Time	Workstream 1	Workstream 2	Workstream 3
8.30	Team gathers (8.30 - 9.15, Team base room)		
9.00			
9.30	Designated Teachers Focus Group (Conference Room 1, 9.30-11.00)	Steve Wilkinson, Chair of Scrutiny & Philip Hoyland, Chair of PDG (Room C, 9.15-10.15)	Kath Senior, Director, Provider Trust (Conference Room 2, 9.30-10.30)
10.00			
10.30			
11.00	Avril Devaney, Director of Nursing (CAMHs, Adult mental health and drug & alcohol services) (Room C, 11.00-12.00)	Foster Carers Focus Group (Conference Room, 2 11.00-12.00)	Helen Denton, Independent Chair - CEC Improvement Board (Room B, 11.00-12.00)
11.30			
12.00	Lunch (12.00 - 13.00)		
12.30			
13.00	Community Health Focus Group (Conference Room 1, 13.00-14.30)	Vicky Buchanan, Principal Social Worker (Room C, 13.00-14.00)	
13.30			
14.00			
14.30		Dominic Oakeshott, Budget Overview (Room C, 14.45-15.45)	
15.00			
15.30			
16.00	Health Senior Manager/s (CCGs) (Conference Room 1, 16.00-17.30)	Commissioned/voluntary services Focus Group (Conference Room 2, 16.00-17.30)	
16.30			
17.00			
17.30	Debrief with sponsor (17.30- 18.30, Team base room)		
18.00			

Also have rooms A & B all day as de-brief / holding areas.

CHILDREN'S SAFEGUARDING PEER REVIEW – MARCH 2014

DAY 4 – THURSDAY 13th MARCH

Time	Workstream 1	Workstream 2	Workstream 3
8.30	Team gathers (8.30 - 9.30, Team base room)		
9.00			
9.30	Case Mapping Focus Group (Conference Room 2, 9.30-11.00)	Other LSCB Members Focus Group (Conference Room 1, 9.30-11.00)	Julie Smith, Acute Trust Director (Room E, 9.30-10.30)
10.00			
10.30			Julie Davies, Donna Yule & Gill Betton, HR & Caseloads (Room B, 10.30-11.30)
11.00	Jonathan Potter & Sarah Ramsey, Early Help / Youth Service (Room E, 11.15-12.15)	Nigel Moorhouse, Head of Service, Early Help & Protection (Room C, 11.15-12.15)	
11.30			
12.00	Lunch (12.15 - 13.15)		
12.30			
13.00	Team prepares final presentation (13.15-17.30, Team base room)		
13.30			
14.00			
14.30			
15.00			
15.30			
16.00			
16.30			
17.00			
17.30	Draft presentation run through (17.30 - 18.30, Conference Room 1/2)		
18.00			

Also have rooms A & B all day as de-brief / holding areas.

CHILDREN'S SAFEGUARDING PEER REVIEW – MARCH 2014



DAY 5 – FRIDAY 14th MARCH

Time	Workstream 1	Workstream 2	Workstream 3
8.30	<p style="text-align: center;">Team prepares final presentation (8.30-11.00, Team base room)</p>		
9.00			
9.30			
10.00			
10.30			
11.00	<p style="text-align: center;">*Final presentation and workshop* (11.00 - 13.30, Conference Room 1&2)</p>		
11.30			
12.00			
12.30			
13.00			
13.30	<p style="text-align: center;">Lunch & Close (13.30 - 14.30)</p>		
14.00			
14.30			
15.00			
15.30			

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CHESHIRE EAST IMPROVEMENT NOTICE - PROGRESS AND NEXT STEPS

Ref	Action	Progress	Next Steps
IN1	Develop and implement a whole systems framework to manage families pathways across the continuum of need - part of step up/step down -review and monitor effectiveness	<ul style="list-style-type: none"> • LSCB has reviewed and revised thresholds document • CHECS monitoring through audits • Review of Children in Need (CiN) plans from September 2013 • CAF refreshed training launched • New CAF forms and processes framework 	<ul style="list-style-type: none"> • Review Policy and procedures against new thresholds document • Continue to monitor through ChECS performance management framework
IN2	Improve the quality, delivery and management of child protection plans. Child protection plans comply with Working Together 2013 (WT13). Review points with other professionals/child and evidence of management oversight and decision making set out in each case. Information from case audits confirm that all actions have been carried out in accordance with stat guidance	<ul style="list-style-type: none"> • New practice standards launched • Performance reporting extended and enhanced • Revised supervision policy and procedure • Implemented practice excellence training • Auditing cases against areas for development • Actions plans and tracker in place from audits • New S47 training • Independent Review of Independent Safeguarding Chair (IRO) role carried out • Implemented new combined assessment 	<ul style="list-style-type: none"> • Practice standards for ISCs • Increase compliance with statutory visits and core groups • Review risk assessment models, core CP planning tools and paperwork to establish set format • Improve measureable outcomes in plans • Implement new model • Review and monitor effectiveness of new model through audits
IN3	Views of children and young people, their experiences and needs are recorded on their case files inform care plans and work of LSCB. Include requirement in QA framework that Council sets up systems to ensure that info is recorded and report shared with LSCB	<ul style="list-style-type: none"> • Included in practice standards • Quality checks through audits • IRO report to LSCB • New Children's Rights and Participation (CR&P) Service, delivered by the Children's 	<ul style="list-style-type: none"> • Full implementation of CR&P Service • Ensure views of children and young people is included in the Quality Assurance Framework

IN4	Develop and implement a system of risk assessment to inform developments on all CP and CIN plans ensure consistent judgements made	<ul style="list-style-type: none"> • See IN2 above 	<ul style="list-style-type: none"> • See IN2 above
IN5	All management oversight must be conducted in line with standards set out in 'WT13'. Council to set standards agreed with IB. Regular qualitative feedback reports to IB/LSC.	<ul style="list-style-type: none"> • See action plans A2 and A4 • Practice standards launched that set out requirements re management oversight • Improvement Board quality assurance framework established • Additional auditing capacity secured to carry out bi-monthly audits • Supervision audits 	<ul style="list-style-type: none"> • Bi-monthly audit reports to Board
IN6	Ensure that individual children, families and staff are engaged and provide regular feedback to improve and shape practice. Ensure staff views considered re work and workplace using staff surveys etc. Report back to IB	<ul style="list-style-type: none"> • See action plan C4 • New Children's Rights and Participation (CR&P) Service, delivered by the Children's Society • Staff survey completed November • Staff engaged through practice and performance workshops, Transforming Social Work Practice Group and Practice Champions • Policies and procedures around complaints, compliments etc reviewed 	<ul style="list-style-type: none"> • Report to Improvement Board on engagement with staff, children, young people and their families
IN7	Ensure that performance management systems are reviewed. Focus on mgt oversight and role of CPC Chair and IRO. Points from review implemented and impact of changes monitored to check resulted in improvements	<ul style="list-style-type: none"> • See action plan A4 • Revised refreshed and enhanced range of reports easily accessed • Performance challenge sessions • Bespoke report to identify gaps • Practice & performance workshops • Impact report developed • Performance book developed • Realigned functions of ISC to focus on cared for and other • Independent review of ISCs 	<ul style="list-style-type: none"> • Monitor impact of changes to check these have resulted in improvement

<p>IN8</p>	<p>Improve adoption timescales. Working closely with voluntary adoption agencies to share projections of the demand for adopters and ensure the right number and type of adopters are available at the right time. Developing and implementing a robust plan to place older children, those with disabilities and sibling groups more swiftly with an adoptive family; and Making best use of the funding available through the Adoption Reform Grant to put in place innovative and sustainable processes to clear any backlogs, find adopters for harder to place children and address any structural challenges</p>	<ul style="list-style-type: none"> • Action plan completed to improve timescales and performance • Established Four4Adoption – collaborative arrangements between 4 LAs, including Cheshire East • Established family finding meetings on a monthly basis (including invitations to the the VAAs) • Commissioned voluntary provider (After Adoption) to family find for hard to place • Increased recruitment capacity • Increased advertising • Employed sessional workers to assist in assessing prospective adopters • Contracted with Families that Last re child specific recruitment – using bulk ‘buying power’, and pooling resources such as commissioning and contracting • Delivered recruitment, preparation and assessment training and information evenings more frequently through collaboration • Developed new collaborative adoption tracker • Established adoption activity days 	<ul style="list-style-type: none"> • Continue to monitor and improve timescales for adoption • Continue to roll out adoption activity days • Roll out ‘Aadopt’ therapeutic programme for adoptive parents of children aged 3-8. • Roll out ‘fostering to adopt’ • Continue to look at innovative ways to improve adoption numbers • Develop self-directed learning material
<p>IN9</p>	<p>Ensure the Council’s quality assurance systems are prepared taking into account the Children’s Safeguarding Performance Information Framework, LSCB quality assurance and joint-auditing, and the LSCB local learning and improvement framework referred to in ‘<i>Working Together</i>’. Ensure that quality assurance systems focus on qualitative evidence and the experience of</p>	<ul style="list-style-type: none"> • Improvement Board quality assurance framework agreed by the Board • Increased audit programme for Council and LSCB • Existing wider framework reviewed • Good practice examples researched • Safeguarding Peer Review arranged for March 2014 	<ul style="list-style-type: none"> • Regular qualitative feedback reports of the audits to be made available to the Improvement Board and LSCB • Wider quality assurance framework to be presented to the Board

	<p>the child and family and are implemented by all those in the Council's Children's Service. The system must include regular qualitative auditing arrangements of case files, with independent oversight and challenge to ensure the quality and timeliness of recording and compliance with recording in individual case records (as set out in '<i>Working Together</i>') and that an assessment of risk is recorded. The frequency of the oversight and challenge must be agreed by the Improvement Board who should also work with the LSCB. Regular qualitative feedback reports of the audits must be made available to the Improvement Board and LSCB which demonstrate continuing improvement in the quality and effectiveness of support to vulnerable children.</p>		
<p>IN10</p>	<p>Agree with the Improvement Board and the LSCB the frequency, scope and number of quality assurance audits. Ensure that the quality assurance audits are carried out and the performance information and evidence from the audits are analysed and reported to the Improvement Board and LSCB. Analysis should be used to inform action taken by the Council and partners to bring about improvements in safeguarding social work practice and casework. The Council and agency partners must demonstrate that findings from file audits are used to improve social work practice and that there is compliance with management and case work practice standards. The impact of these areas will be evidenced through the continuous</p>	<ul style="list-style-type: none"> • Quality Assurance Framework agreed by the Board • Audit schedule established • Additional audit capacity recruited 	<ul style="list-style-type: none"> • Report audit activity to the Board • Revise action plans based on audit findings

	improvement of social work practice.		
IN11	<p>Implement a programme of induction, training, mentoring and continuous professional development for all children's social care staff including managers – Working with partners to improve this within their own organisations To ensure staff have the skills to complete high quality and timely assessments. Attention must be paid to the eight standards for employers of social workers[1].</p> <p>In particular, ensure that this programme includes training for staff and managers on risk analysis.</p> <p>The Council should report the impact of the training on improving outcomes for children to the Improvement Board.</p>	<ul style="list-style-type: none"> • Programme of induction, training, mentoring and CPD established • New framework for training systems • Social Work charter implemented • Practice champions identified • Improved IT for Social Workers • Better office accommodation for Social Workers 	<ul style="list-style-type: none"> • Review existing programme of induction, training, mentoring and CPD • Work with partners to improve collaborative work around induction, training, mentoring and CPD. • Evaluate training for staff and managers on risk analysis • Report to the Board on workforce development and impact on improving outcomes for children and young people
IN12	<p>Develop an overall workforce strategy. The workforce strategy must include clear recruitment and retention strategies. It should be implicitly linked to the improvement plan, and clearly related to service plans and audit outcomes.</p>	<ul style="list-style-type: none"> • Workforce Development Strategy drafted • Recruitment and retention strategy approved • Developing bespoke ILM course for Practice Consultants • Coaching and mentoring in place • S47 training 	<ul style="list-style-type: none"> • Review recruitment and retention strategy • Report workforce strategy to the Board
IN13	<p>Social worker responsibilities and workloads must be clearly and tightly defined and reviewed consistent with their level of experience and competence. Evidence must be provided to show that supervision and support meets social workers needs and that practitioners' workloads do not prevent them carrying out what they and their managers feel</p>	<ul style="list-style-type: none"> • Implemented workload management system • Caseloads have reduced, as have average caseloads • Realigned structures to reduce changes in Social Workers • Supervision audits • Developing bespoke ILM course 	<ul style="list-style-type: none"> • Implement actions from supervision audits • Continue to monitor Social Worker caseloads and responsibilities

	<p>to be effective social work practice. Ensure that: workloads and supervision take into account the experience of social workers' and reflect the expectations of the Employer Standards and Supervision Framework , particularly paying attention is paid to case allocation, and case management; and provision of a workload management scheme is used. It is vital that those with responsibility for supervising social workers have relevant experience and have the opportunity to access training and support to fulfil this responsibility Ensure that the Improvement Board receives management information to confirm that this is achieved and sustained.</p>		
<p>IN14</p>	<p>Ensuring the Council sets out a statement of their vision and ambition for children's services (with a clear set of objectives and timescales) Ensuring this statement is communicated to and implemented by staff and partners such that they have a clear understanding of their roles and responsibilities and are held to account in delivering this vision and ambition of the Council, and overall improvement.</p>	<ul style="list-style-type: none"> • Existing vision and priorities established across LSCB and Children's Trust • Task and finish group established from Children's Trust to review vision • Practice standards in place • 'Child's Journey' workshops planned for February 2014 	<ul style="list-style-type: none"> • Re-state vision etc to all staff working with children and families across Cheshire East

IN15	Agree objectives, actions and timescales to monitor progress and assess impact of improvement in the delivery of children's safeguarding services. The Improvement Board must ensure that these actions and timescales are communicated to all staff and the Council's partners who require this information so that they understand their roles and responsibilities in delivering these objectives and improvements. The Improvement Board must also ensure that plans are implemented to agreed timescales	<ul style="list-style-type: none"> • Framework for planning, monitoring and signing off the improvement plan agreed by the Board • Quality assurance framework and schedule agreed by the Board • Improvement newsletter and website established and communicated to all Council staff and partners 	<ul style="list-style-type: none"> • Continue to develop ways to communicate with Council and partner agency staff • Report on progress of plans to the Board
IN16	Undertake a review of the effectiveness of partnership working. The implementation of those actions and the impact on improving the working relationship of the Council and their partners will be monitored by the Improvement Board. Working with senior representatives from health, police, schools and voluntary sector to support the LSCB through providing it with the information it requires to undertake an effective role.	<ul style="list-style-type: none"> • Governance and structures of LSCB reviewed • New Executive Group of LSCB and new ways of working established • Children's Trust governance reviewed and 'new ways of working' agreed 	<ul style="list-style-type: none"> • Partners continue to present safeguarding arrangements and audit activity to LSCB
IN17	Effective assurance arrangements are in place within the Council and across the partnership in line with DfE statutory guidance 'roles and responsibilities of the Director of Children's Services and the Lead Member for Children Services'[1] and 'Working Together'; and The ambition for children and young people across Cheshire East is understood and endorsed in practice throughout the Council and across the partnership.	<ul style="list-style-type: none"> • See IN14 above • LSCB governance revised • Weekly meetings with DCS and lead Member • Principal Social Worker reports quarterly to LSCB • Monthly Safeguarding review meeting established with DCS and leadership team, CEO, lead Member and portfolio holder and LSCB Chair re accountability • Regular reports on safeguarding to Scrutiny Committee and Policy 	<ul style="list-style-type: none"> • See IN14 above • Reports to the Improvement Board

		Development Group	
IN18	Develop a strategy for strengthening the leadership team across children's services. Includes a plan for permanency, in structure and appointment of personnel, and effective lines of accountabilities to ensure an effective delivery of services.	<ul style="list-style-type: none"> • Strategy included in workforce development strategy • Recruitment and retention plan in place • New council restructure complete 	<ul style="list-style-type: none"> • Develop further leadership training, grow your own and team building programmes • Review recruitment and retention policy
IN19	Ensure the LSCB is able to scrutinise, monitor, challenge and provide strategic direction	<ul style="list-style-type: none"> • New experienced Chair appointed with additional capacity • Revised governance to improve accountability and effectiveness, including new Executive Group • Revised performance framework agreed • Business plan aligned with Improvement Plan • Principal Social Worker member of Board and provides reports to LSCB • Peer challenge of LSCB arranged for early 2014 • Increased audit activity in place • Learning and Development Framework revised 	<ul style="list-style-type: none"> • Report LSCB audits and findings of peer challenge to the Board
IN20	Ensure that multi-agency audits are undertaken by the LSCB and reported to the Improvement Board.	<ul style="list-style-type: none"> • Quality Assurance framework developed and approved by the Board, including multi-agency audits • Programme of multi-agency audits established 	<ul style="list-style-type: none"> • Report outcomes of multi-agency audits to the Board
IN21	Establish a clear remit for the Improvement Board, Children's Trust (where relevant), and the LSCB with clear governance, lines of accountability and specific roles of each body in driving forward improvement.	<ul style="list-style-type: none"> • Terms of reference established for LSCB, Improvement Board, Executive Group, Safeguarding Review Meeting, including their role in driving forward improvement • Governance document drafted 	<ul style="list-style-type: none"> • Present governance document to the Improvement Board

IN22	Establish procedures that will ensure that each member of the Improvement Board, Children's Partnership Board and the LSCB are aware of the terms of reference for their respective boards and the overall governance, responsibilities and specific roles and the organisations that they represent, in driving forward improvement.	<ul style="list-style-type: none"> • Terms of reference established for LSCB, Improvement Board, Executive Group, Safeguarding Review Meeting, including their role in driving forward improvement 	<ul style="list-style-type: none"> • Regularly review terms of reference for relevant groups
IN23	Develop and implement a communications strategy that includes mechanisms for listening to 'the voice of the child' (including those who are under five years of age), families, staff and delivery partners.	<ul style="list-style-type: none"> • Outline communication strategy developed • Foundation work taken place with key stakeholders including Communications Team and Children's Society around communicating with children and young people • Additional communication capacity secured 	<ul style="list-style-type: none"> • Finalise communication strategy with stakeholders • Improvement Board to endorse communication strategy
IN24	Put in place an Improvement Board.	<ul style="list-style-type: none"> • Improvement Board established June 2013. Terms of reference and framework for planning, monitoring and signing off improvements agreed. 	
IN25	Develop an improvement plan	<ul style="list-style-type: none"> • Improvement plan for Ofsted recommendations approved and part signed off by the Board. • Cross-cutting improvement plan developed 	<ul style="list-style-type: none"> • Update cross-cutting improvement plan with actions arising from themes from audits, complaints etc

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Improvement Board Key Indicators of Progress

December 2013

Theme	Action Plan	PI Ref	Measure	Stat Neigh Av	Thresholds			Actual				Milestones			
					Adequate	Good	Outstanding	Sep-13	Oct-13	Nov-13	Dec-13	Dec-13	Mar-14	Jun-14	
		1.1	% repeat referrals	25	25-30	20-24	below 20	18	9	13	9	below 20	below 20	below 20	
		1.2	% children subject to a child protection plan for a second or subsequent time (% ytd)	13.8	15-20	10-14	5-9	15.2	13.8	14.1	15.4	10-20	10-20	10-20	
		Comment	Repeat referrals: Has been calculated by the number of cases with a combined assessment that also had an initial assessment in the previous 12 months.												
Timeliness															
Quality of Practice	A4	2.1	% children seen within 10 days of combined assessment start date		75-84	85-95	95+	69	68	84	90	85	90	95	
		Comment	Children seen within 10 days: The substantial improvement in robust recording of the date the child has been seen is now clearly evidencing that action is being taken in a timely fashion when a decision is taken to commence an assessment.												
		2.2	% of s47 children seen within 1 day of combined assessment start date (within the number of cases audited and where appropriate for that case)		70-79	80-89	90+			53		75+	75+	75+	
		2.3	% cases taking 35 days or less from of start of combined assessment		65-70	71-75	75+	66	62	63	68	75+	75+	75+	
		2.4	% cases taking 45 days or less from of start of combined assessment		75-80	81-90	90+	86	81	80	82	75	90+	90+	
		Comment	Cases taking over 35 and 45 days: There has been a considerable improvement the number completed within 35 days and the 45 days remains within the Good threshold												
		2.5	Number of CP plans open more than 15 months		10-15	5-9	below 5	3	1	5	4	below 5	below 5	below 5	
Views and Wishes															
Quality of Practice	B4	3.1	% of children and young people participating in CP Plan		70-80	81-90	90+	85	81	80	80	90	90	90	
		3.2	% CIN and CP case files which meet the Practice Standards for incorporating and recording the views and wishes of children and young people in assessment and planning (out of the number of cases audited)		65-75	76-85	85+			68			70	80	
		3.3	% eligible children and young people (CIN/CP) over 5 years old accessing advocacy		65-75	76-85	85+								
Development of Workforce															

Theme	Action Plan	PI Ref	Measure	Stat Neigh Av	Thresholds			Actual				Milestones		
					Adequate	Good	Outstanding	Sep-13	Oct-13	Nov-13	Dec-13	Dec-13	Mar-14	Jun-14
Quality of Practice	B3	4.1	% experienced social workers including agency		65-70	71-75	75+		75	76	76	70	70	70
		4.2	% permanent experienced Social Workers as a % of whole workforce including agency		50-55	56-60	60+	47	44	43	40	50	55	60
		4.3	% agency Social Workers		20-15	10-14	below 10	27.1	31.6	30.3	32.8	20	15	15
		4.4	% of agency Social Workers covering full time permanent posts who have been in post for over 6 months		30-40	41-55	55+		13	26	38	40	50	60
		4.5	Maximum single Social Worker caseload		25-30	24-20	below 20	35	35	38	36	30	28	25
		4.6	Average Caseload		28-25	24-20	below 20	24	23	22	23	below 25	below 25	below 25

March 3rd 2014



Annual Education Report

2012/2013

Raising Achievement Plan 2012-13

Cheshire East Council and its Partners are committed to its strategic aim:

'Shaping local provision that addresses the needs of young people early

in order to maximize the learning opportunities for all'

Contents:

1)	Introduction	Page 3
2)	Cheshire East Schools and their Pupils	Page 4
3)	Achievement during the Early Years	Pages 5-8
4)	Achievement in Primary Schools	Pages 9-19
5)	Achievement in Secondary Schools	Pages 20-27
6)	Post 16	Pages 27-29
7)	Attendance and Exclusions	Pages 30-36

Appendices:

Pages 37 - 51

Appendix 1 - OFSTED Inspections

Appendix 2 - EYFSP school level results 2011 to 2013

Appendix 3 - KS2 School Level Results 2011 to 2013

Appendix 4 - KS4 School Level Results 2011 to 2013

Appendix 5 - Post 16 School Level Results 2011 to 2013

Appendix 6 – Statistical Neighbours

Annual Education Report 2012-13

1) Introduction

This is the Second Annual Education Report to be produced in this format. The overall aim of this report is to produce an overview of educational outcomes for young people across Cheshire East in a format which is accessible to a range of stakeholders. The information is presented in a consistent style which hopefully allows the reader to easily identify trends in performance from Early Years through to Post 16.

