Agenda

Dorset County Council

Meeting: People and Communities Overview and Scrutiny Committee

Time: 10.00 am

Date: 21 March 2018

Venue: Committee Room 1, County Hall, Colliton Park, Dorchester, Dorset, DT1 1XJ

David Walsh (Chairman)	Mary Penfold (Vice-Chairman)	Derek Beer
Graham Carr-Jones	Beryl Ezzard	Katharine Garcia
Andrew Parry	Byron Quayle	Clare Sutton
William Trite	Kate Wheller (Non-Voting)	

Notes:

- The reports with this agenda are available at www.dorsetforyou.com/countycommittees then click on the link "minutes, agendas and reports". Reports are normally available on this website within two working days of the agenda being sent out.

- We can provide this agenda and the reports as audio tape, CD, large print, Braille, or alternative languages on request.

- **Public Participation**

    Guidance on public participation at County Council meetings is available on request or at http://www.dorsetforyou.com/374629.

    Public Speaking

    Members of the public can ask questions and make statements at the meeting. The closing date for us to receive questions is 10.00am on 16 March 2018, and statements by midday the day before the meeting.

Debbie Ward
Chief Executive

Date of Publication:
Tuesday, 13 March 2018

Contact: Helen Whitby, Senior Democratic Services Officer
County Hall, Dorchester, DT1 1XJ
01305 224187 - h.m.whitby@dorsetcc.gov.uk

1.   **Apologies for Absence**

To receive any apologies for absence.

2. **Code of Conduct**

Members are required to comply with the requirements of the Localism Act 2011 regarding disclosable pecuniary interests.

- Check if there is an item of business on this agenda in which the member or other relevant person has a disclosable pecuniary interest.

- Check that the interest has been notified to the Monitoring Officer (in writing) and entered in the Register (if not this must be done on the form available from the clerk within 28 days).

- Disclose the interest at the meeting (in accordance with the County Council's Code of Conduct) and in the absence of a dispensation to speak and/or vote, withdraw from any consideration of the item.

The Register of Interests is available on Dorsetforyou.com and the list of disclosable pecuniary interests is set out on the reverse of the form.

To receive the People and Communities Overview & Scrutiny Work Programme. So as to stimulate debate, the Transformation Programme Lead for Adult and Community Forward Together Programme (Lead officer) encourages members of the committee to give some thought as to what they consider the scope of the committee to be and the expectations they have for what might be achievable (how this can be put into practice). These can be then given due consideration at the meeting.

14. **Questions from County Councillors**

To answer any questions received in writing by the Chief Executive by not later than 10.00am on 16 March 2018.

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Dorset County Council

People and Communities Overview and Scrutiny Committee

Minutes of the meeting held at County Hall, Colliton Park,
Dorchester, Dorset, DT1 1XJ on Wednesday, 10 January 2018.

Present:
Mary Penfold (Vice-Chairman in the Chair)
Graham Carr-Jones, Katharine Garcia, Andrew Parry, Byron Quayle and Clare Sutton.

Members Attending
Steve Butler, Cabinet Member for Safeguarding
Deborah Croney, Cabinet Member for Economy, Education, Learning and Skills
Jill Haynes, Cabinet Member for Health and Care
Rebecca Knox, Leader of the Council
Daryl Turner, Cabinet Member for Natural and Built Environment
Pauline Batstone, Chairman of the Safeguarding Overview and Scrutiny Committee
Kate Wheller, Member of the Safeguarding Overview and Scrutiny Committee.

Officers Attending: John Alexander (Senior Assurance Manager - Performance), Helen Coombes (Transformation Programme Lead for the Adult and Community Forward Together Programme), Steve Hedges (Group Finance Manager), Nick Jarman (Interim Director - Children's Services), Mark Taylor (Group Manager - Governance and Assurance) and Helen Whitby (Senior Democratic Services Officer).

For certain items, as appropriate
Diana Balsom (Commissioning Manager, Housing and Prevention), Ed Denham (School Admissions Manager), Katie Lowe (Commissioning and Contracts Manager) and Steph Lyons (Commissioning Manager).

(Notes: These minutes have been prepared by officers as a record of the meeting and of any decisions reached. They are to be considered and confirmed at the next meeting of the People and Communities Overview and Scrutiny Committee to be held on **Wednesday, 21 March 2018**.)

Apologies for Absence
1   Apologies for absence were received from Cllrs Derek Beer, William Trite and David Walsh.

Code of Conduct
2   There were no declarations by members of disclosable pecuniary interests under the Code of Conduct.

Minutes
3   The minutes of the meeting held on 11 October 2017 were confirmed and signed.

Progress on Matters Raised at Previous Meetings
4   The Committee considered a report by the Transformation Programme Lead for Adult and Community Forward Together Programme which set out outstanding actions from previous meetings and an update on identified reviews.

      Dorset Syrian Refugee Programme
      Members had been sent an update by email on 11 December 2017. The Lead

Member for the review stated that on the basis of the information provided, and the need to prioritise future reviews, there was no need to progress this review at this time. This was agreed.

