North Yorkshire County Council

Young People Overview and Scrutiny Committee

24 March 2017

Work Programme

1.0 Purpose of Report

1.1 This report asks the Committee to confirm, amend or add to the list of matters shown on the work programme schedule (attached at Appendix 1).

2.0 Work Programme Schedule

2.1 The Work Programme Schedule is attached at Appendix A

3.0 Mid Cycle Briefing Discussion

3.1 Your chairman and group spokespersons have met once since the last meeting about the make-up of the work programme.

3.2 Last year, the committee overhauled its work programme, moving away from agendas that seemed, at times, a mini re-run of Executive member business. The aim was to be more outward looking, more thematic with a stronger emphasis on evaluating outcomes.

3.3 Whilst wanting to devote more attention to "assurance" work, lead members have stressed that it is the impact on outcomes and performance which is of most interest, rather than (just) directorate compliance.

3.4 Whilst not wanting to tie the hand of what will be a changed committee after May - at least in terms of membership – group spokespersons agreed it would be good to settle on some big themes to help structure and plan business for the next eighteen months. See diagram attached (Appendix 2).

4.0 Exclusions Item

4.1 Group spokespersons also agreed a brief/line of enquiry for the Exclusions item which will be the main topic at your next meeting. A draft is attached (Appendix 3)

4.2 Nick Frost, Chair of the Safeguarding Children Board has accepted the invitation to attend your meeting on the 8 September 2017 to present the Board's Annual Report. We have agreed, however, to broaden the item out much more, using the annual report as the centrepiece for a wider dialogue about partnership commitment and activity, and more generally about how we keep North Yorkshire's children safe. There is a Centre for Public Scrutiny guide that is well worth using for this exercise (http://www.cfps.org.uk/safeguarding-children-practical-guide-os-councillors/)

4.3 I've attached an extract - the key scrutiny questions part - for ease of reference (Appendix 4).

5.0 Recommendation

5.1 The Committee is asked to confirm, comment or add to the areas of work listed in the Work Programme schedule.

DANIEL HARRY
SCRUTINY TEAM LEADER
County Hall,
Northallerton

Author and Presenter of Report: Ray Busby
Contact Details: Tel: 01609 532655
E-mail: ray.busby@northyorks.gov.uk 8 December 2016 Background Documents Nil

Appendix 1

YOUNG PEOPLES OVERVIEW AND SCRUTINY COMMITTEE

Scope

The Council's corporate organisation and structure, resource allocation, asset management, procurement policy, people strategy, equality & diversity, performance management, communication and access to services.

Partnership working, community development, community engagement, community strategies and community safety. This Committee shall be the Crime & Disorder Committee for the purposes of Part 3 of the Police and Justice Act 2006.

Meeting Details

Committee Meetings	Friday, 24 March 2017 at 10.30am
	Friday, 9 June 2017 at 10.30am
	Friday, 8 September 2017 at 10.30am
	Friday 8 December 2017 at 10.30am
	Friday 9 March 2018 at 10.30am
Mid Cycle Briefings	Friday 10 February 2017 at 10.30am
	Friday 21 April 2017 at 10.30am
	Friday 21 July 2017 at 10.30am
	Friday 20 October 2017 at 10.30am
	Friday 19 January 2018 at 10.30am

Programme

Friday 24 March 2017			
SUBJECT	**AIMS/PURPOSE**	**COMMENTS**	**LEAD**
Resilience of outcomes/improvement Closing the Gap in Educational Achievement	Having looked at this topic last year, Committee agreed to follow up developments, assess progress. How young people are supported to meet their needs and aspirations. How residents learn throughout their lives, are skilled and ready for Employment and fulfil their potential.	Essentially, are the objectives of the strategy being met? Concentration especially on SEND Dialogue with school representatives	Paul Brennan Katherine Bruce CYPS
Youth Justice Review	The work, and future, of the Youth Justice System. What works to prevent youth crime and rehabilitate young offenders, and how this is applied in practice; how the youth justice system interacts with wider services for children and young people; and whether delivery models and governance arrangements remain fit for purpose and achieve value for money.	Dialogue with operational managers	Pete Dwyer Julie Firth
Friday 9 June 2017			
SUBJECT	**AIMS/PURPOSE**	**COMMENTS**	**LEAD**
School Admissions - status	How work under diversified schools governance. Our admission procedures now and how we expect them, and schools and MAT's attitudes to them, to change. How place allocations are made;	Focus on an account of the customer experience	William Burchill CYPS
School exclusions	Prevalence, profile and role of local authority. How do we respond, what are the support arrangements, how is the picture changing		Cerys Townend, Jane Le Sage