Whilst the move to increase school autonomy and promote 'self sustaining self improving' schools is accepted, the role of the Authority remains crucial especially in providing the support and challenge for those schools where rates of improvement need to be accelerated. A significant step forward this year in coordinating resources and increasing accountability across all schools has been through the formation of the Education Partnership Board and the creation of a 3 Year Raising Achievement Plan. This ongoing work to shape and influence the improvements across our 150 schools is gaining real momentum and will form the basis for future improvements over the coming years.

Strengthening partnership working through structured programmes and drawing upon key resources such as those within our Teaching Schools has to be the way forward. Combined with this has to be the adoption of national excellence to that available locally as well as forging more coherent links to Early Help services particularly for our more vulnerable learners.

Each section of the report shows Cheshire East performance and comparator information in graph and tabular format with associated text outlining key messages. Included in each Key Phase is information relating to vulnerable groups including our Cared for Children as well as key areas for development.

Many thanks particularly to those Officers within the Schools' Data & Performance Team for their significant work in generating this report.

Fintan Bradley

*Corporate Manager :
Education Strategy*

Mark Bayley

*Corporate Manager
Standards & Learning*

Anne Gadsden

*Monitoring & Interventions
Manager*

2) **Cheshire East Schools and their Pupils**

Within Cheshire East there are currently:-

1 nursery school	11 Primary Academies
113 maintained Primary schools	12 Secondary Academies
8 maintained Secondary schools	1 Special Academy
3 maintained Special schools	1 Secondary Free School
1 Pupil Referral Unit	

In January 2013, there were 50,328 pupils attending Cheshire East's mainstream schools and Academies, 263 pupils were attending the borough's four special schools and 45 pupils were educated in the Pupil Referral Unit.

The large majority of pupils live in Cheshire East, 96% of primary and 95% of secondary pupils reside in the borough. 11% of primary pupils are entitled to free school meals, compared to 19% nationally and 9% of secondary pupils compared to 16% nationally.

The vast majority of pupils' ethnic background is reported to be White British (90% of primary pupils and 92% of secondary pupils).

Over 100 different first languages are recorded for primary and secondary pupils. However the cohort of pupils who have a first language other than English is only 5% of primary pupils and 4% of secondary pupils. This compares to 18% of primary pupils and 14% of secondary pupils nationally.

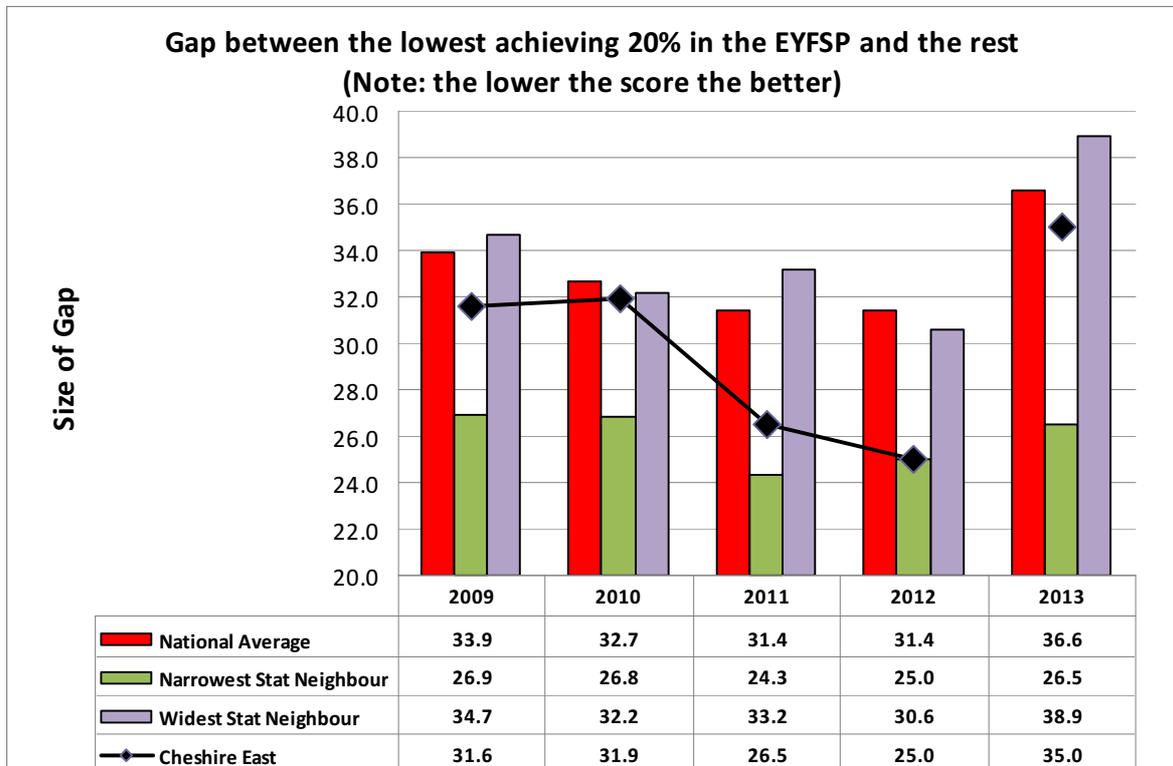
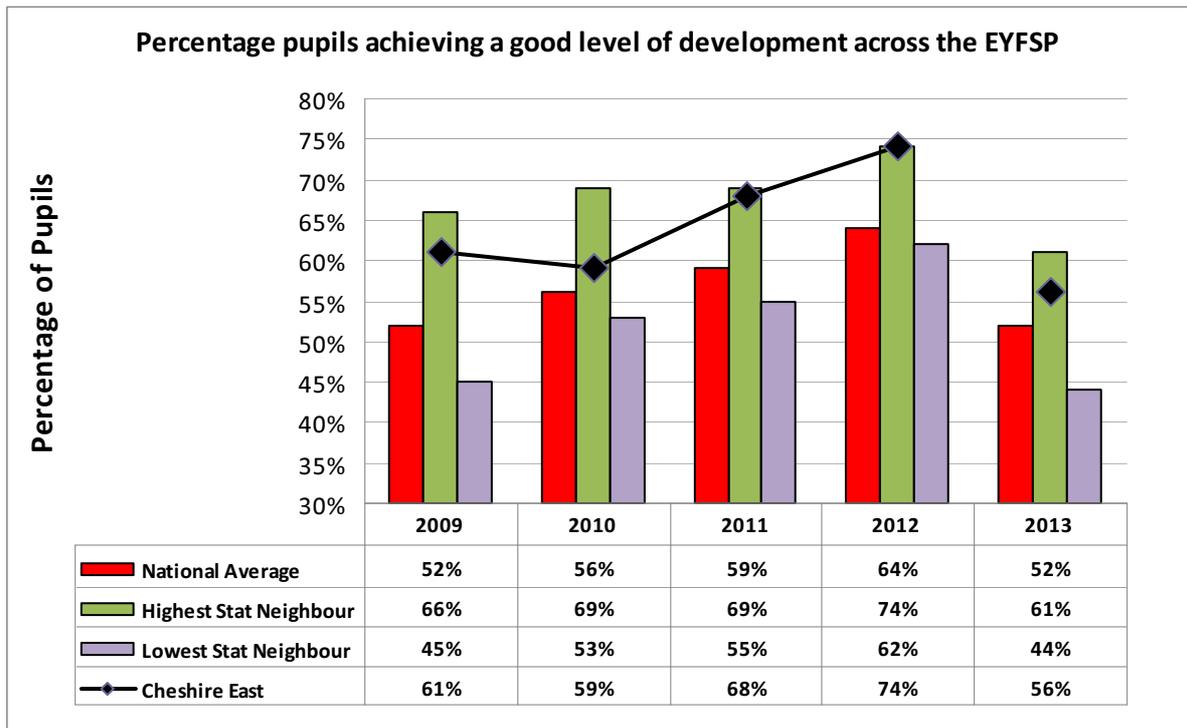
3) Achievement during the Early Years

At the end of the reception year children aged 4 – 5 are assessed as Emerging, Expected or Exceeding the 17 early learning goals (ELGs) of the Early Foundation Stage Profile (EYFSP) giving a point scale from 1 to 3. The EYFS framework consists of seven areas of learning covering children’s physical, intellectual, emotional and social development. The table on page 7 lists the areas.

Children are considered to have achieved a **good level of development** if they achieve at least the expected level in all eight of the ELGs in the three prime areas of learning and within literacy and mathematics (12 in all). Changes to the EYFSP this year have resulted in significant drops in the number of children achieving a good level of development nationally

Key Messages

- *The new method of assessing the EYFSP means the range of possible scores is much narrower than before with the majority of scores tightly clustered around the median. This makes the gap measurement very volatile, small shifts either way in the median score can have a large impact on the gap as evidenced by the large variation between highest & lowest performing LAs on this measure.*
- *The percentage of pupils achieving a good level of development rose overall from 2009 to 2012, peaking at 74%. Under the new method of assessment, the Cheshire East rate is 56% in 2013.*
- *Changes to the EYFSP in 2013 make comparison with previous years invalid. Cheshire East is above the national average of 52% and North West average of 50%.*
- *Nationally, Cheshire East ranks 32nd equal compared to all local authorities in England.*
- *The achievement gap between the lowest 20% of pupils and the rest in Cheshire East is 35% in 2013. This is wider than nationally, regionally and most of our statistical neighbours.*
- *Cheshire East is ranked 70th amongst all local authorities for this measure.*



Percentage of pupils achieving the expected level in each early learning goal and area of learning

The table below shows the percentage of pupils achieving at least the expected level in each of the 17 early learning goals and the 7 areas of learning of the EYFSP in 2013. The areas which Cheshire East pupils performed best in were Health & Self-care and Technology. The areas in which fewest pupils achieved the expected level and above were Reading, Writing and Numbers. The Cheshire East figures maintain a very consistent relationship to the national figures demonstrating a consistent approach to assessment and moderation in line with national guidelines.

	Cheshire East	National	Highest Stat Neighbour	Lowest Stat Neighbour
Communication and Language (at least expected in ALL Aspects of CLL)	76	72	81	66
• Listening and Attention	83	80	88	74
• Understanding	83	81	88	76
• Speaking	81	78	87	73
Physical Development (at least expected in ALL Aspects of PD)	85	83	88	79
• Moving and Handling	88	87	91	83
• Health and Self-care	90	88	93	86
Personal, Social and Emotional Development (at least expected in ALL Aspects of PSED)	78	76	83	69
• Self-confidence and Self-awareness	86	85	90	80
• Managing Feelings and Behaviour	84	83	88	78
• Making Relationships	86	85	91	80
Literacy (at least expected in ALL Aspects of Lit)	65	61	70	55
• Reading	73	71	81	66
• Writing	67	62	70	56
Mathematics (at least expected in ALL Aspects of Mat)	71	66	76	59
• Numbers	73	69	77	61
• Shapes, Space and Measurement	79	75	86	71
Understanding the World (at least expected in ALL Aspects of UTW)	78	75	85	70
People and Communities	82	81	88	77
The World	83	81	90	77
Technology	90	88	93	84
Expressive Arts and Design World (at least expected in ALL Aspects of EAD)	81	78	87	71
Exploring and using Media and Materials	85	83	90	77
Being Imaginative	83	81	90	74

The Performance of Vulnerable Groups : Early Years

Cared for Children

Year	Pupils gaining a good level of development (expected or above in all prime areas of learning plus literacy and mathematics)	Cohort Size
2012-13	0%	8
2011-12	71%	16
2010-11	50%	27
2009-10	No data available	20

The cohort size for the virtual school is low this year (8 pupils) of whom none reached the expected level for the Numbers early learning goal making it impossible for anyone to achieve a good level of development.

Key Areas for Development : Early Years

The key priorities for Closing the Gap focus on:

- the performance of boys (particularly in the South locality)
- children accessing Free School Meals
- writing – although the lowest percentage of Cheshire East children achieved expected or above for this early learning goal (67%), it was also the ELG where Cheshire East performed best compared to the national figure (5% above)
- Strong promotion of the Numbers Early Learning Goal.

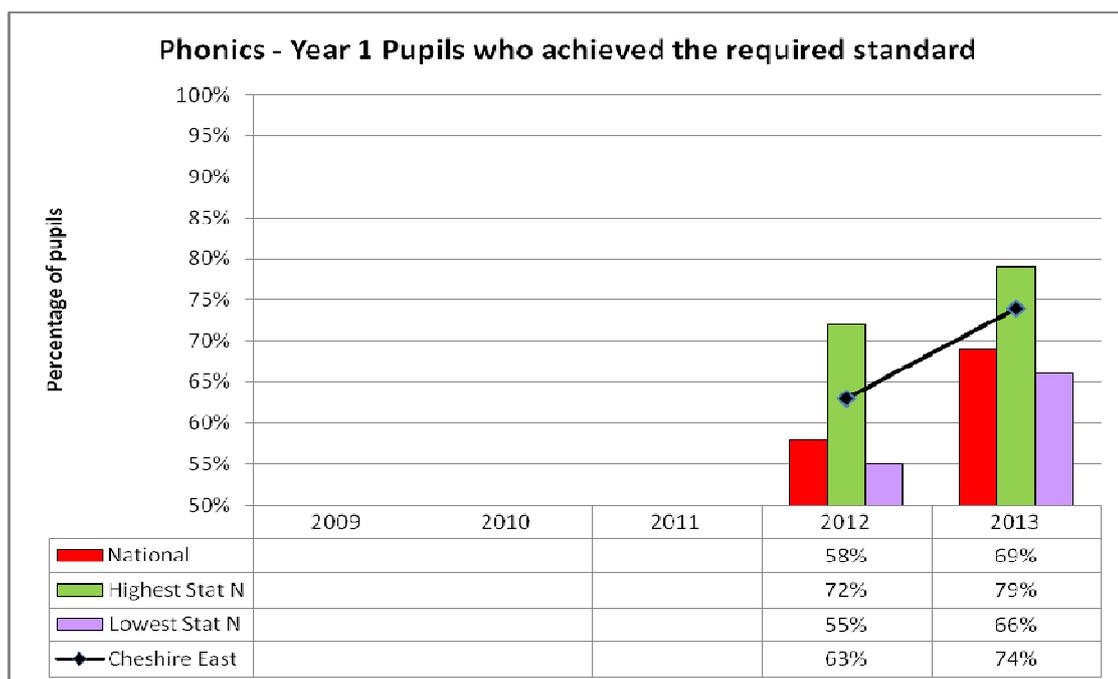
To support this work the Early Years team are further developing the interface with Children Centres and Childminders.

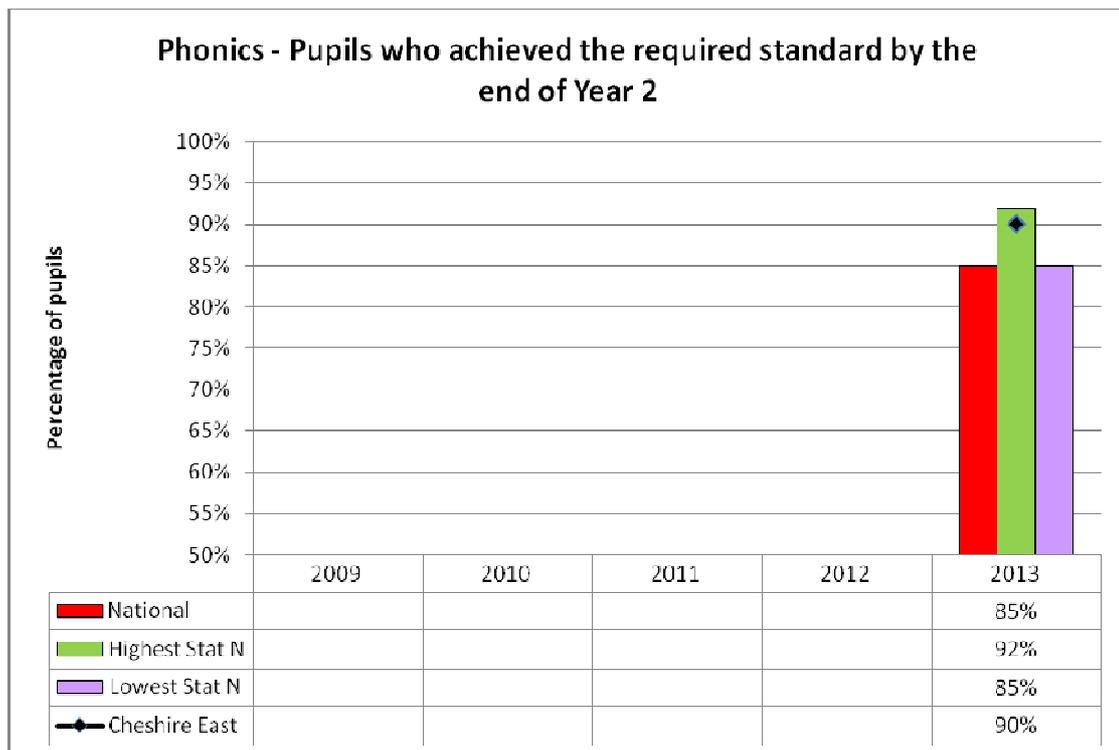
4) Achievement in Primary Schools

Phonics

Key Messages

- The phonics screening check was only introduced in 2012.
- The percentage of Cheshire East Year 1 pupils who achieved the required standard in 2013 was 74%, an increase of 11 percentage points on the 2012 result.
- Nationally, 69% of Year 1 pupils achieved the required standard. Cheshire East ranked equal 19th nationally compared to the 148 local authorities for whom results were published. When compared to Statistical neighbours, Cheshire East was ranked 2nd out of eleven local authorities.
- In 2013, pupils who did not achieve the required standard or did not take the phonics check in Year 1, were required to take it at the end of Year 2.
- In 2013, 90% of Cheshire East Year 2 pupils had achieved the required phonics standard by the end of Year 2. This placed Cheshire East 4th nationally. Cheshire East is 5 percentage points ahead of the National figure of 85% and is 4th when compared to the 148 local authorities. When compared to Statistical neighbours, Cheshire East was ranked 2nd out of eleven local authorities.





Key Areas for Development : Phonics

- Gaps for SEN, EAL and FSM are wider in Cheshire East in 2012 and 2013 than nationally.
- In 2013, Cheshire East EAL children and FSM children were below the national result.
- The gap between girls and boys in Cheshire East was narrower in 2012 and 2013 than nationally, although girls performed better than boys.

Year 1 phonics	2012			2013		
	Boys	Girls	Gap	Boys	Girls	Gap
Cheshire East	61%	66%	5 pp	71%	77%	6 pp
National	54%	62%	8 pp	65%	73%	8 pp

N.B. There were 47% girls in Cheshire East Year 1 in 2013

Year 1 phonics	2012			2013		
	SEN	Non SEN	Gap	SEN	Non SEN	Gap
Cheshire East	27%	69%	42 pp	31%	79%	48 pp
National	24%	65%	41 pp	31%	76%	45 pp

N.B. There were 473 children with SEN in Cheshire East Year 1 in 2013.

Year 1 phonics	2012			2013		
	EAL	Non EAL	Gap	EAL	Non EAL	Gap
Cheshire East	61%	64%	3 pp	68%	74%	6 pp
National	58%	58%	0 pp	69%	69%	0 pp

N.B. There were 227 EAL children in Cheshire East Year 1 in 2013.

Year 1 phonics	2012			2013		
	FSM	Non FSM	Gap	FSM	Non FSM	Gap
Cheshire East	45%	66%	21 pp	55%	76%	21 pp
National	44%	61%	17 pp	56%	72%	16 pp

N.B. There were 471 children eligible for FSM in Cheshire East Year 1 in 2013.