Dorset Education Performance
The review had been delayed because of the Lead Member's ill health. It would now go ahead in February 2018.

SEND Budget
The Cabinet Member for Economy, Education, Learning and Skills explained that at a recent meeting pressure to improve delivery of Education Health Care Plans continued. The next performance figures were expected at the end of January 2018. Good outcomes would be reported later in the school term.

Workforce Capacity
Work was progressing and a report would be considered in March 2018.

Integrated Transport
The review was being progressed.

Mental Health Workshop
The workshop had been held on 13 December 2017 and a full report would be provided for the March 2018 meeting. A number of issues had arisen on the day including access to services, housing and benefits, commissioning and the need for safe places.

Delayed Transfers of Care
This item had been added to the Committee's work programme. Significant pressures were being experienced in local acute and community hospitals. Up to the beginning of the week the social care department was tracking below target although NHS delays were not performing so well. Cases of flu were increasing and this was starting to affect the system. A full report would be provided to the March 2018 meeting.

Race and Hate Crime
The Lead Member referred to current evidence which showed a downward trend and did not think there was any reason for a review to continue. Should incidents increase then this decision could be reviewed. The Lead Officer agreed with this view. Attention was drawn to the number of other agencies monitoring such cases which provided some assurance for the Committee.

In light of this, members agreed that the review should not progress further.

Social Inclusion
The findings of this review would be reported to the June 2018 meeting.
The Lead Officer for the review added that many partner organisations were contributing to the review and that future meetings were being outside of County Hall.

Homelessness
The Lead Member had not received any information as requested at the last meeting and that a recent email had suggested that responsibility for homelessness lay with district and borough councils. The Transformation Programme Lead for Adult and Community Forward Together Programme apologised for the lack of information and reminded members that they had asked for a better understanding of how the Council worked with district and borough councils, the new Act, and adult and children's services. She undertook to arrange for the appropriate information to be provided.

Members noted that Dorset Councils Partnership was holding a homeless reduction briefing on 31 January 2018 for its members and that other members would be welcome to attend. It was also reported that East Dorset and West Dorset Councils were holding similar briefings.

Brexit
Terms of Reference were being drawn up.

Noted

Public Participation
5   Public Speaking
There were no public questions received at the meeting in accordance with Standing Order 21(1).

There were no public statements received at the meeting in accordance with Standing Order 21(2).

Admission Arrangements 2019-2020 and Transport Policy 2018-2019
6   The Committee considered a report by the Interim Director for Children's Services which summarised the results of the statutory consultation the Council had undertaken for the admission arrangements for 2019-20, the transport policy for 2018-19 and a proposed change to the Published Admission Number for Charmouth Primary School.

The Council consulted annually on admission arrangements for voluntary controlled and community schools before any changes were determined. Voluntary Aided schools and Academies were their own admission authorities and would go through a similar process. The Committee then considered the individual elements contained within the report.

Admissions Arrangements
No significant changes were proposed and the Committee agreed to recommend these to the Cabinet for formal agreement.

Home to School Transport Assistance Eligibility Policy
The proposed changes aimed to make entitlement clearer for families to understand. Members were reminded that a series of incremental rises for Post 16 transport were agreed two years ago. The increase in a surplus seat price from £640 to £770 from September 2018 had been consulted upon and a likely increase in 2019 in line with the tender index for transport as advised by Dorset Travel was highlighted for consultation in April 2018. It was noted that families in receipt of working families tax credit or free school meals would be eligible for a 50% discount. The increases had been reviewed by Dorset Travel for consistency, were competitive with other councils, and were progressing towards cost recovery.

Whilst members supported the need for policies to be clear and understandable, views were expressed about the proposed increases. These included concerns about travel distances for children on Portland, that the lack of assistance meant that more families were choosing to home educate which meant that children were further disadvantaged; a need for a good communications plan to explain the reasoning behind any increases; any increase to take into account the use of taxis or one-off provision; that any increase might result in more parents driving their children to school, thus increasing congestion and impacting on cost recovery; and that a decision should be delayed pending further information being sought, given the concerns expressed.

It was suggested that any increase should not be more than inflation but this was balanced by a view that if this was the case then a similar decision about increases would be needed in subsequent years; and that it would have been helpful if the report had included how figures were calculated by Dorset Transport, how many pupils would be affected and safeguards for those most at risk.

The Interim Director for Children's Services referred to the Children's Services budget and the need to address a £7m funding gap with a significant part being attributed to home to school transport. If the increases were not agreed, then any shortfall would have a serious impact on the Council's budget and would have to be found from elsewhere, resulting in equally difficult decisions needing to be made in other areas of spend.

The Cabinet Member for the Natural and Built Environment drew attention to the fact that there had been little consultation with the Head of Transport prior to the report's publication and that any impact on commercial routes because of the proposed changes needed to be addressed.

Transport Catchment Area for the Swanage School
The proposed change would give the Swanage School an identified transport catchment area and bring it into line with other secondary schools. Members noted that the proposed change was part of a wider review currently being undertaken across Dorset.