Traded Services	The status, future and effect on traded services of recent and planned changes in educational provision.	Possibly looking at the range of services being provided, whether "traded" or otherwise, and how the pattern of services are likely to change in the future	Anton Hodge Lesa Brown
Friday 8 September 2017			
SUBJECT	AIMS/PURPOSE	COMMENTS	LEAD
Safeguarding	Chairman of Childrens Safeguarding Board presents Annual report. Dialogue about commitment of partners to Safeguarding agenda.	Possibly part of a wider consideration of safeguarding.	Nick Frost
Place planning. Shaping future education provision	Our projections about need/demand and how the LEA shapes/influences provision. Working with the schools commissioner	Possibly linked to admissions analysis and understanding of exclusions	Pete Dwyer Paul Brennan
Roles and Responsibilities of Parent Governors	The changing role of governors and their responsibilities for performance. What is the picture regarding effective governance and the extent to which schools are transparent and open about their decision making? How the local authority provides training and support, information and clerking services. With whom do councillors, as community leaders in particular, need to work.	There is a desire to understand better the new lines of accountability: How can we be sure about the integrity of financial information and the robustness of controls and risk management; are governance arrangements ensuring that school bodies, governors in particular, are applying appropriate values and exhibiting appropriate behaviour.	Paul Brennan Stuart Boothman Alison Johnston
Hospital Admissions	Especially mental health services support for young people, managing cases in the community. The contribution of inappropriate placements and/or insufficient community resources.	Possibly then followed up by a series of discussions with key health personnel on causes of admission, substance abuse, self-harm, eating disorders etc.	Emma Thomas Julie Firth

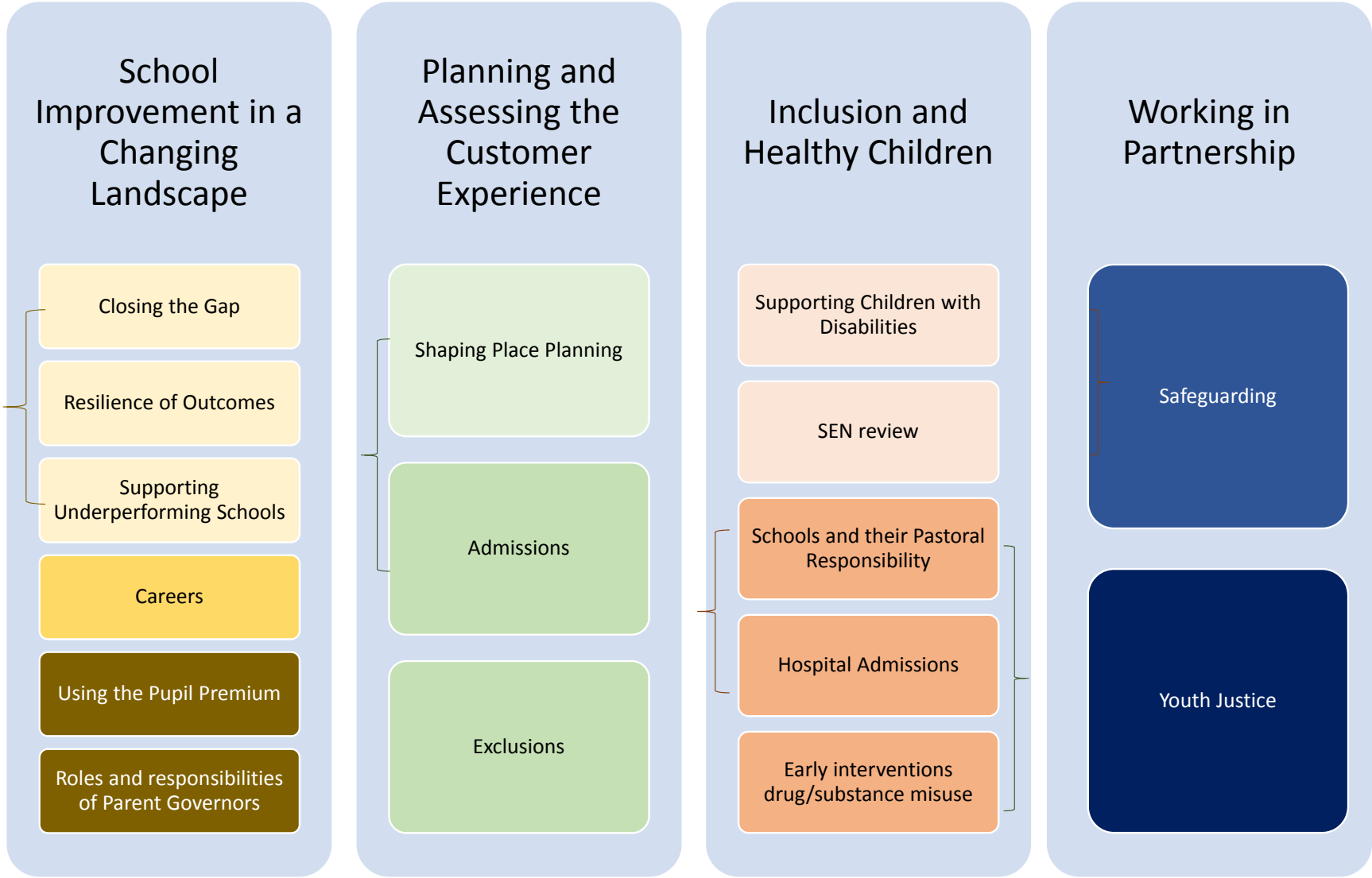
Friday 8 December 2017			
Early Intervention in Schools on Smoking, Drugs, Alcohol	Preventing drug, alcohol and tobacco use in young people and interventions for those already experiencing harm.	Possible focus on commissioning - is it integrated across prevention and specialist interventions and the wider children's agenda	Katie Needham Emma Thomas Julie Firth
Supporting Underperforming Schools - especially those in Special Measures	How does the authority address its statutory requirements such as: requiring schools to "enter into arrangements", specified support; appoint additional governors; suspend delegated budget.		Paul Brennan
Pupil Premium	An understanding of local practices and what works best and comparing local schools' application of the funding and schools in other councils. Outcomes - which children appear to be benefitting. Do all schools comply with their statutory obligations with regards to publication	Challenging the use of the pupil premium.	