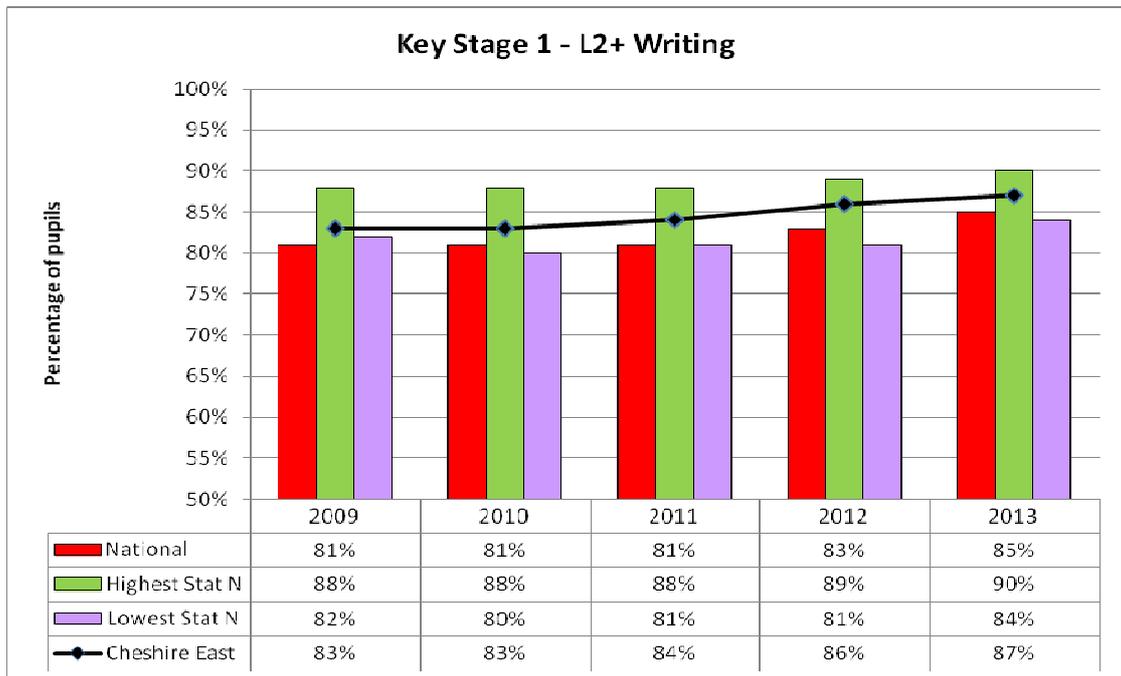
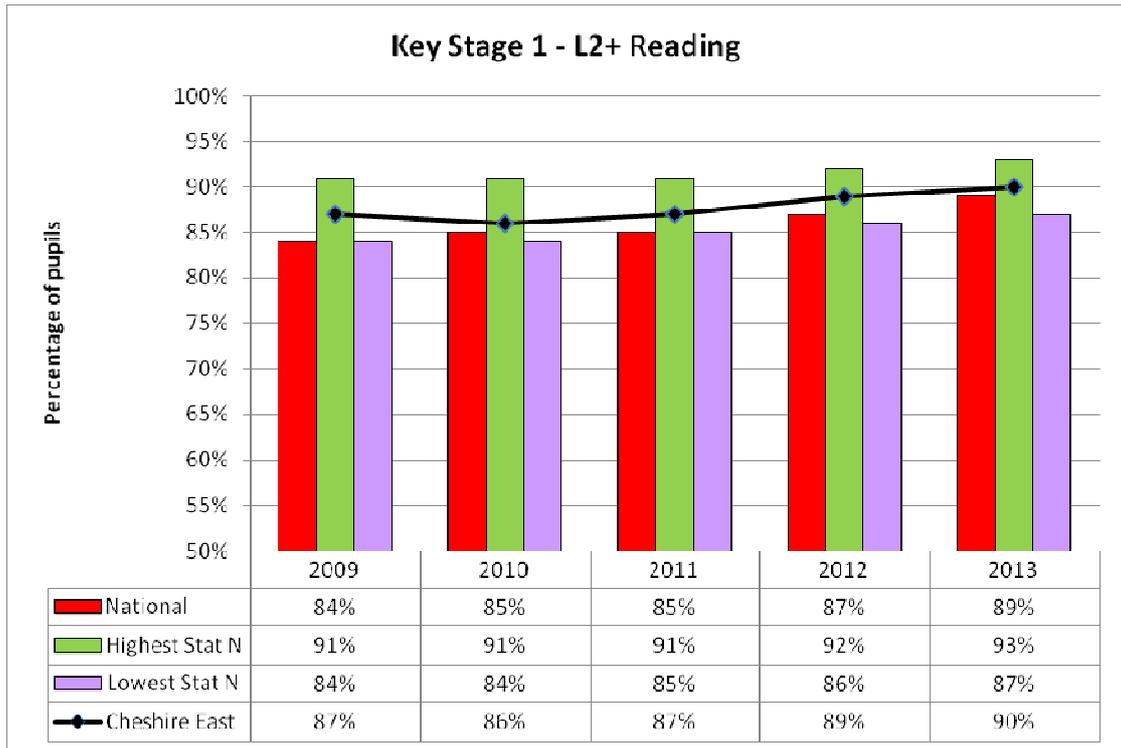
Key Stage 1

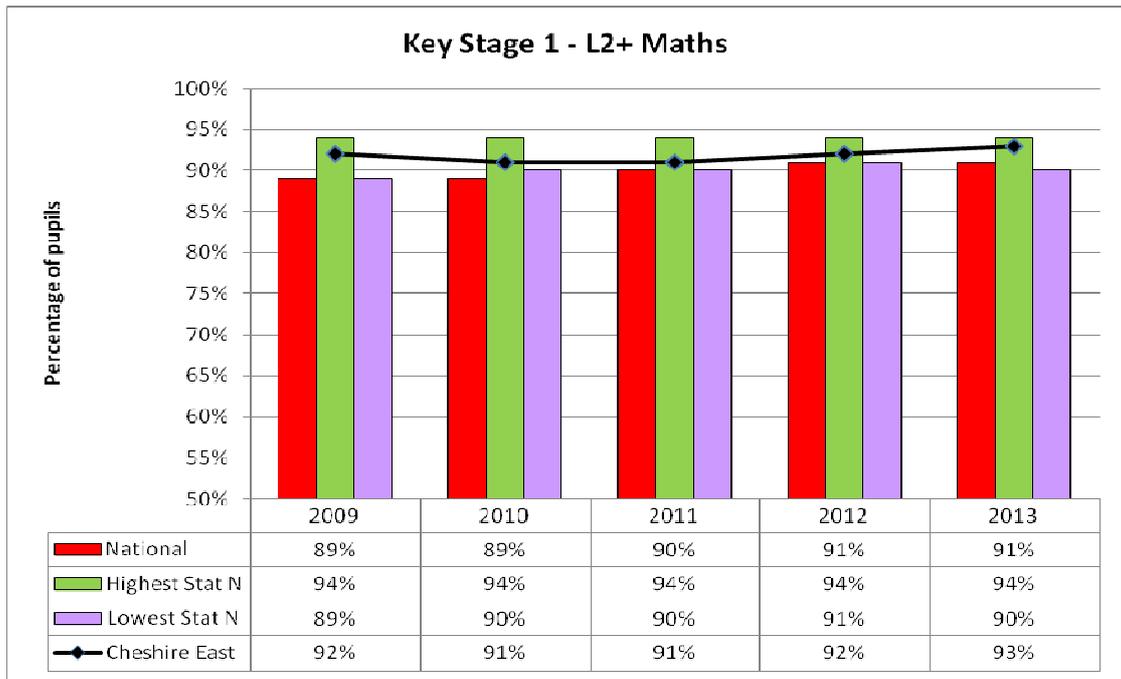
In Primary schools, children are assessed in Year 2, aged 6-7, in speaking & listening, reading, writing, mathematics and science.

Key Messages

- *Cheshire East is achieving consistently above national averages.*
- *In 2013, Cheshire East boys improved their results, compared to last year, in fourteen of the fifteen measures.*
- *In 2013, Cheshire East are ranked no lower than equal 31st out of the 150 local authorities for whom results were published and no lower than equal 7th within our group of 11 statistical neighbours when considering all 15 measures.¹ - Positive*
- *When ranked against our statistical neighbours Cheshire East is equal 3rd for science level 2 and above. The weakest placement is equal 7th for writing at level 2B and above.*
- *The girls results are higher than the boys for all levels and subjects except for mathematics at level 3+ and science level 3+ where boys out perform girls. The same is true nationally.*

¹ Percentage achieving level 2 and above in reading, writing, mathematics and science. Percentage achieving level 2B and above in reading, writing and mathematics. Percentage achieving level 3 and above in reading, writing, mathematics and science and average points score for reading, writing, mathematics and science.

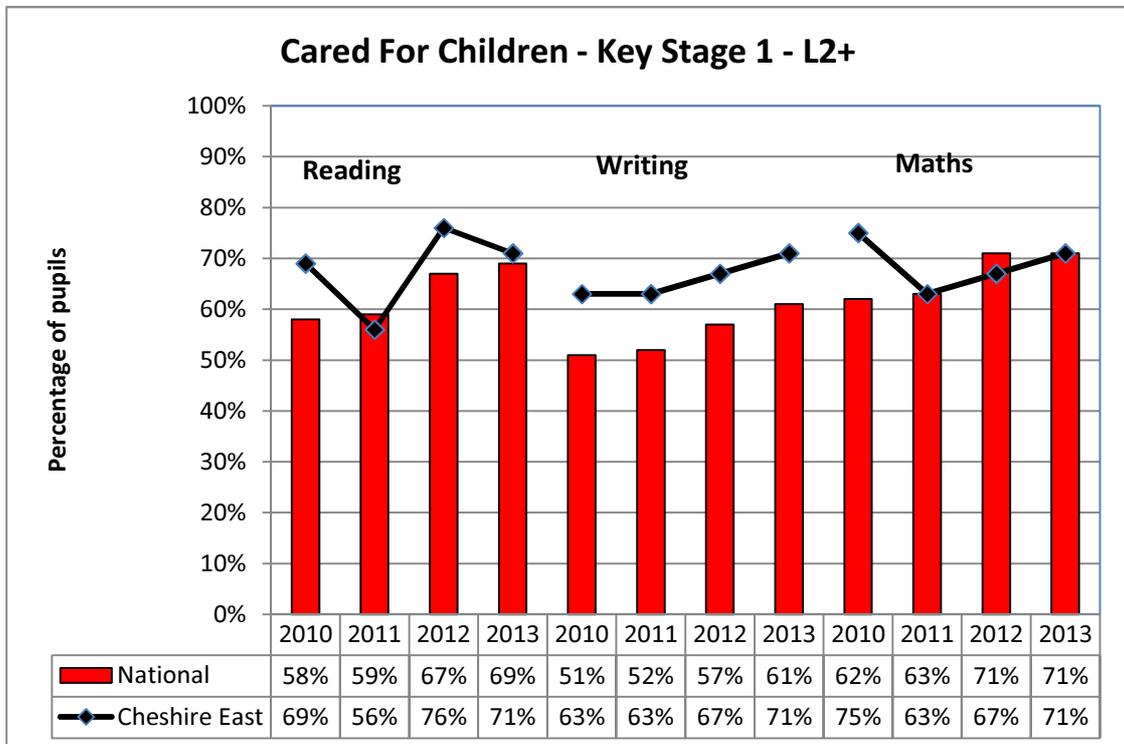




The performance of Vulnerable Groups : Key Stage 1

Cared for Children

Cohort Sizes: 2010 – 22 2011 – 22 2012 – 21 2013 - 15



The graph shows the attainment of children in Year 2 who were in continuous care for at least one year as of 31 March.

Key Areas for Development : Key Stage 1

- The largest gap between girls and boys in Cheshire East is writing at level 2B and above. This has narrowed since last year to 13 percentage points, which is smaller than the National gap of 15 percentage points.
- Cheshire East results at Level 2 and above are lower than national for the following groups:-
 - Reading – EAL, FSM, SEN without a statement, School Action and School Action Plus
 - Writing – EAL, FSM, SEN without a statement, School Action and School Action Plus
 - Mathematics – Mixed ethnicity, SEN without a statement and School Action

Key Stage 2

In Primary schools, children are assessed in Year 6, aged 10-11 in reading and mathematics using test and teacher assessments and in writing by teacher assessment only. Level 6 tests were re-introduced for reading and mathematics in 2012. A number of changes took place in 2013:-

- A new grammar, punctuation and spelling test was introduced (GPS)
- Overall English level was not calculated
- A new measure of reading test, writing teacher assessment and mathematics test combined was introduced to replace English and mathematics combined
- Two levels progress is now being measured for the individual subjects of reading, writing and mathematics
- A “good level 4” measure was introduced. This indicates a child achieves at least a level 4B in the reading test and the mathematics test and achieves at least a level 4 in the writing teacher assessment.

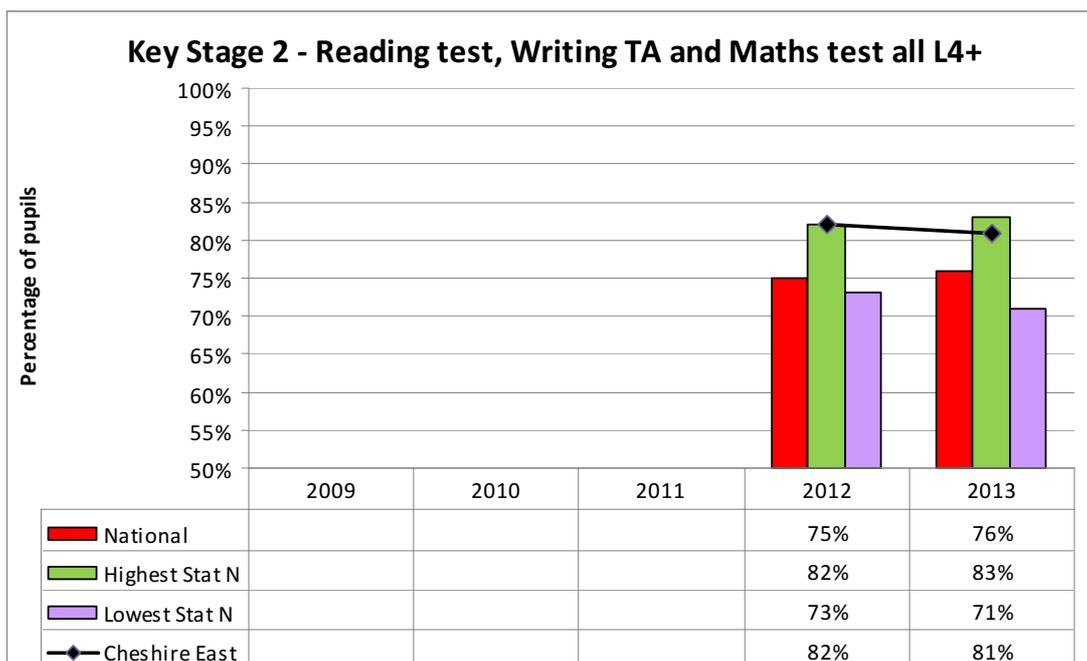
National and local authority level results for the new measures are only available for 2012 and 2013.

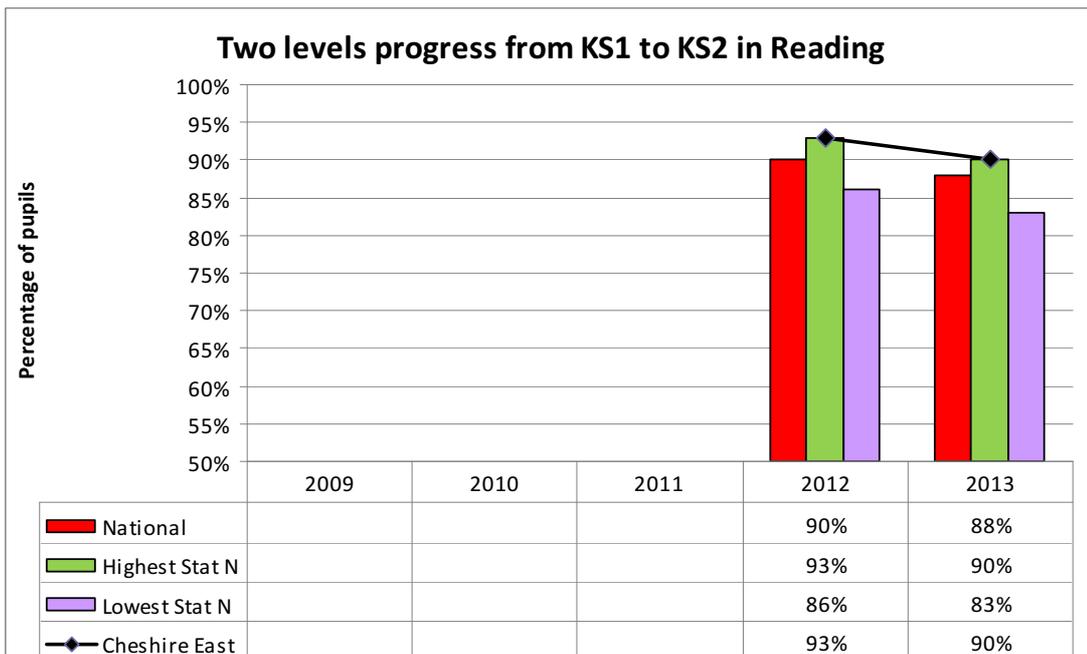
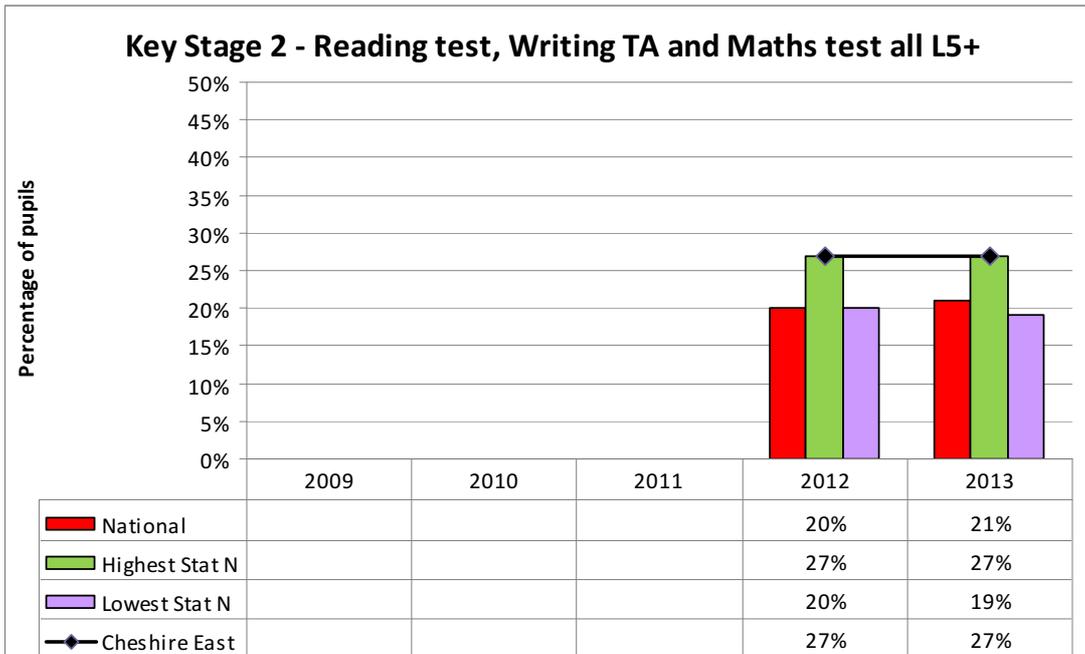
Key Messages

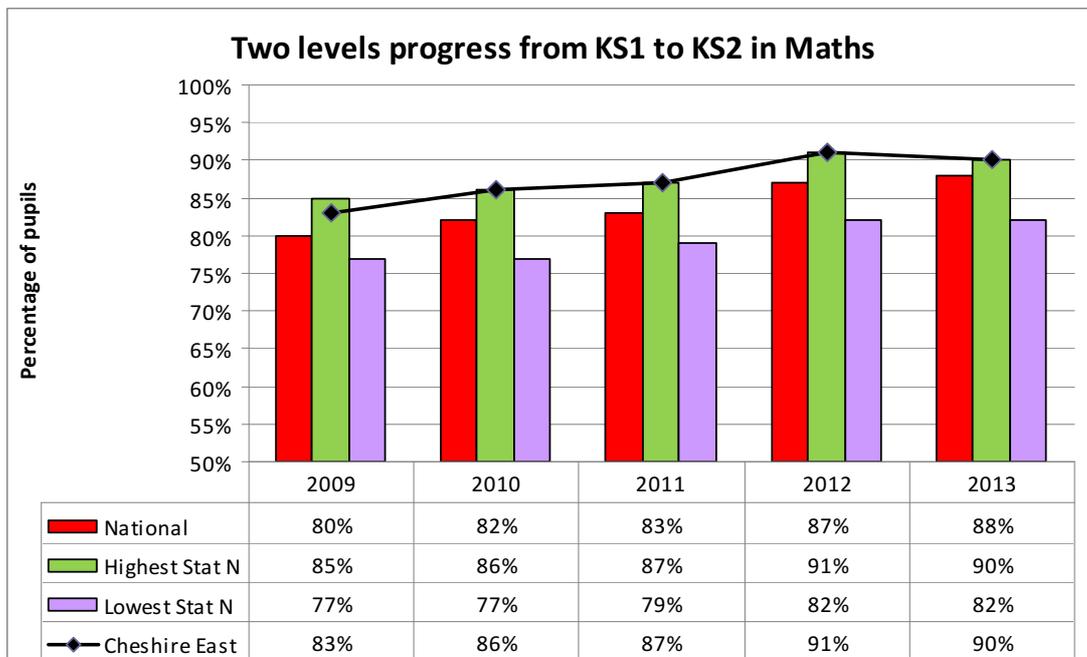
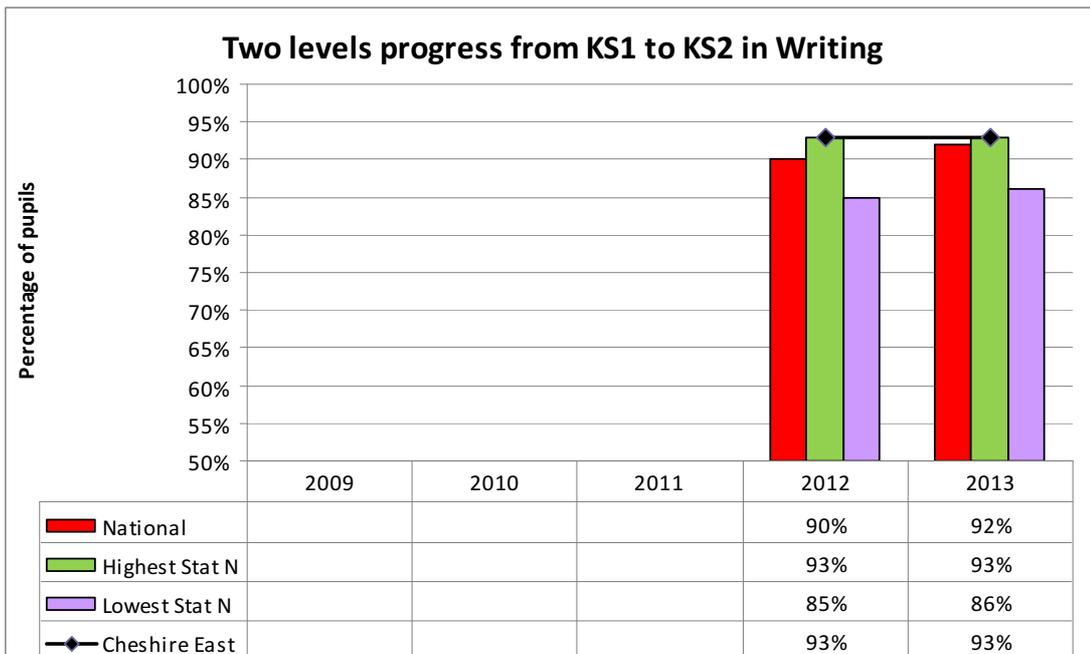
- *Revised results indicate 81% of pupils in Cheshire East achieved level 4 and above in reading, writing and mathematics combined. This is a reduction of 1 percentage point on last year,*

but 5 percentage points above national.