3 or 5 Mile Criteria for the reduction of 50% for contribution to Post 16 Transport
The change of the criteria from 5 to 3 miles was proposed to bring it in line with the criteria for Key Stages 3 and 4. The change would result in an additional cost of £70k.

A member commented that the reduction might result in greater uptake of available places.

The Cabinet Member for Health and Care, whilst recognising the problem facing those needing to access further education in rural areas, was concerned about the additional cost and, given the current pressures on the Children's Services budget, where this would be found. The Interim Director for Children's Services explained that the cost would be added to the home to school transport savings of £483k already identified and that this would have to be found from within the budget.

Pupil Admission Number (PAN) for Charmouth Primary School
Charmouth Primary School currently had a PAN of 25 but was suffering from low numbers. A reduction to 15 from 2019 onwards would be more efficient and cost effective.

Members were concerned about the school's viability and asked whether it could be used more. It was explained that the school would be viable, efficient and provide a quality of education for a total of 105 students. Primary school numbers were not as acute now and, should the numbers increase or there be additional housing in the area, then there would be capacity to increase the PAN again. The Interim Director for Children's Services added that although the optimum level for primary schools was 250 students on roll, Dorset had a lot of small, rural schools which were more expensive. Based on the forecasts for births, it looked like demand in the catchment area would decline. If the PAN were retained there would be surplus places and this would result in an unnecessary attenuation of the school's budget. In his view, the reduction was the right option.

Recommended

That the Cabinet formally agree to the adoption of the following:-
1. Dorset County Council Admissions Arrangements including the Co-ordinated Scheme, the Admissions Arrangements for Community and Voluntary Controlled Schools in Dorset 2019-20, the Admission of Armed Forces Community Children Policy and the Guidance on the Placement of a Pupil Outside His or Her Normal Age Group, the 6th Form Admissions Policy and the Nursery Admissions Policy.
2. The Home to School Transport Assistance Eligibility Policy for Children and Young People attending School 2018-19 and the Dorset Post 16 Transport Support Policy for 2018-19 which includes a rise in the surplus seat price from £640 to £770. Cabinet is also advised that a cost of £795 will be used for consultation in April 2018 for September 2019 surplus seat/cost recovery charge.
3. Approval of the identification of a transport catchment area for the Swanage School.
4. Approval of the 5 mile criteria for the reduction of 50% for contribution towards Post 16 Transport.
5. Changes to the Pupil Admission Number for Charmouth Primary School reducing from 25 to 15.

Reason for Recommendations
1. To determine admissions arrangements in accordance with statutory requirements including the School Admissions Code December 2014.
2. To ensure compliance with the latest legislation and subsequent regulation/statutory guidance.

Budgets for Adult and Community and Children's Services

7   The Committee received a presentation from the Interim Director for Children's Services on the Children's Services budget for 2018/19. He explained that the cost of service delivery for 2018-19 was £66m compared to the available funding of £58m. He then gave a detailed breakdown of proposed identified savings of £6.3m. This resulted in a gap of £1.8m but to meet this shortfall staff would have to change their attitudes, be more disciplined and focused on doing the right things at a faster rate than they were used to.

One member referred to a recent meeting he had attended with fostercarers and asked what was being done to address the concerns they had raised and to avoid a mass exodus. The Interim Director explained that a review of payment rates had been undertaken and these had been brought into line with other authorities. An incentive scheme had also been included so that those achieving qualifications received additional payments as did those fostercarers looking after harder to place children. There was also a need for better customer care for them, for a change in staff attitudes and understanding, and for existing fostercarers to be retained.

Another member, welcomed the additional funding provided to recruit additional social workers but asked what support was given to family members to take on children. The Interim Director explained that staff were actively trying to increase the number of family placements as this provided better continuity for the children.

The Committee then received a presentation on the Adult and Community Services budget for 2018-19 from the Transformation Programme Lead for Adult and Community Forward Together Programme.

Members were reminded that the adult social care budget was the largest within the Council and that the social care precept was ringfenced for spend on adult social care. There would be an increase in the Improved Better Care Fund (IBCF) but there were strict rules as to how this money could be spent and performance managed. Members were also reminded that fees and charges were based on the ability to pay so that those who could not afford to pay had their services funded.

Savings of £9.3m were needed during 2018-19 and an explanation of how these would be achieved was given. Attention was drawn to the increased number of older people living longer in Dorset and the increased complexity of their needs; the increasing amount of safeguarding work which impacted on the number of assessments and reviews undertaken; and the increased need to undertake more deprivation of liberty cases due to people not planning for their future at an early stage and the implications this had for the service. There was a need for provision of early advice in order to help people make the decisions about their future at an early stage.

She then explained identified savings which she considered achievable but cautioned that if these savings were not realised, then additional savings would have to be made elsewhere.

One member drew attention to the older populations reluctance to apply for attendance allowance as they saw this as a failure or a stigma and asked whether steps were being taken to address this reluctance. More was being invested in the welfare service, and to district councils revenue and benefits services to inform people about the allowance and of the need to plan for the future. Cllr Jill Haynes, Cabinet Member for Health and Care, added that the Dorset Health and Wellbeing Board would be working more closely with GP Locality Groups on the prevention agenda and talk to people about this.