Mid Cycle Briefing Items

Date	Probable Item
Friday 21 April 2017	Keeping Children Safe in North Yorkshire
	Prevention Strategy - informal review of current position
	Planning for items before the June Committee meeting • School Admissions - status • School exclusions • Roles and Responsibilities of Parent Governors
21 July 2017	Short Breaks Implementation of changes - 1 year review
	Planning for items before the September Committee meeting • Supporting Underperforming Schools - especially those in Special Measures

Date	Probable Item
	• Pupil Premium • Safeguarding • Early Intervention in Schools on Smoking, Drugs, Alcohol

Appendix 2


School Improvement in a Changing Landscape
Closing the Gap
Resilience of Outcomes
Supporting Underperforming Schools
Careers
Using the Pupil Premium
Roles and responsibilities of Parent Governors
Planning and Assessing the Customer Experience
Shaping Place Planning
Admissions
Exclusions
Inclusion and Healthy Children
Supporting Children with Disabilities
SEN review
Schools and their Pastoral Responsibility
Hospital Admissions
Early interventions drug/substance misuse
Working in Partnership
Safeguarding
Youth Justice

YOUNG PEOPLES OVERVIEW AND SCRUTINY COMMITTEE

Friday 9 June 2017 at 10am in the Brierley Room at County Hall, Northallerton

Exclusions Item Initial draft thoughts on scope

Remit of Committee

The interests of young people, including education, care and protection and family support.

Membership

A list of the committee members is attached.

Outline of Session

The meeting, which will be in public, is in the Brierley Room at County Hall. The Chairman wants this to be part information giving (report/presentation etc,) but mainly informal (dialogue/question and answer session). We have about 45-60 mins on the 9 June, a bit longer if needs be.

There will be an opportunity for an informal discussion with lead members at their Mid Cycle Briefing on the 21 April 2017 about how best to approach the topic at the Committee meeting on the 9 June 2017.

Scope of item

Exclusions is one of the four thematic areas the committee has chosen to look at over the course of the next 12-18 months. Although the topic falls under the theme “Assessing the customer experience”, it also comes under the other general scrutiny themes of “Inclusion” and “School Improvement in a changing landscape”.

Whilst members have mentioned their keenness to learn how parents and pupils are supported during the process (access to support and information and so on) I know some members are now just as interested in trends and profile, and especially in how school approaches to exclusions can be affected by changes in status (ie academisation) and when the school is under pressure to improve.

I am aware that there could be some sensitivities about the release of some information – that relating to specific schools, for example - that may need to be observed. I’m also aware that the level of Exclusions - particularly fixed term exclusions - is under the microscope at the moment at leadership level. It may be that there is a need (because of the requirements around consultation processes, say) to be circumspect about what exactly can be shared and in what level of detail.

The following is a starter for ten in terms of scope. These can be addressed in the briefing/presentation and/or in the Q and A discussion.