- Level 5 and above in reading, writing and mathematics combined was achieved by 27% of pupils in Cheshire East, which is unchanged compared to last year. This figure is 6 percentage points above national.
- The percentage of Cheshire East pupils achieving two or more levels progress is greater than national for reading, for writing and for mathematics. The authority is ranked equal 1st against our statistical neighbours for all three measures.
- 79% of Cheshire East pupils achieved a level 4 or higher in the new grammar, punctuation and spelling test compared to 74% nationally. This placed us equal 2nd compared to our statistical neighbours.
- The new “good level 4” measure was achieved by 69% of the pupils in Cheshire East. This is higher than the national figure of 63%.
- Three Cheshire East schools were below the national floor standard in 2013. This indicates that less than 60% of their pupils achieved level 4 or higher in all of reading, writing and mathematics and their pupils were below the national medians for expected progress in those three subjects.



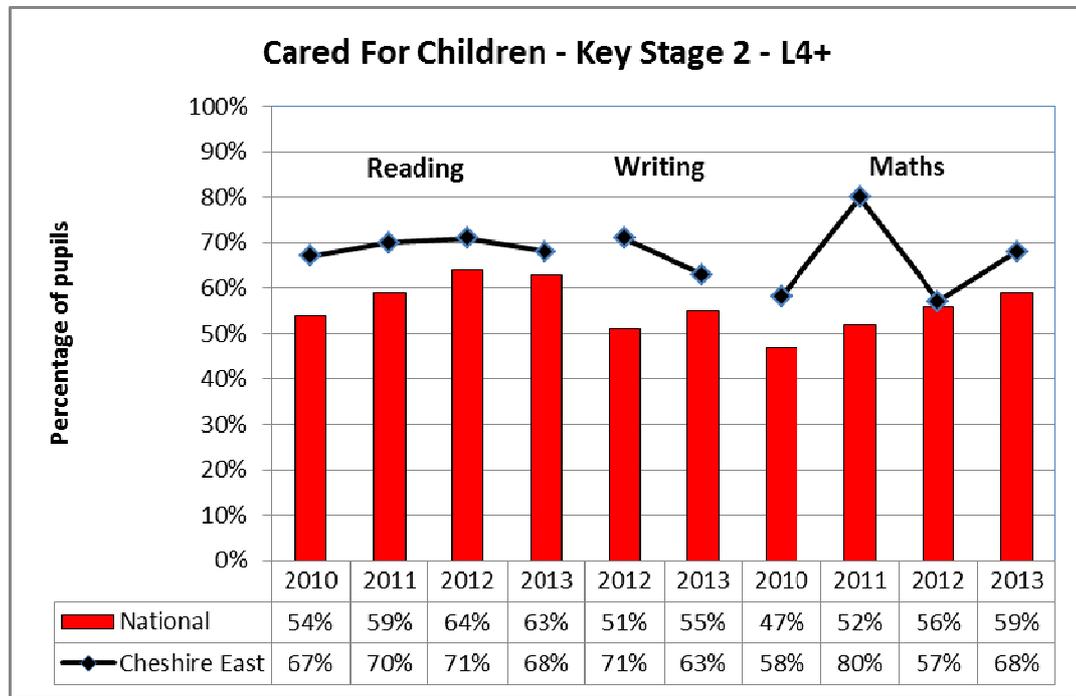




The Performance of Vulnerable Groups : Key Stage 2

Cared for Children

Cohort sizes: 2010 – 10 2011 – 10 2012 – 15 2013 – 20



The graph and table show the attainment of children who were in continuous care for at least one year.

Reading, Writing, Mathematics at level 4 and above	2012			2013		
	Boys	Girls	Gap	Boys	Girls	Gap
Cheshire East	78%	86%	8 pp	79%	83%	4 pp
National	71%	79%	8 pp	72%	79%	7 pp

- Since 2012, the gap between our 659 SEN pupils and non SEN pupils has increased by 1percentage point, but remains better than the national gap.

Reading, Writing, Mathematics at level 4 and above	2012			2013		
	SEN	Non SEN	Gap	SEN	Non SEN	Gap
Cheshire East	40%	92%	52 pp	38%	91%	53 pp
National	33%	88%	55 pp	34%	88%	54 pp

- Since 2012 the gap between our 128 EAL pupils and non EAL pupils has remained the same, but is still above the national figure. The results for our 128 EAL children are now below those nationally.

Reading, Writing, Mathematics at level 4 and above	2012			2013		
	EAL	Non EAL	Gap	EAL	Non EAL	Gap
Cheshire East	74%	83%	9 pp	72%	81%	9 pp
National	73%	75%	2 pp	73%	76%	3 pp

- The Cheshire East gap between FSM and non FSM is unchanged since 2012. This is still wider than nationally. The results for our 357 FSM pupils are now below those nationally.

Reading, Writing, Mathematics at level 4 and above	2012			2013		
	FSM	Non FSM	Gap	FSM	Non FSM	Gap
Cheshire East	60%	85%	25 pp	58%	83%	25 pp
National	59%	78%	19 pp	60%	79%	19 pp

- The Cheshire East gap between disadvantaged² and non disadvantage children is unchanged since 2012 and is 21 percentage points. It is wider than the national gap of 18 percentage points. The results for our 655 disadvantaged children are now just 1 percentage point above those nationally.

Reading, Writing, Mathematics at level 4 and above	2012			2013		
	Disadv	Non Disadv	Gap	Disadv	Non Disadv	Gap
Cheshire East	65%	86%	21 pp	64%	85%	21 pp
National	61%	80%	19 pp	63%	81%	18 pp

Key Areas for Development : Key Stage 2

- Cheshire East has a Disadvantage gap of 21pp which is above the national rate of 19pp.
- The largest gap between girls and boys in Cheshire East for level 4 and above is for GPS with a difference of 8 percentage points (which is narrower than the national gap of 10). At level 5 and above the largest gap is for writing teacher assessment with a difference of 18 percentage points (which is wider than the national gap of 15).
- The Cheshire East gender gap for Reading, writing and mathematics at level 4 and above has halved and is now better than national, but this is due to poorer performance by girls and better by boys.

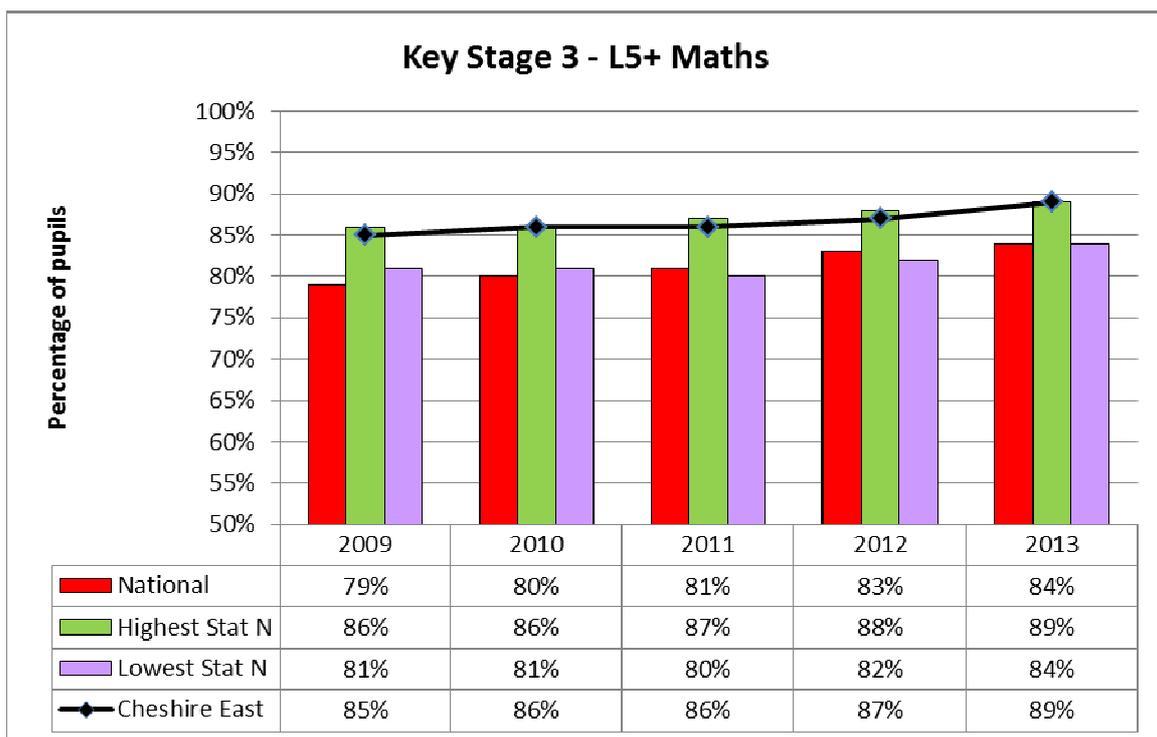
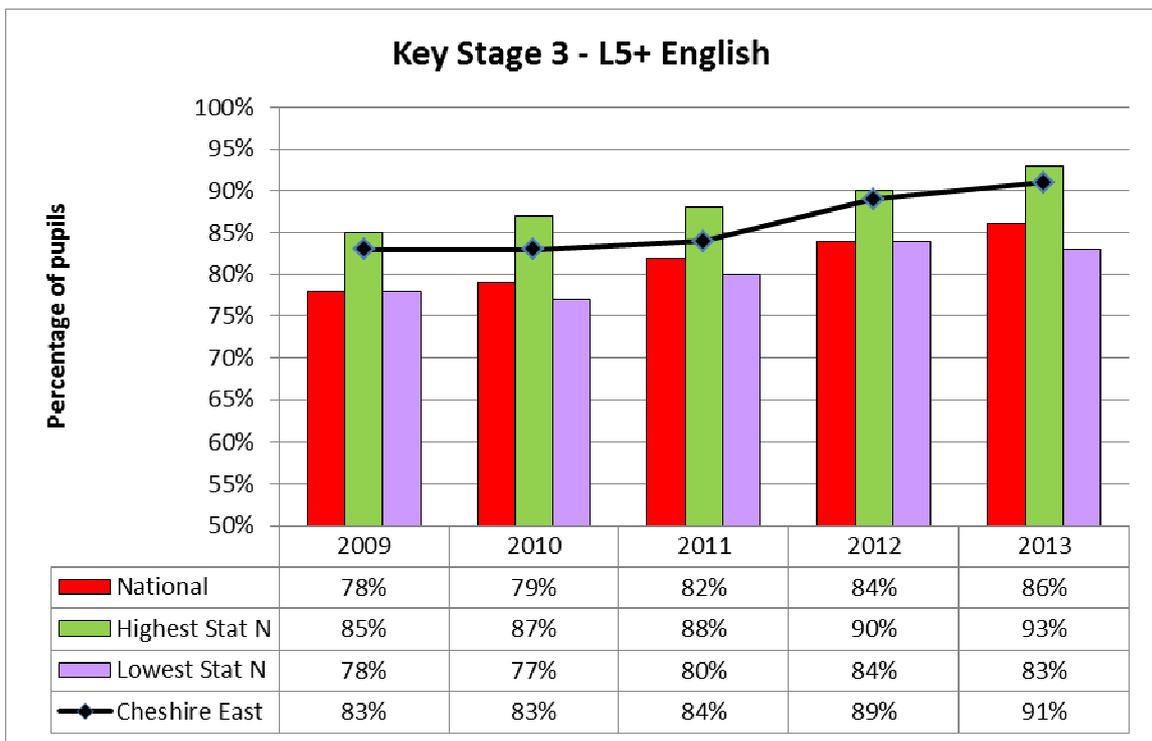
5) Achievement in Secondary Schools

Key Stage 3

In secondary schools, pupils are assessed in Year 9, aged 13-14, in English and mathematics. National curriculum levels are based on teacher assessment. In recent years, schools and Academies have been given flexibility over whether they assess pupils at the end of Year 8 or Year 9. The majority of schools and Academies in Cheshire East still assess at the end of Year 9.

Key Messages

- *Cheshire East is consistently above national results for English at level 5 and above and for mathematics at level 5 and above. Cheshire East results for 2013 have improved since last year by 2 percentage points for both subjects.*
- *English is ranked equal 2nd and mathematics ranked 1st when compared to statistical neighbour, both of which are improvements compared to last year.*
- *In 2013, Cheshire East was 5 percentage points above the national average for English at level 5 and above and for mathematics at level 5 and above.*
- *The percentage of Cheshire East pupils achieving level 5 or higher in English has increased since 2009 by 8 percentage points.*
- *The percentage of pupils in Cheshire East achieving level 5 or higher in mathematics has increased since 2009 by 4 percentage points.*
- *In 2013, Cheshire East girls outperformed the boys for English level 5 and above by 7 percentage points, which is a smaller gap than the national difference of 10 percentage points.*
- *In 2013, the proportion of girls and boys achieving mathematics at level 5 and above is the same in Cheshire East, whereas nationally there is a gap of 2 percentage points.*



The Performance of Vulnerable Groups : Key Stage 3

There is limited information available on national groups.

Both genders have outperformed national figures over the last two years. The gap between boys and girls is either narrower or equivalent to the national gaps.

English L5+	2012			2013		
	Boys	Girls	Gap	Boys	Girls	Gap
Cheshire East	84%	94%	10 pp	88%	95%	7 pp
National	79%	90%	11 pp	81%	91%	10 pp

Maths L5+	2012			2013		
	Boys	Girls	Gap	Boys	Girls	Gap
Cheshire East	86%	88%	2 pp	89%	89%	0 pp
National	82%	84%	2 pp	83%	85%	2 pp

Key Areas for development: Key Stage 3

- To move more targeted interventions to Years 7-9 which will have longer term impact
- To maintain high focus on transition arrangements and shaping appropriate KS3 curriculums to meet the needs of all learners.

Key Stage 4

For secondary schools, the key indicators focus on GCSE examinations. GCSEs are taken by pupils at the end of Key Stage 4, usually in Year 11, aged 15-16.

The tables and graphs below show Cheshire East's achievement for the three national indicators since 2009 with comparisons to national and statistical neighbour averages. Also included is the percentage of pupils achieving the English Baccalaureate².

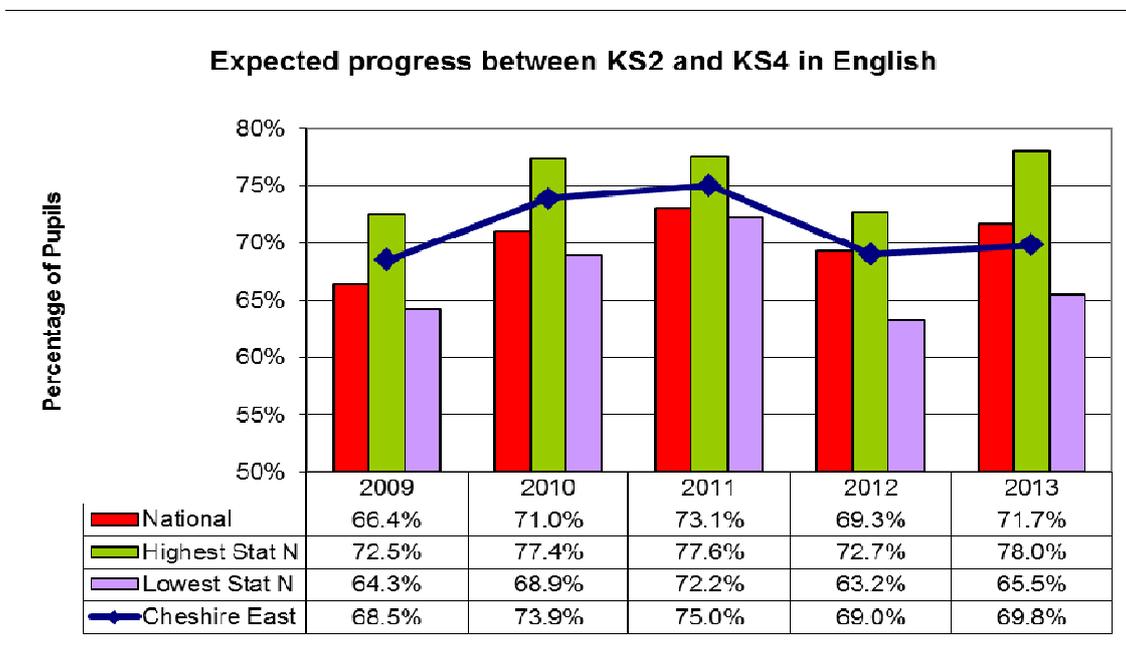
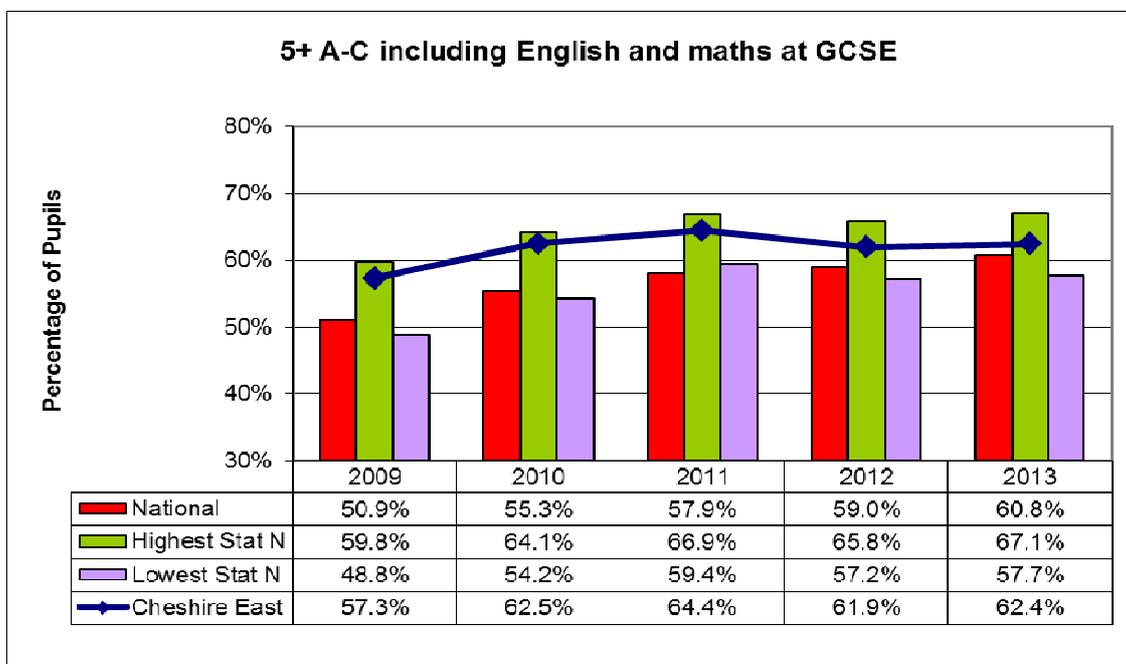
Key Messages

- *In 2013 62.4% of pupils achieved 5+ A*-C grades including English and mathematics GCSE which is above the national average. Cheshire East is ranked 8th when compared to statistical neighbours.*
- *Pupils are expected to make at least three levels of progress between Key Stages 2 and 4. The 2013 results show that progress in English is below the national average, whereas*

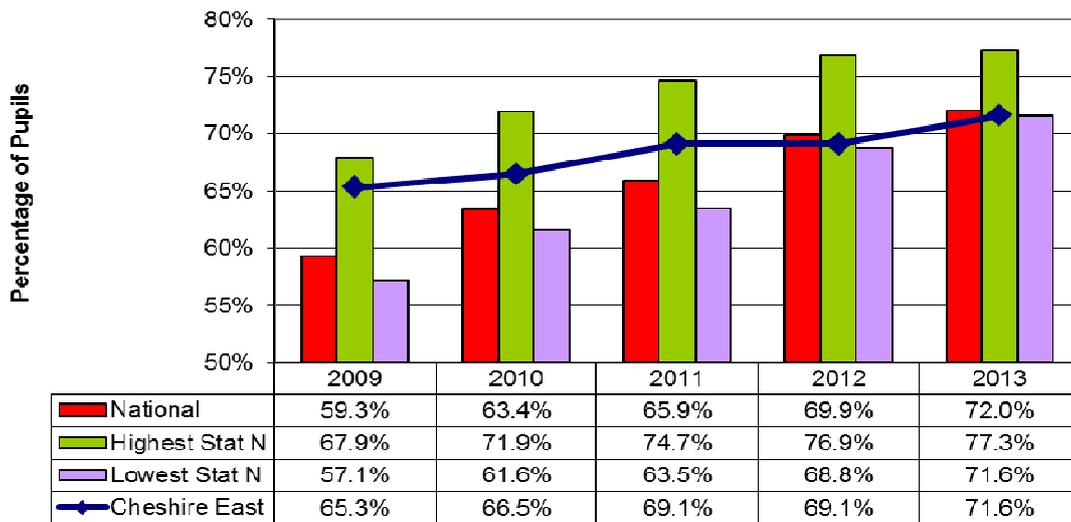
² The English Baccalaureate is not a qualification in itself. It is a measure which recognises students' achievements across a core of selected academic subjects - English, maths, a humanity, the sciences and a language

progress in mathematics is in line with the national average . Progress in English is ranked 10th and mathematics is ranked 11th when compared to statistical neighbours.