Another member asked how voluntary organisations were being encouraged. It was explained that they were involved in helping communities to become more enterprising and respond to local need and the Dorset Care Framework was encouraging community organisations to tender for services. These measures, combined with increasing take up of personal budgets would improve markets and give more flexibility.

In response to other questions it was confirmed that current work on social isolation included the superfast broadband team and Age Concern, and that Age UK were involved in some community development work.

The work Tricuro was doing in Weymouth to make better use of its centres was highlighted as was the rising cost of the Council's transport to get people to day centres like the Acorns in Weymouth and the reduction in income that might result. Members were reminded that since 2007 the policy was for people to have individual personal budgets so that they had control of how the money allocated to them could be used for their benefit. The Council was trying to increase awareness of this through use of social media, financial advisers, banks etc.

With regard to potential changes to libraries, one member highlighted the success of the community library in his area and that their experience might help other libraries. Another member emphasised the use of the library in her division as a resource centre. It was recognised that previous changes to library services had been painful but Cllr Deborah Croney, Cabinet Member for Economy, Education, Learning and Skills, recognised the valuable role played by libraries and had already given a commitment that any future strategy would be set out clearly before any steps were taken.

Noted

Outcomes Focused Monitoring Report, January 2018
8   The Committee considered a report by the Transformation Programme Lead for Adult and Community Forward Together Programme which set out performance against the 2017-18 Corporate Plan and population indicators for the Healthy and Independent

outcomes. The report also included performance measures which showed the Council's services' contribution and impact on outcomes, risk management information relating to outcomes and population indicators, and some value for money information relating to the three service directorates.

Attention was drawn to the suggested areas of focus for the indicators on ~~the~~ inequalities in life expectancy and the rate of hospital admissions related to alcohol related conditions.

Following the last meeting a member had asked for a briefing paper on the rate of hospital admissions for alcohol-related conditions and a brief explanation of the findings was given. Increased drinking affected safeguarding for both children and adults, crime levels, work force absenteeism, and had an impact on the Council's services and outcomes. Many partner organisations had a role in prevention, treatment and safety and the issue formed part of the Sustainability and Transformation Plan which was scrutinised through Dorset's Health and Wellbeing Board. Any improvement in performance would need to be by way of a joined up approach by the organisations involved. One suggested way of increasing take up was by referral at hospitals or by GPs. The paper would be sent to members following the meeting. Other indicators had already been identified by the Overview and Scrutiny Committees and were the subject of current or planned reviews.

Other interrelated or causal factors involved in alcohol misuse were raised which needed to be explored before scarce resources were allocated to any review. Only 25% of the lower quartile were accessing Livewell Dorset, who provided many interventions and that prevalence of mental health conditions was increasing yet spend was being cut by 50%.

The Transformation Programme lead for the Adult and Community Forward Together Programme added that many people using alcohol or substances were not looking for medical intervention and this explained the low take up rates.

Noted

Work Programme

9   The Committee considered a report by the Transformation Programme Lead for Adult and Community Forward Together Programme which detailed the updated work programme for 2017-18.

Noted

Questions from County Councillors

10   No questions were asked by members under Standing Order 20(2).

Meeting Duration: 10.00 am - 12.35 pm

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People and Communities Overview & Scrutiny Committee

Dorset County Council

Date of Meeting	21 March 2018
Officers	Local Members All Members Lead Director Helen Coombes, Transformation Programme Lead for Adult and Community Forward Together Programme
Subject of Report	**Progress on Matters Raised at Previous Meetings**
Executive Summary	This report records:- (a) Cabinet decisions arising from recommendations from the People and Communities Overview and Scrutiny Committee meetings; and (b) Outstanding actions identified at the last and previous meetings. Members are asked to note that any other actions arising from previous meetings are either addressed in reports submitted to this meeting or have been included in the Committee's work programme later on the agenda.
Impact Assessment:	Equalities Impact Assessment: N/A
	Use of Evidence: Information used to compile this report is drawn together from the Committee's recommendations made to the Cabinet, and arising from matters raised at previous meetings. Evidence of other decisions made by the Cabinet which have differed from recommendations will also be included in the report.

	Budget: No VAT or other cost implications have been identified arising directly from this programme.
	Risk Assessment: Having considered the risks associated with this decision using the County Council's approved risk management methodology, the level of risk has been identified as: Current Risk: LOW Residual Risk: LOW
	Other Implications: None
Recommendation	That Members consider the matters set out in this report.
Reason for Recommendation	To support the Council's corporate aim to provide innovative and value for money services.
Appendices	None
Background Papers	None
Report Originator and Contact	Name: Helen Whitby, Senior Democratic Services Officer Tel: (01305) 224187 Email: h.m.whitby@dorsetcc.gov.uk

Progress on Matters Raised at Previous Meetings

Date of Meeting	Minute Number and subject reference	Action Required	Responsible Persons	Comments
11 October 2017	47	**Dorset Education Performance 2016** A half day review was to be undertaken.	**Lead Member:** Cllr David Walsh **Lead Officer:** Jay Mercer, Education Transformation Lead **Other Members:** Cllrs Ros Kays, Kate Wheller	An update report is to be considered at this meeting.
10 January 2018	4	**Workforce Capacity**	**Lead Member:** Cllr Kate Wheller **Lead Officers:** Harry Capron, Assistant Director - Adult Care Patrick Myers Assistant Director - Design and Development	An update report is to be considered at this meeting.
	4	**Review of Integrated Transport** An Inquiry Day was held on 26 February 2018.	**Lead Member:** Cllr Derek Beer **Lead Officer:** Matt Piles, Service Director - Economy **Other Members:**	An update to be provided at this meeting.