DRAFT

What is the position on school exclusions

Contextual information about what an exclusion is, statutory frameworks, relevant guidance, current thinking and policy
NY profile of pupils excluded - Prevalence, profiles and trends
Exclusions by reasons - statistically, why pupils are excluded
Distribution of exclusions.

Factors (Student, School (characteristics), family, Neighbourhood, School) Associated with Exclusions and an understanding of their complexity

- Is exclusion seemingly applied disproportionately to certain groups of students, if so, why is that?
- Exclusions and Special Educational Needs – context and significance of that
- Impact of neighbourhood and environment - Deprivation.
- Relating to type of school - comparing Academies with Local Authority (LA)
- How is the picture changing as a result of diversification in the school governance – greater autonomy and independence from the authority?
- School performance, league tables, OFSTED judgements
- Just because exclusions and their application may be statistically unequal (by whatever factor), does that mean they are unfair?

What are the support arrangements - for pupil, for parents (support and information and guidance) for school (pre and post exclusion?)

Why some schools exclude more than others

Are some schools more likely to exclude - why is that?

What happens when pupils are excluded

How do we respond?
Pupil referral mechanisms and provision
Outcomes for pupils who have experienced a period of exclusion from school.

What is/can be done to reduce the rate of pupil exclusions?

What can the authority do and what is it doing - a look at some of the current initiatives.
Encouraging more consistent application of support and disciplinary procedures?
Prevention agenda

DRAFT

Key Scrutiny Questions for Safeguarding

1. What level of challenge is there in local safeguarding arrangements?

2. How are those in leadership roles for local safeguarding arrangements held to account by the wider system?

3. How do local commissioning arrangements, strategies and frontline services for children and families take into account the latest safeguarding guidance?

4. How aware are different organisations and practitioners about their roles in the local safeguarding process?

5. How are local commissioners considering safeguarding issues in their work across a full range of local services?

6. How effective are 'early help' strategies in identifying children in need and addressing factors that may lead to concerns about safeguarding?

7. What has been learnt from early intervention approaches in the local area? What is effective and what are the resource implications?

8. Does the local area have a range of effective and evidence based services in place to assess and meet the needs of local children and their families?

9. Are local assessments of need effective in ensuring children and their families are able access early support and services to reduce risk and meet needs? How effective is access to these services in preventing potential safeguarding interventions?

10. How effective has the LSCB been in monitoring and challenging the effectiveness of local safeguarding arrangements? What evidence is there that this challenge has led to changes in these arrangements and local working practices and relationships?

11. How effective is the LSCB Local Learning and Improvement Framework in sharing lessons from experience and driving service quality and development?

12. How does the LSCB systematically ensure that the voice and feedback of children is embedded in local safeguarding arrangements at the individual and strategic levels? Does the approach enable children from diverse backgrounds and with different needs to share their voice?

13. What evidence is there that the child is at the centre of local safeguarding arrangements?

14. Who are the most vulnerable children in the local area? What are their needs and how well are they met?

15. To what extent are local organisations, agencies and practitioners working together in an effective way?

16. How effective are local safeguarding services in working with these groups?

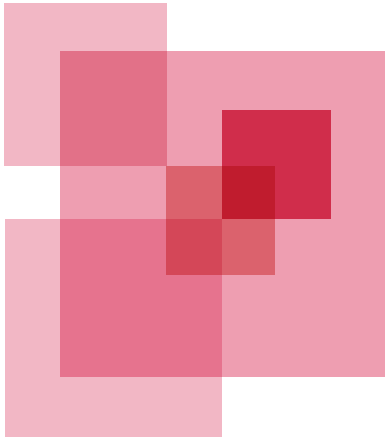
17. Is there evidence of strong leadership of local safeguarding arrangements from:

- Local authority members?
- The Director of Children's Services?
- The Lead Member for Children's Services?
- The Clinical Commissioning Group?
- The Police?

18. How robust and systematic is the Local Authority's approach to assessments of need? Do assessments routinely meet the quality standards set out by the latest statutory guidance including:

- Taking a systematic and evidence based approach?
- Using a child centred approach?
- Focusing on action and outcomes for the child?
- Taking an integrated approach across a variety of services and areas of need?
- Ensuring that assessments are a continuing process rather than a one-off event?
- Focusing on the child's developmental needs and whether they are suffering or likely to suffer significant harm?
- Considering parents and carers capacities?
- Looking at the impact of wider family, community and environmental circumstances?

19. How effective are local protocols for sharing appropriate information between practitioners and organisations?

20. How effective are local safeguarding services in establishing a partnership approach with parents? How are the needs of vulnerable parents taken into account through services and support to enable them to participate effectively in assessments?

21. How well do local services adhere to timelines for assessment and intervention? What is the local performance data?