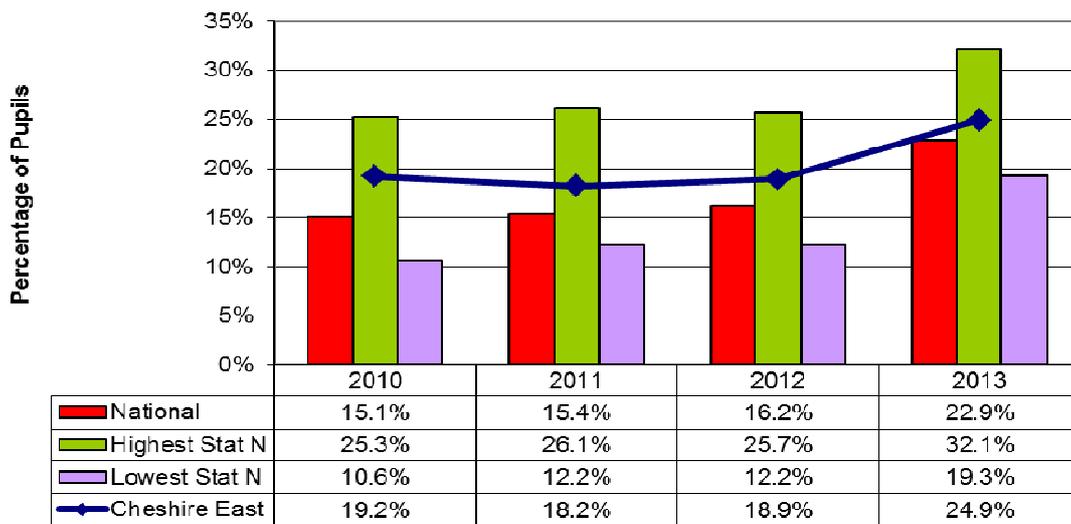
- *Cheshire East is again higher than the national results for pupils achieving the English Baccalaureate, Cheshire East is ranked 6th when compared to statistical neighbours.*



Expected progress between KS2 and KS4 in maths



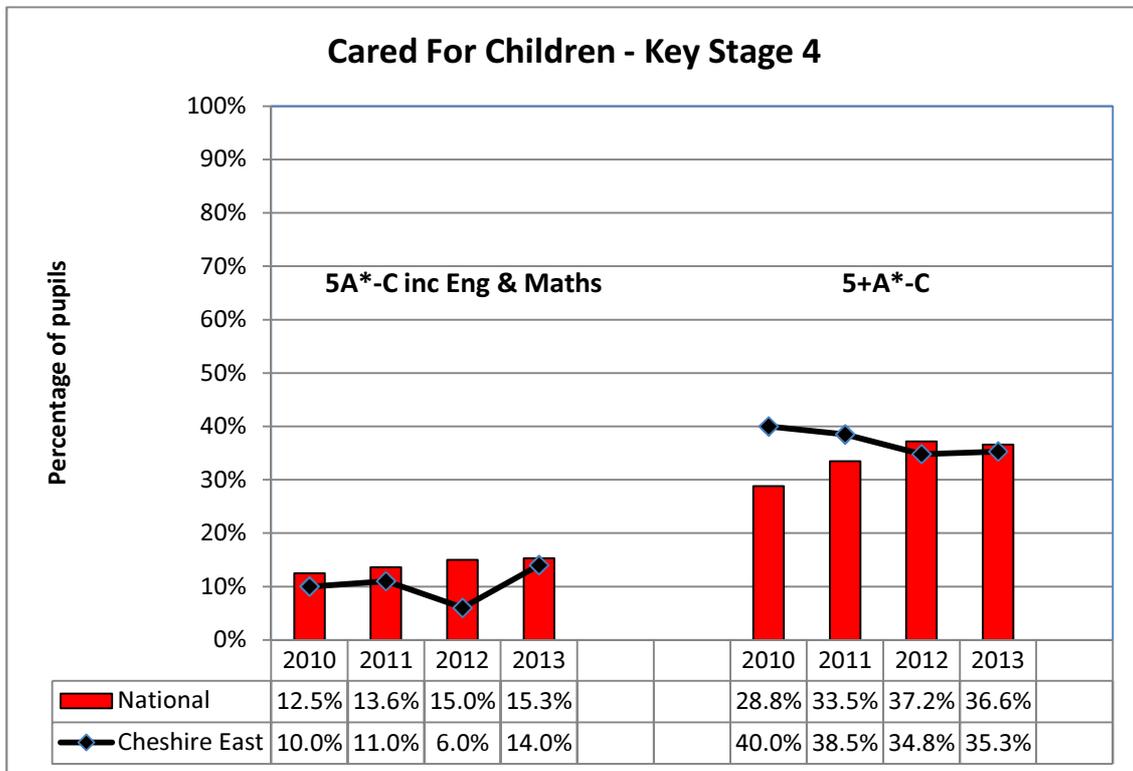
Achieving the English Baccalaureate



The Performance of Vulnerable Groups : Key Stage 4

Cared for Children

Cohort Sizes: 2009 – 25 2010 – 20 2011 – 25 2012 – 25 2013 - 35



The graph shows the attainment of children who were in continuous care for at least one year.

- No school in Cheshire East is below the national floor standard of 40% (5+A*-C including English and maths) but there are 11 and 10 schools that are below the progress standard³ for English and maths respectively.
- The gap between the percentage of boys and girls achieving 5+ A* to C GCSEs including English and maths has increased this year by 1 percentage points.

³ The government assesses mainstream maintained secondary schools' performance against defined "floor standards". Considered against these, a school would be seen as "underperforming" if its Key Stage 4 results are:

- less than 40% of pupils at the end of Key Stage 4 (KS4) achieving 5 or more GCSEs A*-C (or equivalents) including English and maths GCSE; and
- below average % of pupils at the end of KS4 making expected progress in English (national median for 2013 = 73%); and
- below average % of pupils at the end of KS4 making expected progress in maths (national median for 2013 = 73%)

5+A*-C GCSE/equiv inc GCSE English & maths	2009			2010			2011			2012			2013		
	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
	Cheshire East	53%	62%	-9pp	59%	66%	-7pp	60%	68%	-9pp	56%	68%	12pp	56%	69%
National	46%	54%	-8pp	49%	58%	-9pp	54%	62%	-7pp	54%	64%	10pp	56%	66%	-10pp

- The gap between those pupils eligible for free school meals and those not eligible achieving 5+ A* to C GCSEs including English and maths has increased to at 39 percentage points which is 12 percentage points higher than last year's gap nationally.

5+A*-C GCSE/equiv inc GCSE English & maths	2009			2010			2011			2012			2013		
	FS M	No n FS M	Gap	FS M	No n FS M	Gap	FS M	No n FS M	Gap	FS M	No n FS M	Gap	FS M	No n FS M	Gap
	Cheshire East	23 %	60 %	- 37pp	28 %	65 %	- 37pp	30 %	67 %	- 37pp	28 %	65 %	- 37pp	26 %	66 %
National	27 %	54 %	- 28pp	31 %	59 %	- 28pp	35 %	62 %	- 27pp	36 %	63 %	- 26pp	38 %	65 %	- 27pp

- The gap between SEN pupils and non SEN pupils achieving 5+ A* to C GCSEs including English and maths has reduced by 3 percentage points and is now below the gap nationally.

5+A*-C GCSE/equiv inc GCSE English & maths	2009			2010			2011			2012			2013		
	SE N	No n SE N	Gap	SE N	No n SE N	Gap	SE N	No n SE N	Gap	SE N	No n SE N	Gap	SE N	No n SE N	Gap
	Cheshire East	16 %	65 %	- 49pp	19 %	69 %	- 50pp	23 %	72 %	- 50pp	23 %	70 %	- 48pp	24 %	69 %
National	17 %	61 %	- 45pp	20 %	66 %	- 46pp	22 %	70 %	- 47pp	22 %	69 %	- 47pp	23 %	71 %	- 47pp

- The gap between EAL and non EAL pupils achieving 5+ A* to C GCSEs including English and maths has increased to 15 percentage points and is higher than the gap nationally.

5+A*-C GCSE/equiv inc GCSE English & maths	2009			2010			2011			2012			2013		
	EAL	No n EAL	Gap	EAL	No n EAL	Gap	EAL	No n EAL	Gap	EAL	No n EAL	Gap	EAL	No n EAL	Gap
	Cheshire East	42 %	58 %	- 16pp	44 %	63 %	- 19pp	60 %	65 %	- 5pp	59 %	62 %	- 4pp	48 %	63 %
National	50 %	51 %	- 2pp	54 %	56 %	- 1pp	58 %	59 %	- 1pp	58 %	59 %	- 1pp	60 %	61 %	- 1pp

- The gap between Disadvantaged and non Disadvantaged pupils achieving 5+ A* to C GCSEs including English and maths has increased to 38 percentage points and is higher than the gap nationally.

5+A*-C GCSE/equiv inc GCSE English & maths	2011			2012			2013		
	Disadv	Non Disadv	Gap	Disadv	Non Disadv	Gap	Disadv	Non Disadv	Gap
Cheshire East	33%	70%	-37pp	32%	68%	-36pp	31%	69%	-38pp
National	36%	65%	-29pp	39%	66%	-27pp	41%	68%	-27pp

Key Areas for development: Key Stage 4

- To urgently close the Disadvantage Gap to below the national average by summer 2014.
- To accelerate rates of progress to become well above national thresholds

6) Post 16 Achievement

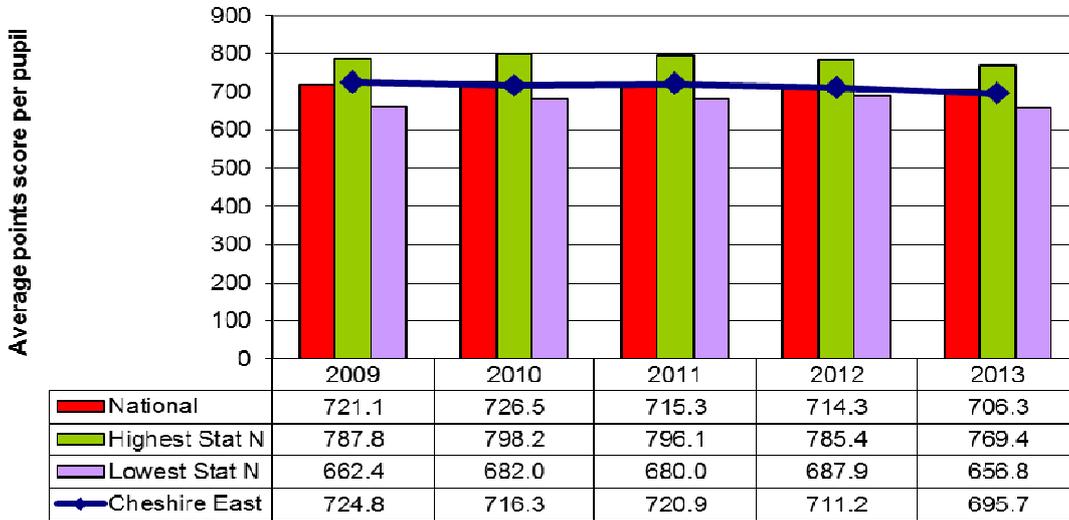
For post 16 achievements, the focus is on average point score per pupil and average point score per entry. All post 16 qualifications are assigned point scores enabling different qualifications such as A-levels and BTECs to be compared. Also we have provided information on the percentage of GCE A level entries that achieve grades A* to A, and A* to E, however this data is only available from 2010 when the A* grade was introduced.

The graphs and tables below show Cheshire East's achievement for these indicators between 2009 and 2013, with comparisons to national and statistical neighbour averages.

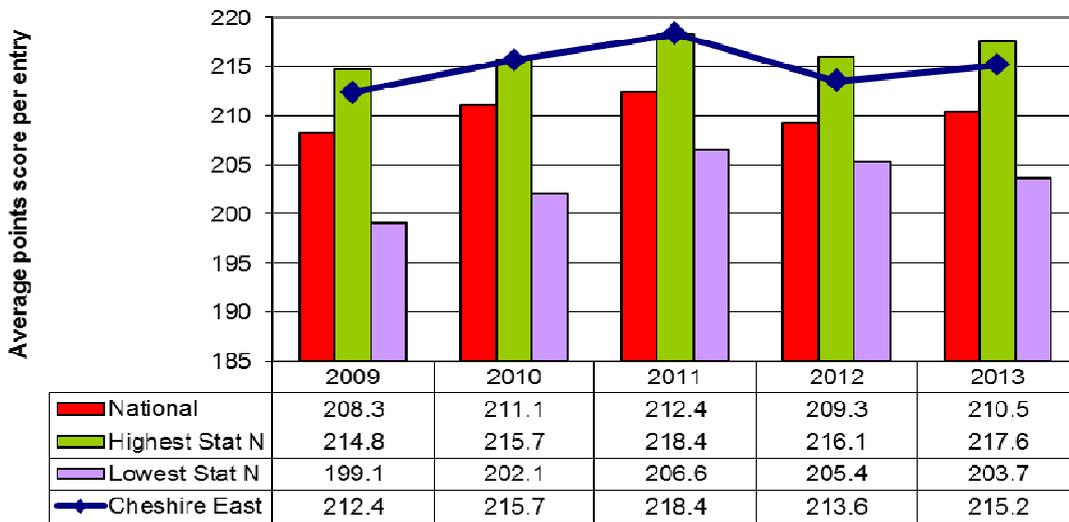
Key Messages

- Cheshire East is ranked 3rd when compared to statistical neighbours for the average points score per entry and 8th for average points score per candidate.
- Cheshire East is ranked 24th nationally for the average points score per entry and 73rd for average points score per candidate.
- The 2013 average points score per entry of 215.2 equates to a grade C pass at A level.
- Cheshire East is ranked 5th when compared to statistical neighbours for both the percentage of A level entries achieving A* to A grades and for A level entries achieving grades A* to E.
- Cheshire East is ranked 43rd nationally for the percentage of A level entries achieving A* to A grades and 37th for the percentage of A level entries achieving A* to E grades.

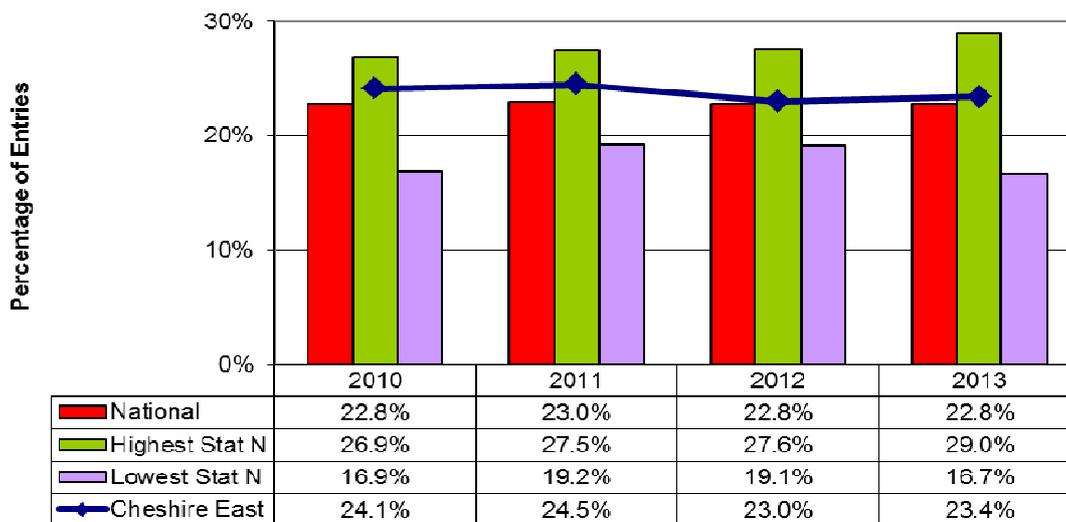
Post 16 - Average points score per pupil



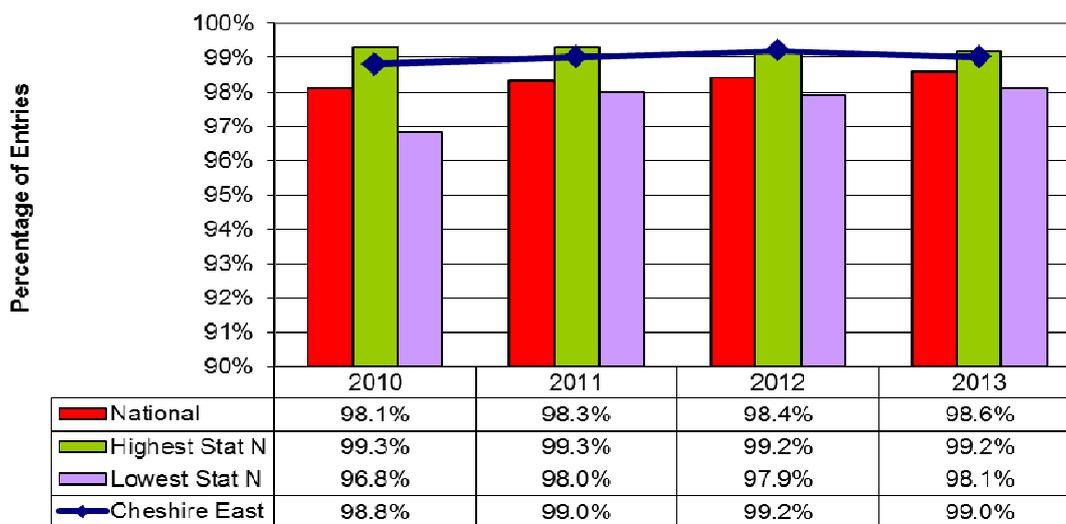
Post 16 - Average points score per entry



Percentage of A level entries gaining A* to A grades



Percentage of A level entries gaining A* to E grades



Key Areas for Development : Post 16

- To further focus on transition arrangements between School 6th Forms and FE Colleges particular in relation to specific groups (FSM) where there is a gap in information transfer between phases.
- To take the learning from the FSM pilot and apply this to all schools in closing the achievement gap between FSM and Non FSM outcomes (see detailed report in Section 9)