			Cllrs Andrew Parry, Mary Penfold and Bill Pipe	
	4	**Mental Health** A workshop was held on 13 December 2017.	**Lead Member:** Cllr Mary Penfold **Lead Officer**: Harry Capron	The outcomes will be reported to this meeting.
	4	**Delayed Transfers of Care**	**Lead Member:** Cllr David Walsh **Lead Office:** Diana Balsom, Strategic Commissioning Manager	A report on winter performance to be provided to this meeting.
	4	**Race and Hate Crimes** Having considered the update sent to members on 8 December 2017, it was agreed that the review should not progress.	**Lead Member**: Cllr Clare Sutton **Lead Officer**: Patrick Myers, Assistant Director – Design and Development **Other Members:** Cllrs David Walsh and Andy Canning	Item deleted from the Work Programme.
	4	**Social Inclusion** A series of meetings had been scheduled. The final report	**Lead Member:** Cllr David Walsh **Lead Officer:** Paul Leivers,	

		would be considered on 4 July 2018.	Assistant Director Early Help and Community Services **Other Members:** Cllrs Derek Beer and Andrew Parry	
	4	**Homelessness** Up to date information was to be provided for the Lead Member, prior to a scoping report being completed.	**Lead Member** Cllr Clare Sutton **Lead Officer:** Diana Balsom, Strategic Commissioning Manager **Other Members:** Cllrs William Trite and David Walsh	An update will be provided at thismeeting.
	4	**Implications of Brexit for Dorset County Council** Lead Members are currently drawing up the terms of reference for the Group.	**Lead Member:** **Lead Officer:** Matt Piles, Service Director - Economy	Cllr Cherry Brooks has been appointed to the Group, proposed Terms of reference for the Group have been drafted, and a progress update based on the report presented to the October 2017 committee meetings has been prepared for the inaugural Advisory Group meeting. Dates for the first meeting are ue to be confirmed shortly.

		4	**Dorset Syrian Refugee Programme** Having considered information provided on 11 December 2017, it was agreed that a review was not necessary at this time.	**Lead Officer** Patrick Myers, Assistant Director - Design and Development	Item deleted from the Work Programme.
		6	**Admission Arrangements** The Committee's recommendations were forward to the Cabinet on 17 January 2018. The Cabinet will consider the two deferred items at a meeting on 7 March 2018.		The Cabinet resolved that the following arrangements, policies and changes to admission numbers be adopted: 1. Dorset County Council Admissions Arrangements including the Co-Ordinated Scheme, the Admissions Arrangements for Community and Voluntary Controlled Schools in Dorset 2019- 2020, the Admission of Armed Forces Community Children Policy and the Guidance on the Placement of a Pupil Outside His or Her Normal Age Group, the 6th Form Admissions Policy and the Nursery Admissions Policy. 2. That the identification of a transport catchment area for the Swanage School be approved. 3. That the Pupil Admission Number for Charmouth Primary School be reduced from 25 to 15. 4. That the Home to School Transport Assistance Eligibility Policy for Children and Young People attending School 2018-2019 and the Dorset Post 16 Transport Support Policy for 2018-2019 which includes a rise in the surplus seat price from £640 to £770. Cabinet were advised that a cost of £795 would be used for consultation in April 2018 for September 2019 surplus seat/cost recovery charge. This recommendation be deferred pending further information. 5. That approval of either the 3 or 5 mile criteria for the reduction of 50% for contribution towards post 16 transport be also deferred pending further information.

People and Communities Overview and Scrutiny Committee

Dorset County Council

Date of Meeting	21 March 2018
Officer	<u>Local Members</u> All Members <u>Lead Directors</u> Helen Coombes, Transformation Programme Lead for the Adult and Community Forward Together Programme
Subject of Report	**Outcomes Focused Monitoring Report, March 2018**
Executive Summary	The 2017-18 Corporate Plan sets out the four outcomes towards which the County Council is committed to working, alongside our partners and communities: to help people in Dorset be **Safe, Healthy** and **Independent**, with a **Prosperous** economy. The People and Communities Overview and Scrutiny Committee has oversight of the **HEALTHY** and **INDEPENDENT** corporate outcomes. The Corporate Plan includes objective and measurable **population indicators** by which progress towards outcomes can be better understood, evaluated and influenced. No single agency is accountable for these indicators - accountability is shared between partner organisations and communities themselves. This is the fourth and final monitoring report against the 2017-18 corporate plan. As well as the most up to date available data on the population indicators within the "Healthy" and "Independent" outcomes, the report includes: • **Performance measures** by which the County Council can measure the contribution and impact of its own services and activities on the outcomes;