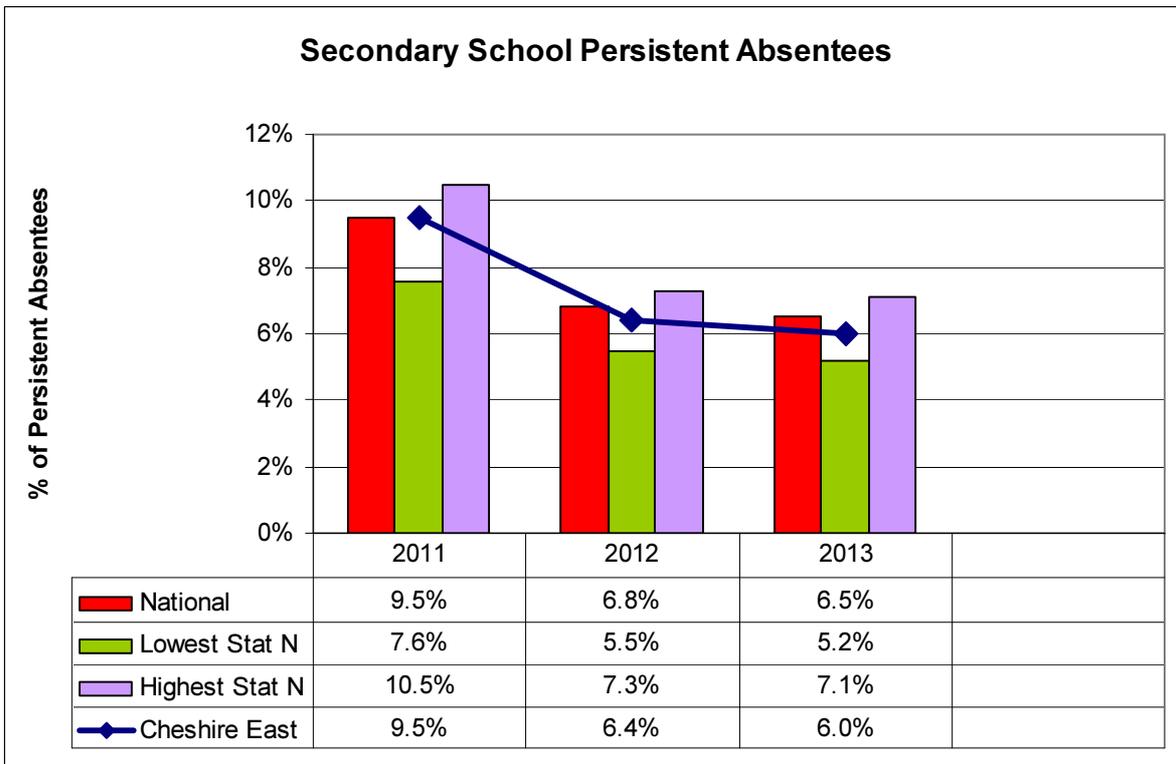
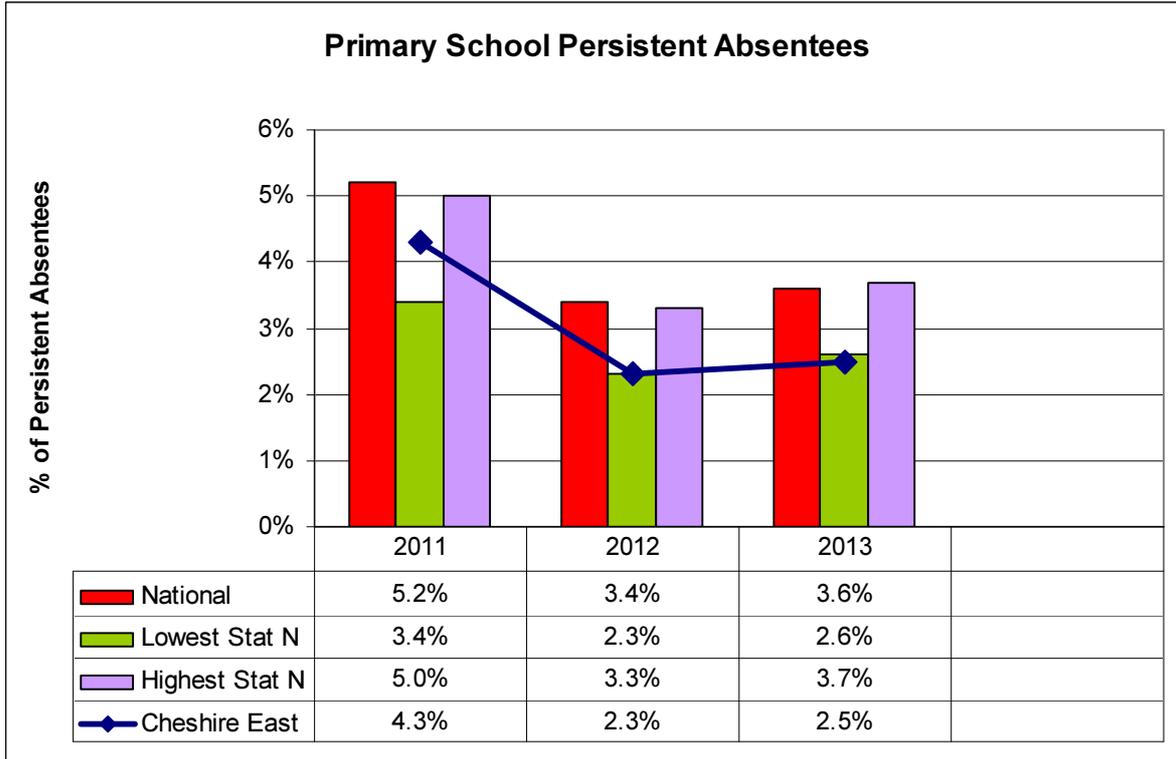
7. Attendance and Persistent Absence

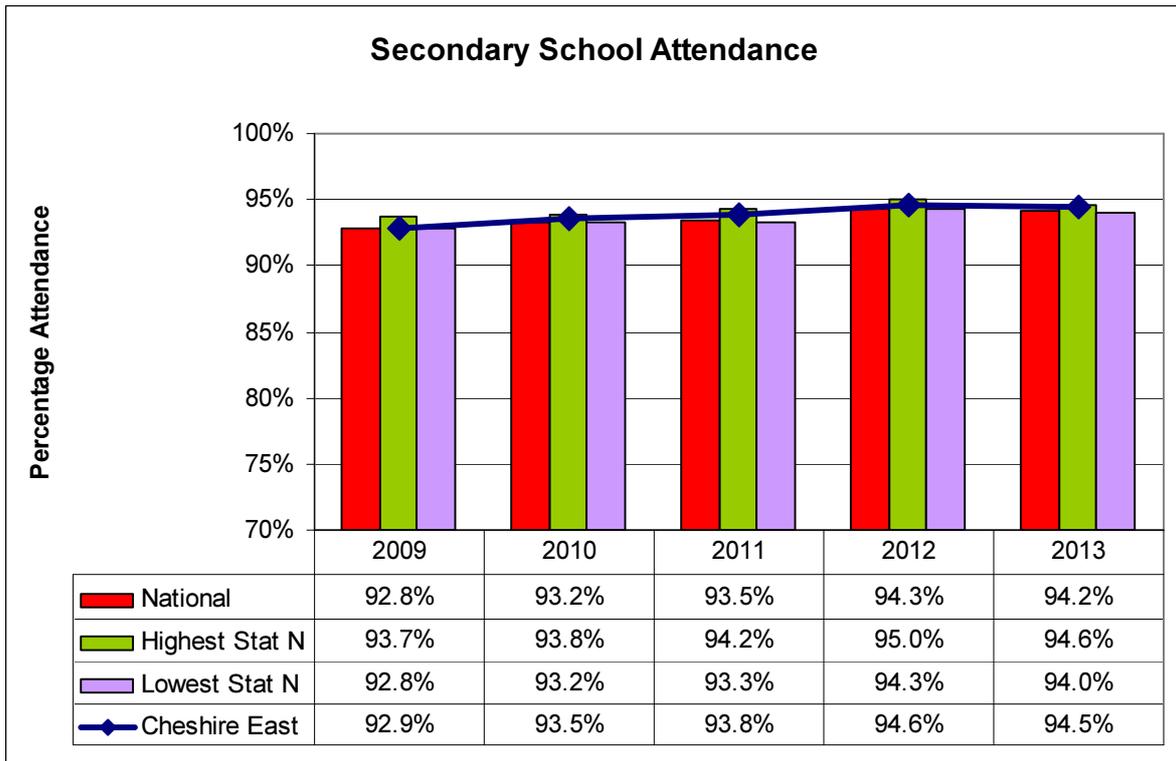
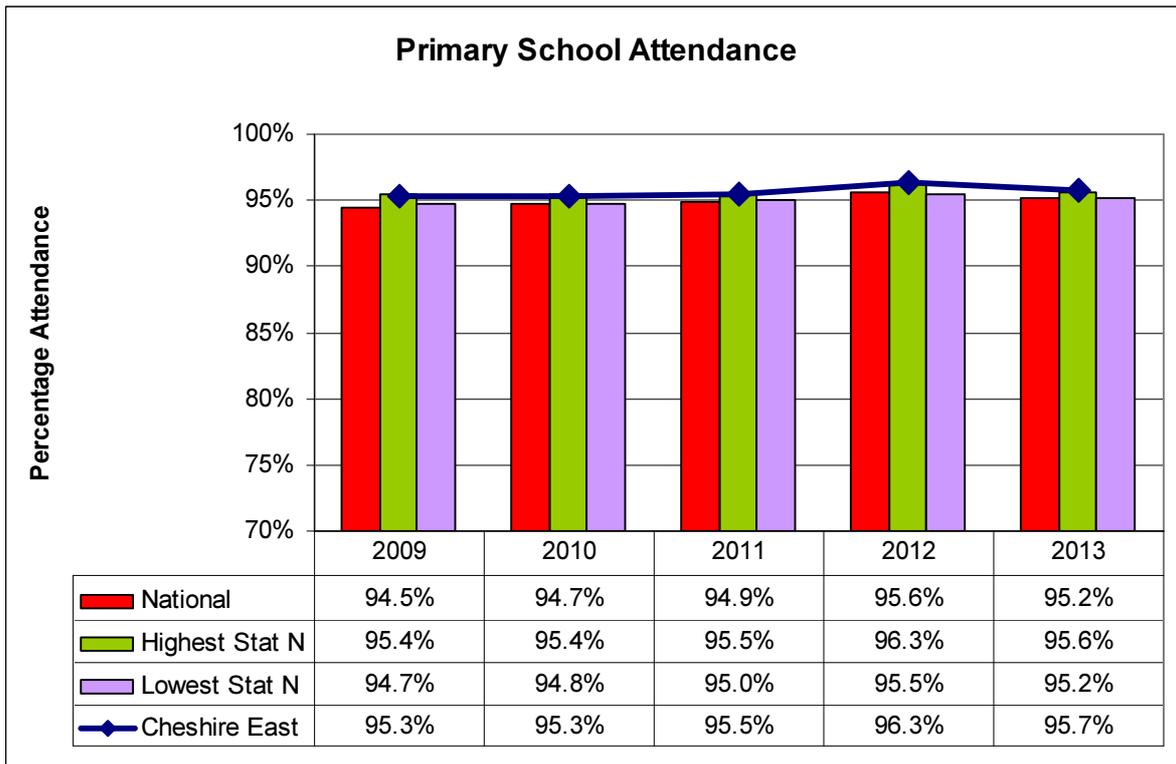
The focus in recent years has been on pupils who are persistently absent from school. A Persistent Absentee (PA) is defined as a pupil having an attendance of 85% or less. Unlike most charts, the lower the PA figure, the better the performance.

Each year Cheshire East Education Welfare Service (EWS) raises their thresholds so as to set challenging targets for schools. Universal support is available to schools, to ensure that schools continue to make progress and maintain high attendance and low PA. In addition EWS input is targeted at schools sitting at or under the national average to support improvements; which is one factor in the year on year improvements.

Key Messages

- The percentage of persistent absentees in Cheshire East Primary schools has fallen significantly since 2011 by from 4.3% to 2.5%. This is 1.1 percentage points below the 2013 national average. Cheshire East is ranked 1st when compared to its statistical neighbours.
- The percentage of persistent absentees in Cheshire East Secondary schools has fallen significantly since 2011 by 3.5 percentage points from 9.5% to 6.0%. In 2013 Cheshire East was 0.5 percentage points below the national average. Cheshire East is ranked 7th when compared to its statistical neighbours.
- Attendance in Cheshire East Primary schools has fallen in 2013, however it has remained above the national average. Cheshire East is ranked 1st when compared to its statistical neighbours.
- 2013 attendance in Cheshire East Secondary schools has fallen by 0.1 percentage points compared to last year on year over but it still remains above the national average. Cheshire East is ranked 2nd when compared to its statistical neighbours.





The Performance of Vulnerable Groups : Attendance

Cared for Children : Attendance

Year	Attendance	Persistent Absence
2013	92.4%	16.3% (42 pupils)
2012	94.5%	4.1% (18 Pupils)
2011	93.5%	8.6% (38 Pupils)
2010	92.7%	10% (24 Pupils)

The table above includes all Cared for Children. The use of a dedicated IT system specifically to monitor the attendance of Cared for Children has improved the quality of the data for this cohort of pupils.

Key Areas for Development: Attendance

- To address leave of absence taken during term time.
- To further develop preventative work to increase attendance, reduce persistent absence and reduce the need for action through the judicial system.

8. Exclusions

There are two types of exclusions; permanent and fixed term. A pupil will only be permanently excluded in response to serious breaches of the school's behaviour policy or if allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school. Fixed term exclusions are for a specified time and must not add up to more than 45 school days in a school year.

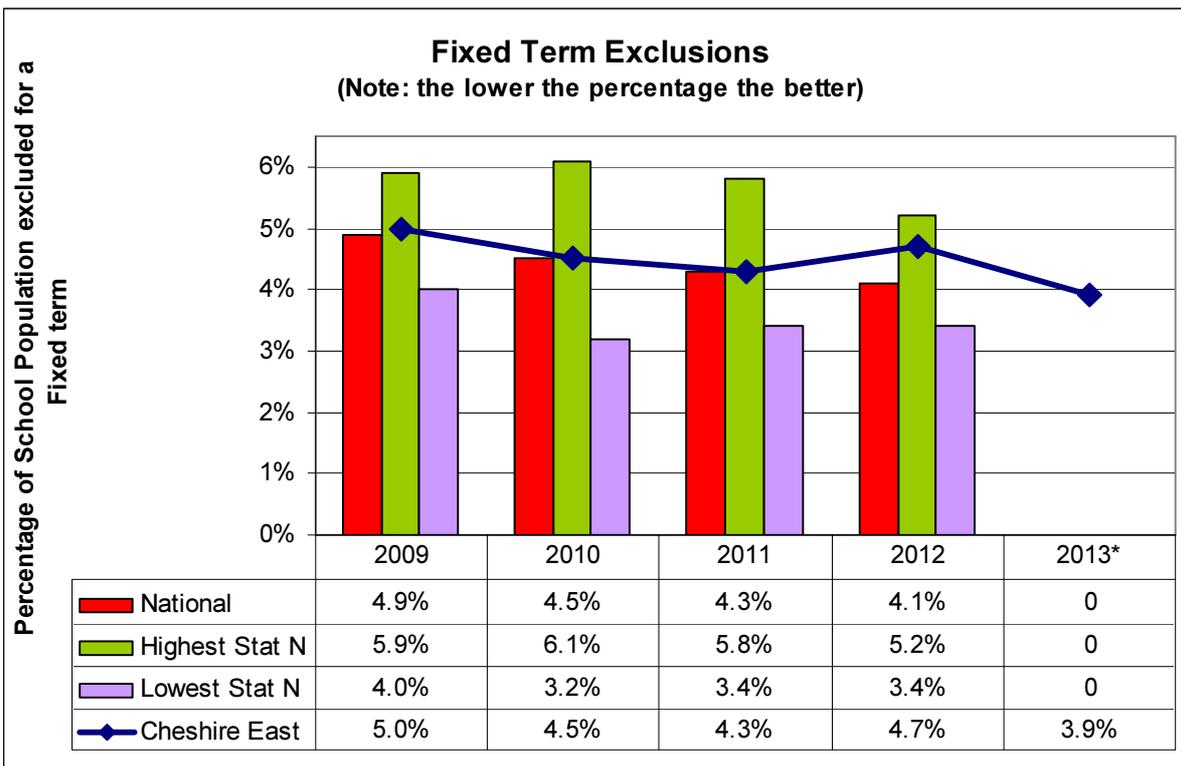
Key Messages

- The provisional data for 2013 shows a small drop in the number of permanent exclusions overall, with the number in secondary schools dropping to 32 but this being offset by the increases in the primary and special schools.
- The rate of permanent exclusions has risen slightly to 0.08 per cent of the school population or in other words is equivalent to 8 pupils in every 10,000. In 2012 Cheshire East was ranked 7th when compared to statistical neighbours.
- The provisional 2013 data for fixed term exclusions dropped by 380 to 1994.
- The rate of fixed term exclusions has dropped by almost 1 percentage point to 3.9 per cent of the school population or in other words is equivalent to 390 pupils in every 10,000. In 2012 Cheshire East was ranked 9th when compared to statistical neighbours.

	Number of Permanent Exclusions				
	2009	2010	2011	2012	2013*
Primary	1	0	0	5	6
Secondary	35	24	18	35	32
Special	0	6	2	0	1
Total	36	30	20	40	39

	Number of Fixed Term Exclusions				
	2009	2010	2011	2012	2013*
Primary	266	206	214	242	247
Secondary	2176	1942	1839	2097	1682
Special	54	82	58	35	65
Total	2496	2230	2111	2374	1994

*Please note that the 2013 data is provisional.



The Performance of Vulnerable Groups : Exclusions

Cared for Children : Exclusions

Year	Number of permanent exclusions	Number of episodes of FT exclusion	Number of pupils excluded having at least 1 FTE	Percentage of cohort having at least 1 FTE
2009-10	0	98	33	12.3
2010-11	0	98	35	12.4
2011-12	0	94	32	11.3
2012-13	0	100	30	11.7

In terms of all Cared for Children, there have been no permanent exclusions over the last 3 years. In terms of fixed term exclusions:

- There were pupils excluded in 2012-13, which was % of the Cared for Children cohort.
- There were 24 pupils excluded in 2011-12, which was 5.5% of the Cared for Children cohort.
- There were 228 pupils excluded in 2010-11, which was 6.3% of the Cared for Children cohort.

There were 19 pupils excluded in 2009-10, which was 7.8% of the Cared for Children

Key Areas for Development : Exclusions

- To continue to reduce the number of pupils receiving fixed term exclusions (FTE) by developing multi agency practices through early intervention.
- To support schools capacity in partnerships to intervene early to identify causal factors for behaviour and have appropriate interventions.
- To work particularly with primary schools to reduce permanent exclusions.

Appendix 1 - Latest Ofsted Inspection Outcomes (from reports published up to 31st January 2014)

Nursery and Primary School Inspections

Date of most recent Ofsted full inspection	School	Grade	Academy
Feb-12	Acton Church of England Primary School	Outstanding	
Oct-11	Adlington Primary School	Outstanding	
Jun-09	Alderley Edge Community Primary School	Good	
Oct-08	Alsager Highfields Community Primary School	Outstanding	
Feb-13	Ash Grove Primary School and Nursery	Outstanding	✓
Jun-09	Ashdene Primary School	Good	
Apr-13	Astbury St Mary's Church of England Primary School	Good	
Sep-12	Audlem St James' CE Primary School	Satisfactory	
Jun-13	Beechwood School	Satisfactory	
May-13	Bexton Primary School	Good	
Apr-13	Bickerton Holy Trinity CE Primary School	Good	
Nov-13	Black Firs Primary School	Good	
Sep-13	Bollinbrook Church of England Primary School	Satisfactory	
Jul-12	Bollington Cross Church of England Primary School	Good	
Dec-12	Bollington St John's Church of England Primary School	Good	
Sep-11	Bosley St Mary's Church of England Primary School	Good	
Nov-12	Brereton Church of England Primary School	Good	
Mar-12	Bridgemere Church of England Primary School	Satisfactory	
Jan-13	Brierley Primary School	Good	
Mar-12	Broken Cross Community School	Good	
Jul-07	Buglawton Primary School	Outstanding	
Nov-11	Bunbury Aldersey Church of England Primary School	Outstanding	
Dec-12	Calveley School	Satisfactory	
Mar-12	Chelford Church of England Primary School	Good	
Jun-11	Christ the King	Good	
Feb-13	Cledford Primary School	Satisfactory	
Nov-11	Cranberry Primary School	Satisfactory	✓
May-13	Daven Primary School	Good	
May-13	Dean Oaks Primary School	Good	
Oct-12	Dean Valley Community Primary School	Good	
Nov-11	Disley Primary School	Good	
Jan-11	Edleston Primary School	Good	
May-12	Egerton Primary School	Good	
Jul-09	Elworth Church of England Primary School	Good	
Dec-12	Elworth Hall Primary School	Satisfactory	
Dec-08	Excalibur Primary School	Outstanding	
Jan-11	Gainsborough Primary and Nursery School	Good	
Jan-12	Gawsworth Primary School	Good	
Nov-07	Goostrey Community Primary School	Outstanding	
Oct-12	Gorsey Bank Primary School	Good	
Feb-13	Haslington Primary School	Good	
Mar-07	Havannah Primary School	Outstanding	
Feb-09	Hermitage Primary School	Outstanding	
Jun-13	High Legh Primary School	Good	
Nov-11	Highfields Community Primary School	Outstanding	
Feb-12	Hollinhey Primary School	Good	
Mar-10	Holmes Chapel Primary School	Good	✓
Apr-12	Hungerford Primary School	Good	

Date of most recent Ofsted full inspection	School	Grade	Academy
Jun-09	Hurdsfield Community Primary School	Good	
Jul-13	Ivy Bank Primary School	Good	
Oct-13	Kettleshulme St James' Church of England Primary School	Good	
Mar-09	Lacey Green Primary School	Outstanding	✓
May-11	Leighton Primary School	Outstanding	✓
Jan-11	Lindow Community Primary School	Good	
Jan-13	Little Bollington Church of England Primary School	Good	
Sep-09	Lostock Hall Primary School	Outstanding	
Mar-08	Lower Park School	Outstanding	
May-13	Mablins Lane Community Primary School	Good	
Jun-10	Manor Park School and Nursery	Good	
Jan-10	Marlfields Primary School	Good	
Oct-11	Marton & District Church of England Primary School	Good	
Sep-11	Middlewich Primary School	Good	
Jun-12	Millfields Primary School and Nursery	Good	
Jun-12	Mobberley Church of England Primary School	Outstanding	
Feb-11	Monks Coppenhall Primary & Nursery School	Outstanding	
Mar-10	Mossley Church of England Primary School	Good	
Nov-11	Mottram St Andrew Primary School	Outstanding	✓
Mar-12	Nether Alderley Primary School	Good	
Mar-12	Oakefield Primary and Nursery School	Satisfactory	✓
Mar-11	Offley Primary School	Good	
Jun-12	Parkroyal Community School	Good	✓
Apr-09	Pear Tree Primary School	Good	
Sep-13	Pebble Brook Primary School	Satisfactory	
Jan-12	Peover Superior Endowed (Controlled) Primary School	Good	
Jun-12	Pikemere School	Good	
Jan-11	Pott Shrigley Church School	Outstanding	
Jun-07	Prestbury Church of England Primary School	Outstanding	
Feb-10	Puss Bank School	Good	
Oct-11	Rainow Primary School	Good	
Apr-13	Rode Heath Primary School	Good	
Feb-13	Sandbach Community Primary School	Good	
Oct-12	Scholar Green Primary School	Good	
Apr-13	Shavington Primary School	Satisfactory	
Dec-07	Smallwood Church of England Primary School	Outstanding	
Nov-10	Sound and District Primary School	Good	
Oct-13	St Alban's Catholic Primary School	Satisfactory	
Apr-09	St Anne's Catholic Primary School	Outstanding	
Nov-12	St Anne's Fulshaw Church of England School	Good	
Oct-11	St Benedict's Catholic Primary School	Good	
Mar-12	St Gabriel's Catholic Primary School	Outstanding	
May-12	St Gregory's Catholic Primary School	Good	
Feb-09	St John the Evangelist Church of England Primary School, Macclesfield	Good	
Jun-11	St John's C of E Primary School, Sandbach Heath	Good	
Jun-09	St Mary's Catholic Primary School (Congleton)	Good	
Jun-11	St Mary's Catholic Primary School (Crewe)	Good	
Oct-13	St Mary's Catholic Primary School (Middlewich)	Good	
Sep-09	St Oswald's Worleston Church of England Primary School	Good	
Mar-10	St Paul's Catholic Primary School	Outstanding	