	• **Risk management** information, identifying the current level of risks on the corporate risk register that relate to our outcomes and the population indicators associated with them. The People and Communities Overview and Scrutiny Committee is encouraged to consider the information in this report, scrutinise the evidence and commentaries provided, and decide if it is comfortable with the trends. If appropriate, members may wish to consider and identify a more in-depth review of specific areas, to inform their scrutiny activity.
Impact Assessment:	**Equalities Impact Assessment:** There are no specific equalities implications in this report. However, the prioritisation of resources in order to challenge inequalities in outcomes for Dorset's people is fundamental to the Corporate Plan.
	Use of Evidence: The outcome indicator data in this report is drawn from a number of local and national sources, including the Adult Social Care Outcomes Framework (ASCOF) and the Public Health Outcomes Framework (PHOF). There is a lead officer for each outcome whose responsibility it is to ensure that data is accurate and timely and supported by relevant commentary.
	Budget: The information contained in this report is intended to facilitate evidence driven scrutiny of the interventions that have the greatest impact on outcomes for communities, as well as activity that has less impact. This can help with the identification of cost efficiencies that are based on the least impact on the wellbeing of customers and communities.
	Risk: Having considered the risks associated with this report using the County Council's approved risk management methodology, the level of risk has been identified as: Current: Medium Residual: Low However, where "high" risks from the County Council's risk register link to elements of service activity covered by this report, they are clearly identified.
	Other Implications: None
Recommendation	**That the committee:** i) Considers the evidence of Dorset's position with regard to the outcome indicators in Appendix 1 and 2; and: ii) Identifies any issues requiring more detailed consideration through focused scrutiny activity.

Reason for Recommendation	The 2017-18 Corporate Plan provides an overarching strategic framework for monitoring progress towards good outcomes for Dorset. The Overview and Scrutiny committees provide corporate governance and performance monitoring arrangements so that progress against the corporate plan can be monitored effectively.
Appendices	1. Population and Performance January 2018 – **Healthy** 2. Population and Performance January 2017 – **Independent** 3. Financial benchmarking information: Adult Social Care 4. Value for Money: Economy and the Environment 5. Value for Money: Children's Services
Background Papers	*Dorset County Council Corporate Plan 2017-18*, Cabinet, 28 June 2017 https://www.dorsetforyou.gov.uk/corporate-plan-outcomes-framework
Officer Contact	Name: John Alexander, Senior Assurance Manager Tel: (01305) 225096 Email: j.d.alexander@dorsetcc.gov.uk

1.   Corporate Plan 2017-18: Dorset County Council's Outcomes and Performance Framework

1.1   The corporate plan includes a set of "population indicators", selected to measure progress towards the four outcomes. No single agency is accountable for these indicators - accountability is shared between partner organisations and communities themselves. For each indicator, it is for councillors, officers and partners to challenge the evidence and commentaries provided, and decide if they are comfortable that the direction of travel is acceptable, and if not, identify and agree what action needs to be taken.

1.2   Each indicator has one or more associated **service performance measures**, which measure the County Council's own specific contribution to, and impact upon, corporate outcomes. For example, one of the population indicators for the "Healthy" outcome is "Under 75 mortality rate from cardiovascular disease (CVD)". A performance measure for the County Council (or the services we commission, such as *LiveWell Dorset*) that should have an impact on this is "The proportion of clients smoking less at three months following a smoking cessation course", since evidence shows that smoking significantly increases the likelihood of CVD.

1.3   Unlike with the population indicators, the County Council is directly accountable for the progress (or otherwise) of performance measures, since they reflect the degree to which we are making the best use of our resources to make a positive difference to the lives of our own customers and service users.

1.4   Where relevant, this report also presents **risk management** information in relation to each population indicator, identifying the current level of risks on the corporate register that relate to our four outcomes.

1.5   Efforts continue to present an analysis of the **value for money** of County Council services to sit alongside the performance information in this report. In the interim, Appendix 2 of this report provides financial benchmarking information for Adult Social Care, Appendix 3 provides a value for money analysis of some key areas of work for the Environment and the Economy Directorate, and Appendix 4 provides equivalent information for Children's Services.

1.6   Outcome lead officers work to ensure that the commentaries on each page of these monitoring reports reflect the strategies the County Council has in place in order to improve each aspect of each outcome for residents. the commentary seeks to explain the strategies we have in place to make improvements – such as smoking cessation – and then report on the success of those strategies.

1.7   Members are encouraged to consider all of the indicators and associated information that fall within the remit of this committee at Appendix 1 and Appendix 2, scrutinise the evidence and commentaries provided, and decide if they are comfortable with the direction of travel. If appropriate, members may wish to consider a more in-depth review of specific areas.

2.   Suggested areas of focus

2.1   At the beginning of both of the performance appendices to this report, there is a summary of progress with all of the population indicators and performance measures, and some suggestions for areas upon which the committee might wish to focus its consideration and scrutiny. These areas have been highlighted because they are currently showing a worsening trend. They are briefly summarised below, and full commentaries are provided within the body of the main reports, including the strategies currently in place to drive improvement.