Date of most recent Ofsted full inspection	School	Grade	Academy
May-13	St Vincent de Paul Catholic Primary School	Good	
Jun-09	Stapeley Broad Lane Church of England Primary School	Good	✓
Dec-13	Styal Primary School	Good	
Dec-12	The Berkeley Primary School, Wistaston	Good	
Mar-12	The Dingle Primary School	Good	
Sep-12	The Marlborough Primary School	Good	
Dec-09	The Quinta Primary School	Good	✓
Jul-12	Underwood West Primary School	Good	
Jun-09	Upton Priory School	Outstanding	
May-12	Vernon Primary School	Outstanding	
Nov-12	Vine Tree Primary School	Good	
Jun-10	Warmingham Church of England Primary School	Good	
Oct-13	Weaver Primary School	Good	
May-09	Weston Village Primary School	Good	
Jun-11	Wheelock Primary School	Outstanding	
Mar-11	Whirley Primary School	Good	
Sep-13	Willaston Primary School	Good	
Jun-12	Wilmslow Grange Community Primary & Nursery School	Good	
Sep-06	Windle Church of England Primary School	Outstanding	
Nov-12	Wistaston Church Lane Primary School	Outstanding	
Sep-13	Wistaston Green Primary and Nursery School	Outstanding	
Nov-10	Woodcock's Well Church of England Primary School	Good	
Jun-09	Worth Primary School	Outstanding	✓
Jan-12	Wrenbury Primary School	Good	
May-12	Wybunbury Delves Church of England Primary School	Good	
Jan-13	Wyche Primary School	Satisfactory	

Percentage of Primary Schools in each Grade

Grade	%
Outstanding	25
Good	64.5
Satisfactory/Requires Improvement	10.5
Inadequate	0

Secondary School Inspections

Date of most recent Ofsted full inspection	School	Grade	Academy
Apr-11	All Hallows Catholic High School	Outstanding	✓
Feb-13	Alsager School	Good	✓
Sep-08	Brine Leas High School	Outstanding	✓
Jan-10	Congleton High School	Good	✓
May-13	Eaton Bank School	Satisfactory	✓
Mar-13	The Fallibroome Academy	Outstanding	✓
Oct-07	Holmes Chapel Comprehensive School	Outstanding	✓
Oct-13	Kings Grove School	Satisfactory	
Nov-11	Knutsford High School	Good	✓
Sep-11	Malbank School and Sixth Form College	Good	
Jul-13	Middlewich High School	Good	
May-08	Poynton High School and Performing Arts College	Outstanding	
Jul-13	Ruskin Sports and Languages College - a Community High School	Satisfactory	
Sep-08	Sandbach High School and Sixth Form College	Outstanding	✓
Jan-13	Sandbach School	Satisfactory	✓
Nov-12	Shavington High School	Satisfactory	
Apr-13	Sir William Stanier Community School	Satisfactory	✓
Apr-12	St Thomas More Catholic High School	Good	✓
Nov-11	Tytherington High School	Good	
May-13	The Macclesfield Academy	Satisfactory	✓
Oct-13	Wilmslow High School	Good	

Percentage of Secondary Schools in each Grade

Grade	%
Outstanding	28.6
Good	38.1
Satisfactory/Requires Improvement	33.3
Inadequate	0

Special School Inspections

Date of most recent Ofsted full inspection	School	Grade	Academy
Feb-11	Adelaide	Outstanding	✓
Nov-09	Park Lane	Outstanding	
Nov-13	Springfield	Outstanding	
Nov-13	St John's Wood	Good	

Percentage of Special Schools in each Grade

Grade	%
Outstanding	75.0
Good	25.0

Appendix 2 – EYFSP School Level Results 2011 to 2013

Percentage of pupils achieving a good level of development at the end of the EYFSP

School	2011	2012	2013	
Acton Church of England Primary School	68%	95%	54.5%	
Adlington Primary School	63%	87%	66.7%	
Alderley Edge Community Primary School	31%	77%	80.0%	
Alsager Highfields Community Primary School	85%	89%	67.4%	
Ash Grove Primary School and Nursery	54%	92%	80.0%	
Ashdene Primary School	97%	98%	91.7%	
Astbury St Mary's Church of England Primary School	76%	94%	36.8%	
Audlem St James' CE Primary School	41%	84%	66.7%	
Beechwood School	43%	56%	48.0%	
Bexton Primary School	88%	90%	55.2%	
Bickerton Holy Trinity CE Primary School	69%	75%	38.9%	
Black Firs Primary School	58%	74%	33.3%	
Bollinbrook Church of England Primary School	37%	78%	63.3%	
Bollington Cross Church of England Primary School	64%	74%	72.4%	
Bollington St John's Church of England Primary School	85%	69%	50.0%	
Bosley St Mary's Church of England Primary School	50%	0%	50.0%	
Brereton Church of England Primary School	52%	75%	56.0%	
Bridgemere Church of England Primary School	88%	100%	45.5%	
Brierley Primary School	68%	77%	37.9%	
Broken Cross Community School	33%	80%	37.5%	
Buglawton Primary School	24%	60%	46.7%	
Bunbury Aldersey Church of England Primary School	73%	77%	68.8%	
Calveley School	100%	100%	76.9%	
Chelford Church of England Primary School	100%	100%	75.0%	
Christ the King Catholic and C of E Primary School	53%	87%	54.8%	
Cledford Primary School	64%	73%	54.3%	
Cranberry Primary School	70%	73%	60.7%	
Daven Primary School	57%	50%	33.3%	
Dean Oaks Primary School	66%	76%	42.6%	
Dean Valley Community Primary School	77%	97%	58.1%	
Disley Primary School	100%	100%	74.1%	
Edleston Primary School	60%	53%	21.9%	
Egerton Primary School	61%	66%	43.5%	
Elworth Church of England Primary School	78%	62%	75.0%	
Elworth Hall Primary School	70%	58%	62.1%	
Excalibur Primary School	48%	87%	71.0%	
Gainsborough Primary and Nursery School	45%	37%	50.0%	
Gawsworth Primary School	62%	81%	51.6%	
Goostrey Community Primary School	87%	82%	86.7%	
Gorsey Bank Primary School	41	97%	92%	88.1%
Haslington Primary School		47%	77%	66.7%

Havannah Primary School	78%	64%	68.2%
Hermitage Primary School	74%	78%	66.7%
High Legh Primary School	60%	68%	68.4%
Highfields Community Primary School	80%	80%	70.0%
Hollinhey Primary School	67%	50%	36.7%
Holmes Chapel Primary School	67%	90%	52.9%
Hungerford Primary School	75%	73%	43.3%
Hurdsfield Community Primary School	29%	77%	13.6%
Ivy Bank Primary School	52%	85%	52.6%
Kettlethulme St James' Church of England Primary School	80%	100%	100.0%
Lacey Green Primary School	62%	59%	43.3%
Leighton Primary School	72%	83%	55.0%
Lindow Community Primary School	81%	77%	35.7%
Little Bollington Church of England Primary School	50%	77%	27.3%
Lostock Hall Primary School	94%	69%	78.6%
Lower Park School	83%	85%	65.8%
Mablins Lane Community Primary School	28%	55%	46.7%
Manor Park School and Nursery	40%	57%	15.2%
Marlfields Primary School	53%	71%	64.0%
Marton & District Church of England Primary School	77%	93%	59.3%
Middlewich Primary School	60%	70%	46.7%
Millfields Primary School and Nursery	75%	97%	66.7%
Mobberley Church of England Primary School	96%	95%	76.7%
Monks Coppenhall Primary & Nursery School	35%	37%	24.2%
Mossley Church of England Primary School	80%	89%	64.7%
Mottram St Andrew Primary School	95%	88%	83.3%
Nether Alderley Primary School	68%	80%	40.0%
Oakefield Primary and Nursery School	53%	49%	59.3%
Offley Primary School	80%	82%	74.1%
Park Lane School	0%	0%	0.0%
Parkroyal Community School	72%	55%	51.6%
Pear Tree Primary School	66%	24%	61.3%
Pebble Brook Primary School	63%	56%	29.5%
Peover Superior Endowed (Controlled) Primary School	100%	100%	85.7%
Pikemere School	90%	90%	60.0%
Pott Shrigley Church School	80%	67%	81.8%
Prestbury Church of England Primary School	90%	89%	71.7%
Puss Bank School	67%	91%	64.9%
Rainow Primary School	63%	74%	66.7%
Rode Heath Primary School	64%	73%	40.0%
Sandbach Community Primary School	57%	73%	53.3%
Scholar Green Primary School	68%	75%	40.0%
Shavington Primary School	87%	93%	63.3%
Smallwood Church of England Primary School	39%	89%	57.1%
Sound and District Primary School	77%	85%	47.1%
Springfield Special School	0%	0%	0.0%
St Alban's Catholic Primary School	63%	96%	82.6%

St Anne's Catholic Primary School	77%	70%	73.3%
St Anne's Fulshaw Church of England School	52%	73%	70.0%
St Benedict's Catholic Primary School	93%	92%	75.9%
St Gabriel's Catholic Primary School	97%	97%	66.7%
St Gregory's Catholic Primary School	62%	63%	75.0%
St John the Evangelist C of E Primary School, Macclesfield	92%	82%	53.5%
St John's C of E Primary School	65%	59%	36.0%
St Mary's Catholic Primary School (Congleton)	85%	59%	56.0%
St Mary's Catholic Primary School (Crewe)	56%	68%	47.7%
St Mary's Catholic Primary School (Middlewich)	82%	71%	78.6%
St Oswald's Worleston Church of England Primary School	57%	40%	72.7%
St Paul's Catholic Primary School	83%	73%	56.3%
St Vincent de Paul Catholic Primary School	77%	69%	43.3%
Stapeley Broad Lane Church of England Primary School	63%	100%	70.0%
Styal Primary School	73%	60%	66.7%
The Berkeley Primary School, Wistaston	73%	91%	61.1%
The Dingle Primary School	82%	90%	47.2%
The Marlborough Primary School	84%	88%	70.0%
The Quinta Primary School	52%	74%	86.5%
Underwood West Primary School	51%	53%	18.2%
Upton Priory School	56%	67%	60.3%
Vernon Primary School	89%	95%	70.3%
Vine Tree Primary School	67%	77%	66.7%
Warmingham Church of England Primary School	82%	91%	20.0%
Weaver Primary School	93%	86%	45.2%
Weston Village Primary School	49%	79%	60.6%
Wheelock Primary School	77%	86%	50.0%
Whirley Primary School	72%	90%	66.7%
Willaston Primary School	67%	79%	38.7%
Wilmslow Grange Community Primary & Nursery School	80%	61%	45.9%
Windle Church of England Primary School	83%	88%	50.0%
Wistaston Church Lane Primary School	93%	88%	49.2%
Wistaston Green Primary and Nursery School	41%	62%	40.0%
Woodcock's Well Church of England Primary School	71%	58%	25.0%
Worth Primary School	50%	66%	89.7%
Wrenbury Primary School	76%	62%	47.6%
Wybunbury Delves Church of England Primary School	67%	69%	48.3%
Wyche Primary School	31%	59%	40.0%

Appendix 3 – Key Stage 2 School Results 2013

N.B. Results for schools with less than 6 pupils are suppressed

School	Read & Write & Maths L4 and above		Reading 2 or more levels progress		Writing 2 or more levels progress		Maths 2 or more levels progress	
	2012	2013	2012	2013	2012	2013	2012	2013
Acton CofE Primary School	95%	93%	100%	100%	100%	100%	94%	86%
Adlington Primary School	90%	77%	100%	100%	89%	69%	100%	100%
Alderley Edge Community Primary School	84%	93%	97%	96%	97%	92%	87%	96%
Alsager Highfields Community Primary School	92%	84%	97%	97%	97%	88%	97%	94%
Ash Grove Primary and Nursery School	90%	92%	100%	100%	100%	100%	100%	100%
Ashdene Primary School	93%	86%	95%	95%	86%	78%	97%	93%
Astbury St Mary's CofE Primary School	55%	80%	82%	73%	100%	100%	73%	73%
Audlem St James' CofE Primary School	85%	75%	100%	87%	88%	93%	96%	73%
Beechwood Primary School	68%	46%	90%	82%	97%	100%	80%	74%
Bexton Primary School	90%	89%	97%	100%	97%	100%	90%	94%
Bickerton Holy Trinity CofE Primary School	95%	100%	100%	89%	100%	89%	100%	100%
Black Firs Primary School	89%	79%	100%	97%	89%	97%	92%	82%
Bollinbrook CofE Primary School	77%	90%	92%	97%	100%	97%	85%	90%
Bollington Cross CofE Primary School	100%	92%	100%	92%	91%	100%	91%	85%
Bollington St John's CofE Primary School	75%	88%	88%	100%	100%	100%	63%	100%
Bosley St Mary's CofE Primary School	89%	SUPP	100%	SUPP	100%	SUPP	88%	SUPP
Brereton CofE Primary School	80%	100%	93%	92%	87%	100%	87%	100%
Bridgemere CofE Primary School	77%	67%	92%	67%	92%	67%	92%	100%
Brierley Primary School	83%	69%	100%	92%	100%	92%	100%	100%
Broken Cross Community School	36%	62%	80%	69%	90%	85%	60%	77%
Buglawton Primary School	96%	95%	100%	100%	100%	100%	100%	100%
Bunbury Aldersey CofE Primary School	97%	100%	100%	96%	100%	100%	100%	100%
Calveley Primary School	85%	100%	92%	94%	100%	100%	92%	100%
Chelford CofE Primary School	100%	57%	100%	100%	100%	86%	100%	71%
Christ the King Catholic and Church of England Primary	73%	68%	80%	94%	92%	76%	88%	82%
Cledford Primary School	69%	77%	76%	95%	71%	90%	80%	93%
Cranberry Primary School	66%	79%	90%	82%	93%	89%	75%	82%
Daven Primary School	90%	54%	90%	81%	95%	63%	90%	74%
Dean Oaks Primary School	80%	73%	86%	78%	88%	91%	86%	73%
Dean Valley Community Primary School	100%	95%	100%	100%	100%	94%	96%	100%
Disley Primary School	79%	90%	96%	90%	96%	95%	100%	100%
Edleston Primary School	88%	70%	100%	92%	100%	100%	100%	100%
Egerton Primary School	85%	65%	100%	88%	88%	60%	100%	88%
Elworth CofE Primary School	88%	86%	98%	89%	100%	100%	95%	89%
Elworth Hall Primary School	79%	71%	79%	87%	86%	88%	100%	93%
Excalibur Primary School	88%	80%	91%	90%	97%	100%	97%	93%
Gainsborough Primary and Nursery School	63%	60%	78%	93%	97%	98%	76%	91%
Gawsworth Primary School	81%	83%	100%	87%	92%	87%	85%	79%
Goostrey Community Primary School	91%	86%	97%	100%	85%	97%	97%	100%
Gorsey Bank Primary School	89%	98%	94%	100%	93%	98%	93%	100%
Haslington Primary School	80%	84%	85%	100%	98%	97%	90%	97%
Havannah Primary School	81%	74%	100%	84%	80%	95%	100%	84%
Hermitage Primary School	76%	94%	90%	87%	95%	94%	95%	94%

N.B. Results for schools with less than 6 pupils are suppressed

School	Read & Write & Maths L4 and above		Reading 2 or more levels progress		Writing 2 or more levels progress		Maths 2 or more levels progress	
	2012	2013	2012	2013	2012	2013	2012	2013
High Legh Primary School	69%	100%	94%	100%	75%	100%	81%	100%
Highfields Community Primary School	79%	72%	78%	82%	78%	93%	81%	93%
Hollinhey Primary School	73%	87%	92%	87%	83%	93%	75%	93%
Holmes Chapel Primary School	83%	88%	96%	93%	96%	95%	89%	91%
Hungerford Primary School	77%	80%	94%	89%	96%	98%	81%	93%
Hurdsfield Community Primary School	71%	58%	86%	100%	71%	67%	100%	75%
Ivy Bank Primary School	69%	75%	83%	89%	87%	89%	81%	94%
Kettleshulme St James CofE (VA) Primary School	100%	80%	89%	80%	100%	90%	100%	80%
Lacey Green Primary Academy	93%	93%	100%	93%	97%	100%	95%	96%
Leighton Primary School	93%	89%	100%	96%	100%	100%	100%	95%
Lindow Community Primary School	60%	79%	92%	93%	85%	100%	92%	86%
Little Bollington CofE Primary School	67%	70%	93%	89%	86%	100%	86%	90%
Lostock Hall Primary School	91%	90%	100%	86%	100%	100%	100%	90%
Lower Park School	96%	92%	98%	100%	98%	100%	98%	92%
Mablins Lane Community Primary School	65%	62%	96%	91%	82%	76%	76%	84%
Manor Park School and Nursery	86%	58%	86%	68%	93%	95%	96%	95%
Marlfields Primary School	68%	77%	92%	96%	88%	96%	80%	81%
Marton and District CofE Aided Primary School	96%	72%	91%	96%	100%	68%	100%	88%
Middlewich Primary School	79%	87%	100%	92%	96%	94%	98%	100%
Millfields Primary School and Nursery	71%	69%	100%	77%	100%	100%	96%	81%
Mobberley CofE Primary School	69%	91%	81%	100%	100%	100%	69%	91%
Monks Coppenhall Primary School	73%	73%	97%	93%	100%	98%	97%	89%
Mossley CofE Primary School	74%	83%	94%	95%	94%	100%	88%	90%
Mottram St Andrew Primary Academy	92%	79%	91%	82%	95%	100%	96%	91%
Nether Alderley Primary School	86%	73%	100%	87%	100%	87%	100%	87%
Oakefield Primary and Nursery School	56%	62%	78%	93%	72%	96%	64%	100%
Offley Primary School	88%	95%	96%	93%	92%	100%	94%	95%
Parkroyal Community School	79%	81%	87%	88%	92%	88%	73%	85%
Pear Tree Primary School	87%	90%	97%	93%	97%	90%	97%	100%
Pebble Brook Primary School	83%	85%	94%	79%	83%	100%	89%	96%
Peover Superior Endowed Controlled Primary School	56%	100%	86%	100%	86%	100%	71%	100%
Pikemere School	77%	89%	93%	93%	97%	85%	79%	86%
Pott Shrigley Church School	SUPP	100%	SUPP	67%	SUPP	100%	SUPP	83%
Prestbury CofE Primary School	96%	93%	100%	93%	95%	100%	95%	88%
Puss Bank School	81%	67%	100%	63%	100%	95%	89%	90%
Rainow Primary School	89%	89%	100%	94%	95%	100%	100%	100%
Rode Heath Primary School	84%	82%	71%	95%	87%	91%	97%	91%
Sandbach Community Primary School	73%	59%	100%	76%	100%	100%	100%	76%
Scholar Green Primary School	76%	80%	81%	93%	88%	93%	88%	93%
Shavington Primary School	77%	87%	97%	86%	89%	90%	91%	86%
Smallwood CofE Primary School	94%	78%	94%	94%	100%	94%	100%	83%
Sound and District Primary School	88%	71%	100%	94%	94%	63%	94%	94%
St Alban's Catholic Primary School	83%	82%	85%	88%	83%	93%	87%	86%
St Anne's Catholic Primary School	93%	78%	100%	100%	100%	100%	96%	95%

N.B. Results for schools with less than 6 pupils are suppressed

School	Read & Write & Maths L4 and above		Reading 2 or more levels progress		Writing 2 or more levels progress		Maths 2 or more levels progress	
	2012	2013	2012	2013	2012	2013	2012	2013
St Anne's Fulshaw C of E Primary School	75%	87%	77%	93%	85%	93%	77%	100%
St Benedict's Catholic Primary School	95%	95%	100%	100%	100%	95%	100%	95%
St Gabriel's Catholic Primary School	94%	90%	94%	87%	97%	93%	94%	93%
St Gregory's Catholic Primary School	73%	93%	80%	100%	87%	100%	100%	100%
St John the Evangelist CofE Primary School	93%	83%	97%	96%	95%	100%	100%	91%
St John's CofE Primary School	81%	87%	90%	96%	85%	96%	90%	91%
St Mary's Catholic Primary School	89%	94%	75%	75%	81%	94%	100%	94%
St Mary's Catholic Primary School	89%	83%	96%	97%	96%	97%	100%	93%
St Mary's Catholic Primary School, Crewe	77%	79%	94%	91%	96%	98%	94%	83%
St Oswald's Worleston CofE Primary School	78%	82%	63%	90%	100%	90%	75%	90%
St Paul's Catholic Primary School	88%	73%	100%	73%	100%	93%	100%	80%
St Vincent's Catholic Primary School	83%	88%	93%	91%	86%	100%	93%	96%
Stapeley Broad Lane CofE Primary School	88%	93%	91%	97%	100%	97%	87%	97%
Styal Primary School	40%	93%	87%	85%	93%	100%	67%	92%
The Berkeley Primary School	93%	79%	100%	85%	100%	98%	100%	91%
The Dingle Primary School	88%	86%	94%	91%	96%	95%	96%	93%
The Marlborough Primary School	80%	87%	89%	93%	91%	93%	95%	86%
The Quinta Primary School	87%	97%	97%	100%	87%	100%	100%	97%
Underwood West Primary School	56%	46%	86%	79%	88%	96%	74%	85%
Upton Priory School	81%	84%	93%	88%	100%	98%	93%	94%
Vernon Primary School	93%	74%	92%	80%	92%	83%	95%	73%
Vine Tree Primary School	86%	96%	100%	100%	100%	100%	100%	96%
Warmingham CofE Primary School	100%	69%	100%	85%	100%	100%	100%	62%
Weaver Primary School	93%	80%	100%	90%	100%	97%	97%	100%
Weston Village Primary School	91%	81%	97%	81%	100%	100%	97%	97%
Wheelock Primary School	87%	93%	100%	100%	93%	100%	97%	100%
Whirley Primary School	77%	55%	93%	70%	97%	67%	86%	75%
Willaston Primary School	88%	80%	92%	80%	96%	90%	96%	77%
Wilmslow Grange Primary and Nursery School	83%	72%	97%	89%	97%	100%	93%	89%
Windle CofE Primary School	100%	SUPP	100%	SUPP	100%	SUPP	100%	SUPP
Wistaston Church Lane Primary School	92%	98%	100%	98%	100%	100%	100%	100%
Wistaston Green Primary and Nursery School	76%	85%	95%	95%	100%	98%	100%	100%
Woodcock's Well CofE Primary School	100%	70%	100%	80%	92%	80%	100%	60%
Worth Primary School	94%	94%	97%	90%	94%	100%	97%	100%
Wrenbury Primary School	91%	72%	86%	83%	86%	78%	90%	82%
Wybunbury Delves CofE Primary School	88%	83%	100%	100%	96%	100%	92%	97%
Wyche Primary School	64%	46%	86%	85%	71%	77%	64%	85%
Cheshire East	82%	81%	93%	90%	93%	93%	91%	90%
Congleton	83%	84%	93%	92%	92%	94%	92%	90%
Crewe	77%	75%	93%	89%	94%	95%	89%	90%
Knutsford	82%	80%	93%	92%	92%	92%	90%	92%
Macclesfield	81%	79%	91%	88%	93%	90%	88%	88%
Nantwich	87%	81%	95%	91%	94%	93%	92%	93%