2.2   Population Indicators

2.2.1   HEALTHY 02: *Rate of hospital admissions for alcohol related conditions*

As discussed by this committee in January, rates of hospital admissions related to alcohol are much higher than 30-40 years ago, due to a combination of higher levels of alcohol consumption and improved data recording. Since January, 2017 data has been published, which shows a continuing upward trend for women and a static trend for men (although admission rates remain higher for men than women). This relates to a faster rise in average rates of drinking amongst women than men in the past 30 years. Admission rates are highest amongst those aged 40-64 for both men and women, whereas in their parents' generation, men were more likely to drink heavily – hence the sharper rise amongst women.

2.2.2   INDEPENDENT 01: *Percentage of children 'ready to start school' by being at the expected level at Early Years*

This indicator helps us to understand school readiness and is made up of the building blocks for child development. There has been a small reduction in the proportion of children reaching a good level of development at age 5, and Dorset remains in the 3rd quartile for this nationally.

School readiness starts at birth with the support of parents and carers, when young children acquire the social and emotional skills, knowledge and attitudes necessary for success in school and life. Children who don't achieve a good level of development at age five can struggle with social skills, reading, maths and physical skills. Although performance overall is good and improving, children from the poorest households do less well at this stage, as do children with special educational needs. Those that don't reach a good level of development are already behind their peers so start school life with more ground to catch up and inequalities can continue throughout school life. School readiness at age five has a strong impact on future educational attainment and life chances.

Dorset County Council provides a range of early childhood services for children aged 0 to 5 years and their families including children centre activities; parenting support, information, advice and guidance; outreach work in the family home; and support with literacy and reading in libraries. We also provide support to early years settings on the quality of education provision and work in close partnership with our health partners who provide maternity services and health visiting services to ensure that children get the best start in life. We are currently reviewing our 0-5 offer to ensure that we make the best use of our resources and respond to emerging need and policy changes.

2.3   HEALTHY: Performance measures

2.3.1   *Proportion of people who use services who reported that they had as much social contact as they would like*

This figure is drawn from the annual Adult Social Care Survey. There was an 18% fall in the proportion of social care clients reporting sufficient social contact between 2015-16 and 2016-17 (from 50.13% to 41.3%). Social isolation is a significant issue in Dorset, and is known to have a negative impact on life expectancy.[1]

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[1] 1 http://www.nature.com/news/social-isolation-shortens-lifespan-1.12673

The 2017-18 Adult Social Care Survey is currently being undertaken. Each year we take part in this national user survey designed by NHS Digital and over 1200 questionnaires have been sent to a random sample of service users accessing long term care and support. The survey asks questions about satisfaction with care and support services, their quality of life, feeling safe and social isolation. It is the best tool we have to hear the customer's voice and the difference care and support services make to their daily lives.

Overcoming isolation and promoting independence - innovative solutions

An important factor in promoting independence and reducing isolation for our social care clients is trying to ensure that appropriate housing is available to them close to good amenities and vibrant communities. Over the next four years, we need to address the housing needs of an anticipated 258 Adult Social Care clients who will need rehousing, including around 160 in the next year, due to discharge from hospital, moving on from home, or current inappropriate accommodation. These are mainly clients with Learning Disabilities or Mental Health problems, many of whom have complex needs, and for whom the limited supply of general needs housing available through the Housing Register is usually inappropriate.

Plans are already in place to use County Council land for a range of innovative solutions to address these needs. These include "care villages" located close to existing amenities in areas such as Bridport and Wareham, which will include care services, extra care housing, and key worker accommodation.

We are already developing advanced proposals, in partnership with Purbeck District Council, to supplement this with high quality, modern, prefabricated modular housing - initially 30 units, with the possibility of this rising to 150 units (see Supply of housing to meet need of people with Adult Social Care need, Cabinet, 7-03-18).

There are a number of advantages to this approach:

- Modular accommodation can be sourced and onsite within a 6 month period compared to up to three years for traditional approaches such as design and build, or purchase and refurbishment.

- It offers flexibility - with modular housing we can develop a portfolio of houses across the County, and site works and utility connections are low cost and allow the units to be easily disconnected and the units moved to another site. This means that we can site the units to meet local demand on sites that the Council owns at relatively low cost. This lends itself to a model whereby sites identified for future development can host modular housing prior to development (often two to three years).

- Modular housing is considerably cheaper at £45,000 per unit against £100,000 for a house in multiple occupancy or £216,000 for single occupancy.

Understandably, the issue of affordable housing is usually discussed within the context of economic growth and **prosperity**. It is important to note, however, that innovative solutions such as this can make a powerful contribution to all four of the County Council's outcomes, providing **safe** and **healthy** homes for vulnerable people and their carers, alongside appropriate service provision, which can significantly reduce hospital admissions and give people the opportunity to live more **independent** lives.