N.B. Results for schools with less than 6 pupils are suppressed

School	Read & Write & Maths L4 and above		Reading 2 or more levels progress		Writing 2 or more levels progress		Maths 2 or more levels progress	
	2012	2013	2012	2013	2012	2013	2012	2013
Poynton	92%	86%	97%	89%	95%	95%	97%	89%
Wilmslow	84%	87%	93%	93%	92%	93%	91%	92%

Appendix 4 - KS4 School Level Results 2011 & 2013
Percentage of pupils achieving 5+ A*-C grades at GCSE

School	5+ A*-C incl E & M			5+ A*-C		
	2011	2012	2013	2011	2012	2013
All Hallows Catholic College	58%	70%	66%	94%	95%	89%
Alsager School	71%	64%	73%	85%	86%	87%
Brine Leas School	80%	72%	67%	97%	97%	94%
Congleton High School	69%	64%	60%	93%	92%	98%
Eaton Bank School	63%	52%	68%	75%	73%	85%
The Fallibroome Academy	72%	64%	69%	82%	83%	89%
Holmes Chapel Comprehensive School	81%	80%	73%	92%	93%	92%
Kings Grove School	46%	40%	45%	77%	85%	79%
Knutsford High School	63%	64%	57%	88%	93%	79%
The Macclesfield Academy	40%	60%	53%	56%	81%	93%
Malbank School and Sixth Form College	63%	63%	68%	86%	88%	91%
Middlewich High School	54%	56%	49%	70%	70%	62%
Poynton High School	71%	70%	74%	91%	90%	90%
Ruskin Sports College - A Community High School	50%	43%	40%	63%	84%	73%
St Thomas More Catholic High School	80%	70%	67%	97%	91%	92%
Sandbach High School and Sixth Form College	83%	75%	75%	94%	93%	94%
Sandbach School	71%	52%	63%	75%	67%	80%
Shavington High School	63%	59%	44%	83%	67%	84%
Sir William Stanier Community School	35%	36%	43%	79%	72%	76%
Tytherington High School	62%	54%	69%	74%	69%	80%
Wilmslow High School	70%	74%	65%	80%	81%	74%
Cheshire East	64%	62%	62%	83%	83%	84%
Congleton	61%	64%	67%	74%	83%	87%
Crewe	52%	48%	47%	79%	79%	80%
Knutsford	63%	64%	57%	88%	93%	79%
Macclesfield	61%	62%	65%	78%	81%	87%
Nantwich	71%	67%	68%	91%	63%	92%
Poynton	71%	70%	74%	91%	90%	90%
Wilmslow	70%	74%	65%	80%	81%	74%

Percentage of pupils achieving the English Baccalaureate

School	2011	2012	2013
All Hallows Catholic College	14%	14%	20%
Alsager School	18%	21%	16%
Brine Leas School	29%	24%	35%
Congleton High School	14%	15%	29%
Eaton Bank School	11%	13%	21%
The Fallibroome Academy	29%	26%	32%
Holmes Chapel Comprehensive School	26%	18%	31%
Kings Grove School	5%	4%	5%
Knutsford High School	16%	13%	30%
The Macclesfield Academy	7%	10%	20%
Malbank School and Sixth Form College	7%	10%	12%
Middlewich High School	9%	10%	8%
Poynton High School	33%	33%	44%
Ruskin Sports College - A Community High School	15%	7%	16%
St Thomas More Catholic High School	23%	23%	34%
Sandbach High School and Sixth Form College	28%	31%	30%
Sandbach School	12%	13%	22%
Shavington High School	2%	9%	9%
Sir William Stanier Community School	2%	2%	8%
Tytherington High School	30%	36%	44%
Wilmslow High School	25%	34%	31%
Cheshire East	18%	19%	25%
Congleton	16%	18%	23%
Crewe	8%	8%	13%
Knutsford	16%	13%	30%
Macclesfield	22%	24%	30%
Nantwich	18%	17%	24%
Poynton	33%	33%	44%
Wilmslow	25%	34%	31%

Appendix 5 - Post 16 School Level Results 2011, 2012 & 2013
Average point score per pupil and per entry.

School	A-Level APS per pupil			A-Level APS per entry		
	2011	2012	2013	2011	2012	2013
All Hallows Catholic College	917	718.3	874.2	229.9	214.7	216.9
Alsager School	767.9	710.5	743.3	216.4	217.8	217.3
Brine Leas School*	-	709.7	797.6	-	214.8	220.9
Congleton High School	722.9	665.1	773.1	211.8	214.8	221.7
Eaton Bank School	742.2	710.2	739.6	211.7	208.8	213.3
Holmes Chapel Comprehensive School	732.8	741.2	769.3	207.1	212.8	218.3
Knutsford High School	752.4	667.8	741.3	212.9	200.4	211.9
Malbank School and Sixth Form College	736.6	689.5	648.4	213.5	213.1	204.4
Poynton High School	806.2	750.3	783.8	215.5	208.9	214.4
Sandbach High School and Sixth Form College	911.3	879.7	837	213.7	211	203.9
Sandbach School	NA	792.2	822.4	NA	201.2	208.8
The Fallibroome Academy	934.4	939.5	874.3	232	226.2	214.1
Tytherington High School	739.9	706.8	787.5	222.1	212.2	227.9
Wilmslow High School	806.9	742.6	778.6	234.5	220	220.3
Cheshire East	720.9	754.7	695.7	218.4	213.3	215.2
Congleton	767.7	778.2	792.8	211.3	210	212.3
Crewe	-	-	-	-	-	-
Knutsford	752.4	667.8	741.3	212.9	200.4	211.9
Macclesfield	856.7	867.7	842.5	225.5	222	220.1
Nantwich	736.6	689.5	725.1	213.5	213.1	214.0
Poynton	806.2	750.3	783.8	215.5	208.9	214.4
Wilmslow	806.9	742.6	778.6	234.5	220	220.3

Percentage of A level entries gaining A* to A and A* to E grades

School	% A* to A			%A* to E		
	2011	2012	2013	2011	2012	2013
All Hallows Catholic College	29.4%	25.8%	21.7%	99.3%	100.0%	100.0%
Alsager School	20.9%	20.8%	25.6%	99.7%	100.0%	100.0%
Brine Leas School *	-	24.8%	26.3%	-	100.0%	100.0%
Congleton High School	18.9%	23.5%	31.6%	100.0%	100.0%	100.0%
Eaton Bank School	23.4%	20.1%	21.1%	100.0%	99.5%	100.0%
Holmes Chapel Comprehensive School	23.3%	30.0%	23.7%	98.6%	99.6%	100.0%
Knutsford High School	22.1%	16.9%	18.4%	100.0%	99.6%	100.0%
Malbank School & Sixth Form College	21.7%	25.7%	15.3%	100.0%	99.6%	100.0%
Poynton High School	25.4%	19.3%	24.3%	100.0%	100.0%	100.0%
Sandbach High School & Sixth Form College	22.2%	21.0%	19.3%	99.2%	100.0%	100.0%
Sandbach School	28.0%	25.0%	26.3%	100.0%	99.3%	100.0%
The Fallibroome Academy	36.4%	34.9%	30.2%	99.8%	100.0%	100.0%
Tytherington High School	29.4%	24.7%	37.1%	100.0%	100.0%	100.0%
Wilmslow High School	32.6%	26.0%	25.8%	99.0%	99.8%	100.0%
Cheshire East	24.5%	23.0%	25.1%	99.0%	99.2%	99.9%

School	% A* to A			%A* to E		
	2011	2012	2013	2011	2012	2013
Congleton	20.0%	20.6%	23.9%	98.1%	98.1%	100.0%
Crewe	-	-	-	-	-	-
Knutsford	22.1%	16.9%	18.4%	100.0%	99.6%	100.0%
Macclesfield	29.3%	27.5%	30.4%	99.8%	100.0%	100.0%
Nantwich	21.7%	25.7%	20.8%	100.0%	99.6%	100.0%
Poynton	25.4%	19.3%	24.3%	100.0%	100.0%	100.0%
Wilmslow	32.6%	26.0%	25.8%	99.0%	99.8%	100.0%

Note: Brine Leas School did not have any 2011 Post 16 results as the sixth form only opened in 2010.

Appendix 6 – Cheshire East’s Statistical Neighbours

Each local authority has a set of statistical neighbours, authorities who are deemed similar in characteristics for comparative purposes. It was developed to enable comparisons of the performance of similar local authorities. Statistical neighbours are identified by finding, for each authority, the other authorities with the most similar values for a given set of variables.

These variables include:

- economic – income, wealth, employment;
- mobility;
- parental education;
- ethnic minorities;
- population – density, change, rural or urban;
- size.

Cheshire East’s neighbours are listed below ranked in order of their “closeness” (1 = closest).

Local Authority	Ranking
Cheshire West and Chester	1
Hampshire	2
Central Bedfordshire	3
Warwickshire	4
West Berkshire	5
Warrington	6
Solihull	7
North Yorkshire	8
Hertfordshire	9
Worcestershire	10

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Cheshire East Annual Education Report 2012-13 : Executive Summary

The overall aim of this report is to provide an overview of educational outcomes for young people across Cheshire East in a format which is accessible to a range of stakeholders. This detailed report will be shared with all schools, governors and elected members over the coming weeks.

The key messages provided for each Key Stage from Early Years through to Post 16 capture the achievements of learners and the position of Cheshire East's performance compared to both the national position and statistical neighbours. The overall picture emerging from the results for 2012-13 is that Cheshire East Schools continue to perform very well compared to national performance for the majority of key indicators. The exception to this is at the end of Key Stage 4. Collectively, our schools provide a high quality learning experience when using Ofsted Inspection outcomes (87% of schools are good or better) and there are many examples of excellent practice in terms of the high achievement, diversity and breadth of curriculum experiences especially within primary schools.

It is clear from this report that the rates of improvement across some of our schools has slowed in recent years. There are many factors which have contributed to this plateauing effect some caused by national policy change but one of the more influential factors has been the move to a more diverse education system where sector led improvement has been strongly promoted. The transition to establish effective school to school systems has not been coherent and whilst there are examples of highly effective partnership working, it has not been universally applied and not rapid enough. In addition, gaps in achievement between certain vulnerable groups have not closed and this is particularly concerning in Secondary Schools. The authority has to urgently achieve the position where the best educational opportunities are available to all with a total commitment to collectively respond to any underperformance.

Significant work has been undertaken over the last 6 months to establish a coherent strategy for raising achievement across the Borough to urgently address gaps in performance. The establishment of the Education Board (and constituent focus groups) and the generation of the 3 Year 'Raising Achievement Plan' has had real impact in providing a consistent framework through which all schools will strive to improve. There is real and genuine commitment from the vast majority of schools, regardless of status, to share resources and best practice. Programmes put in place are already having impact based around three key priorities: *Improving outcomes for vulnerable groups, establishing coherent school to school support mechanisms and improving educational and business links*. There is a growing acceptance of collective responsibility and accountability across the partnership to address these priorities and a real desire to close achievement gaps.

The initial focus has had to be placed on Secondary School performance. The overall results for 2012-13 for both attainment and progress have halted the decline from the previous year and it is now imperative that accelerated progress is seen. Significant investment has already been put in place by the Partnership to close gaps in performance especially for our disadvantaged learners and the attached table captures these interventions and intended outcomes. The recent conference on closing achievement gaps, attended by close to 200 school representatives has acted as a 'watershed moment' in collectively identifying the issues and agreeing the solutions going forward.

The Cheshire East Education Partnership of schools has to be the future for tackling priorities and key to its success will be the role and functions of the Local Authority and its education services. These services, whilst reduced, remain valued by schools and will provide much of the impetus and coordination to bring about the necessary improvements. Included within this function will be the need to reinforce the LA's statutory duties and collective monitoring role to champion the interests of all young learners. It is important that the partnership continues to draw upon national excellence in education to supplement that available locally.

The future national drive for curriculum reforms and changes to assessment methodology will require our schools to be flexible and proactive in responding to change. The last 6 months has shown that the partnership of schools can harmonise its resources and collaborate together on common priorities.. The test of this new collaboration will be demonstrate that the activity is robust and effective in bringing about the changes needed, especially for our more vulnerable learners. There is much to celebrate in our schools and there is certainly a commitment to accelerate improvements in key areas in achieving the best educational outcomes for all. Ofsted have recently commented on the rigour of our commitment to close gaps across the Borough and we are confident that our strategies will have the impact in both the short and longer term.

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Cheshire East Education Partnership : Summary of current interventions to tackle Secondary Underperformance : Closing of Achievement Gaps

Based upon the performance outcomes for Cheshire East Secondary Schools in the summer 2013, the Education Board, through its Raising Achievement Plan has initiated a series of direct interventions with Schools to urgently address the priority of closing achievement gaps for vulnerable groups. In particular, those pupils eligible for Pupil Premium (PP).

Initiative	Success Criteria / Impact	Timeline / Responsibility
Appointment of dedicated Pupil Premium Champion for the Authority to work directly with All secondary schools – Kevin Harrison	a. Initial visits to all schools to assess the quality of their submitted Action Plans for PP Pupils. b. Sharing of best practice between schools in terms of immediate gains for all schools. c. Establishment of effective network of PP Champions in all schools.	Initial visits to be completed by Easter – some priority schools re-visited. Website already set up for best practice. PP Champions in schools identified and collated – Initial meeting : 25 th March <i>All Above : Kevin Harrison.</i>
Closing the gap Conference for all schools lead by John Dunford – National PP Champion.	High Attendance from all schools – primary and Secondary. Key messages delivered and national evidence utilised Clear actions to result from Conference	Attendance – close to 200 delegates Excellent feedback on impact and quality of messages. Next steps – framework produced (see below) <i>All Above : Mark Bayley</i>
Appointment of Primary PP lead	In line with above for KH – targeting of schools where gaps Largest.	Advert currently out for Secondment opportunity from Schools. <i>Mark Bayley</i>
Collation of predicted performance data from Secondary Schools for PP pupils	Data collected will allow us to predict size of gap for 2013-14 And target resources in schools of greatest need.	Data collection currently underway post half term. <i>Kevin Harrison</i>
Audit of named PP Champions in each school – Senior Leader and Governor	All schools to name PP lead who will receive regular updates, Training and support. Increased accountability to be Established.	Returns currently being received from all schools – <i>Kevin Harrison</i>
Establishment of external PP review for all schools using highly qualified leaders.	All schools to receive an externally validated PP review using Experienced leaders trained/skilled in best practice. All schools receive report and action plan resulting from this Review. Ongoing monitoring of impact via KH/MB/M&I Team	Commission being finalised with ‘Achievement for All’ – Dfe supported organisation with current skilled/trained Leaders to deliver review to our schools. Commencement – April <i>Mark Bayley</i>
Development of programme of support & challenge with Targeted schools co-delivered with Ofsted HMI Inspector	CPD events scheduled throughout the year to focus on key themes linked to Ofsted framework – strong emphasis on vulnerable groups	Planned programme in place throughout autumn, spring and Summer terms <i>Mark Bayley</i>
Establishment of PP network to share best practice and evaluate progress of actions plans	Direct face to face network events to share best practice and maintain highest profile of this priority with senior leaders and Governors	Initial date of first meeting – 25 th March <i>Kevin Harrison</i>
Establish of Core subject networks to ensure that Key messages are being received by middle Managers and to be delivered back to classroom teachers	Direct face to face network events to share best practice and maintain highest profile of this priority with curriculum leaders - Maths, English, Science	Subject leads now identified – dates to be set for initial Meetings. <i>Mark Bayley</i>
Establishment of initial support and assessment for EAL pupils	Short term diagnostic assessment of need (esp Language) for EAL learners who arrive into our schools	Commissioned work with South Cheshire College – Initial discussions taking place <i>Mark Bayley</i>
Commissioning of additional CAMHS support for targeted Schools with focus on PP / Vulnerable groups	CAMHS lead to work within pilot project to support staff in terms of Identification of need and improved efficiencies of services.	Commission currently being drawn up <i>Mark Bayley</i>
Ongoing CPD programme for School leaders & Governors	Identification of strategic events to maintain high profile.	Governor conference 28 th March, Summer event being planned.

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.CHESHIRE EAST COUNCIL

REPORT TO: CORPORATE SCRUTINY COMMITTEE

Date of Meeting: 11 March 2014
Report of: Head of Governance and Democratic Services
Subject/Title: Work Programme update

1.0 Report Summary

- 1.1 To review items in the 2013/2014 Work Programme listed in the schedule attached, together with any other items suggested by Committee Members.

2.0 Recommendations

That the 2013/2014 work programme be reviewed.

3.0 Reasons for Recommendations

- 3.1 It is good practice to agree and review the Work Programme to enable effective management of the Committee's business.

4.0 Wards Affected

- 4.1 All

5.0 Local Ward Members

- 5.1 Not applicable.

6.0 Policy Implications including - Carbon reduction - Health

- 6.1 Not known at this stage.

7.0 Financial Implications

- 7.1 Not known at this stage.

8.0 Legal Implications

- 8.1 None.

9.0 Risk Management

9.1 There are no identifiable risks.

10.0 Background and Options

10.1 The schedule attached has been updated to reflect the decisions taken by the Committee at its previous meeting.

10.2 Members are asked to review the schedule attached to this report, and if appropriate, add new items or delete items that no longer require any scrutiny activity. When selecting potential topics, Members should have regard to the Council's new three year plan and also to the general criteria listed below, which should be applied to all potential items when considering whether any Scrutiny activity is appropriate.

The following questions should be asked in respect of each potential work programme item:

- Does the issue fall within a corporate priority;
- Is the issue of key interest to the public;
- Does the matter relate to a poor or declining performing service for which there is no obvious explanation;
- Is there a pattern of budgetary overspends;
- Is it a matter raised by external audit management letters and or audit reports?
- Is there a high level of dissatisfaction with the service;

10.3 If during the assessment process any of the following emerge, then the topic should be rejected:

- The topic is already being addressed elsewhere
- The matter is subjudice
- Scrutiny cannot add value or is unlikely to be able to conclude an investigation within the specified timescale

11 Access to Information

The background papers relating to this report can be inspected by contacting the report writer:

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Corporate Overview and Scrutiny Committee Work Programme 11 March 2014

Issue	Description/Comments	Suggested by	Portfolio Holder as at February 2013	Current Position R,A,G	Date for completion
Children and Adults Safeguarding issues	Standard agenda item to receive updates	The Committee	Children and Families and Health and Adult Social Care	Standard item to be introduced from April 2013	16 April 2013 and continuing
Ofsted Inspection	To review the findings of the Ofsted Inspection March 2013	The Committee	Children and Families	Further action required to co-ordinated with the Children and Families PDG.	TBA
Performance Management information	To be received at least quarterly	Handover from Previous Scrutiny	Performance	To be received quarterly.	Continuing
Budget Monitoring	To be undertaken at least quarterly	Handover from Previous Scrutiny	Finance	To be received quarterly.	Continuing

School Examination data 2012/13	To review the annual school examination data	Handover from Previous Scrutiny Handover from Previous Scrutiny	Children and Families	A full validated report is expected after the publication of key stage 4 results in 2014	11 March 2014
Local Children's Safeguarding Board (LSCB)	Invite the Chairman to future meeting	The Committee	Children and Families		11 March 2014
New Service Delivery vehicles	To consider the framework for future scrutiny of the various arms length vehicles	The Committee	All Portfolios	The method of review to be determined at a future date	31 March 2014
Green Waste Collection	To review the impact of not collecting green waste outside of the summer months	The Committee	Environment Services		31 March 2014
Section 106 Agreements	To receive progress reports on monies owing/spent	Handover from Previous Scrutiny	Strategic Communities	6 monthly review.	June 2014
Regulation 33	To receive periodic reports	Handover	Children and	To be received	June 2014

update	on Section 33 visits to Children's establishments.	from Previous Scrutiny	Families	6 monthly	
New management Structure	To review the effectiveness of the new management structure approved in February 2013	The Committee	All Portfolios	The new structure is expected to be completed by the Autumn of 2013	September 2014
BeWilderwood	To review the financing arrangements of this scheme	The Committee	Prosperity		TBA
Budget Consultation 2015/16	To determine the Committees involvement in budget consultation arrangements in accordance with constitutional requirements.	The Committee	Finance		TBA.

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Regulation 33 update	To receive periodic reports on Section 33 visits to Children's establishments.	Handover from Previous Scrutiny	Children and Families	To be received 6 monthly	June 2014
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