2.3.2 *Clients engaging with Live Well Dorset from the most deprived quartile*

There has been a slight but consistent decline in this figure – from 28.3% at quarter 2 2016-17, to 25.1% at quarter 2 2017-18. Differences in opportunities, in access to or

take up of services, and in health outcomes along the life course all contribute to inequalities in life expectancy, and the Live Well Dorset service has focused on trying to get greater engagement among more deprived communities.

2.3.3   *Alcohol treatment services – successful completions*

Public Health commissions treatment services for dependent drinkers of all ages including support to under-18s who have been identified as having an issue with alcohol.   This may involve medical detox, and continuing talking therapies, usually through group work but also one-to-one.   Dorset has prioritised funding for alcohol treatment as part of the Public Health grant, but this grant is under pressure and reducing.   Dorset engages more people in treatment services than most other areas and has higher success rates.   However the percentage of successful completions has declined over the last year, from 50.1% at Quarter 3 2016-17 to 45.9% at Quarter 2 2017-18.

2.3.4   *Emotional and behavioural health of looked after children*

Data for this measure is drawn from the 'Strengths and Difficulties Questionnaire', which should be completed for every child looked after for at least 12 months and aged 5 to 16 years-old.   A score of 0 to 13 is considered normal; 14 to 16 is borderline; and 17 to 40 is a cause for concern.   At Quarter 2 2017-18 the average score in Dorset was 14.6 (i.e. borderline), up from 12.1 the previous quarter.   The quarter before that – Quarter 4 2016-17 – the figure was as high as 19.8 – "cause for concern".   It should, though, be noted that as children enter and leave care, the questionnaire will have a slightly different cohort each time it is administered, so fluctuations are to be expected; longer term trends should, though, be monitored.

2.4   <u>INDEPENDENT: Performance measures</u>

2.4.1   *Proportion of people who use services, and carers, who find it easy to find information about services*

This figure is drawn from the Annual Adult Social Care Survey, and fell from 74% in 2015-16 to 72.1% in 2016-17.   More widely, a public consultation carried out in Dorset in February 2017 identified that only 18% of respondents could easily find information and advice they trust about adult social care and their general well-being. Over 35% found it difficult to find this information and advice. Most carers felt that they had little or no information about medical conditions and the impact this would have on the person they care for, at the point of diagnosis. A carers' workshop has been held to review the structure and type of information carers feel that they need. The outcome of this will be used to develop a new carers information hub on Dorset for You, and we are implementing a refreshed carers pathway in conjunction with the CCG.

The "My Life, My Care" website, other websites and leaflets were the most popular ways for people to find information. The positives about "My Life, My Care" will be taken forward in the development of a new information website and engagement with users is taking place to shape this.

3.0   Summary of Committee Activity in Response to Outcome Reports

3.1   <u>Inequality in life expectancy between population groups</u>

3.1.1   This indicator is consistently identified as a "cause for concern" in outcomes reports. Life expectancy data only changes gradually - the issue is to understand and prioritise the work we and our partners do to reduce inequality in health outcomes. The Sustainability and Transformation Plan (STP) for Dorset has identified a Prevention at Scale work plan to focus at a system level on improving inequalities and the Overview

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and Scrutiny Committees are careful not to duplicate oversight of this work elsewhere. Nevertheless, the People and Communities Committee has chosen to focus activity on some areas known to contribute to inequality in life expectancy, upon which the County Council can have an important impact. These have been:

3.1.2 *Social Isolation*

The committee set up a review group which suggested focusing first on Beaminster and Blandford to try to understand the issues, and then using the lessons learned to consider in order a more generalised approach.   Links between social isolation, deprivation, loneliness and community transport were highlighted. It was intended the review would consider social inclusion among all age groups, with the Young Researchers helping to collect and understand the views and experiences of young people. Progress has been slow so far, but a schedule of meetings has now been arranged to progress the review and a progress report will be submitted to the committee in June 2018.

3.1.2 *Mental Health*

Data in the "Healthy" outcomes report suggests that mental health conditions have become increasingly prevalent in Dorset over the past few years – poor mental health is known to be another factor that reduces life expectancy as well as being one of the two main causes of sickness absence in the working aged population. DCC is an active partner in implementing the Dorset CCG Acute Care pathway, and has prioritised Learning Disability and Mental Health in the Better Care Fund to accelerate integrated approaches.

The People and Communities held a workshop on 13 December 2017 involving the CCG, key professional staff and service users. This took into account the review of Children and Adults Mental Health Services by the Dorset Health Scrutiny Committee and members' views about children's mental health. A number of issues arose, including access to services, housing and benefits, commissioning and the need for safe places. A full report will be presented to the committee at this meeting.

3.1.3 *Alcohol related harm*

Alcohol misuse also affects life expectancy (see paragraph 2.3.3, above), and as such affects socially disadvantaged groups more acutely, since ill effects are exacerbated by factors from which poorer people are more likely to suffer (mental ill health, inadequate housing, poor diet, other substance misuse, etc.) The committee asked for a longer briefing paper on the issue, which they considered in January. While it was recognised that this was already a focus of concern for the STP, and therefore the Health and Wellbeing Board, the decision was taken to include some consideration of alcohol related harm in a review of homelessness in Dorset which the committee had previously initiated. An update on progress with scoping this review will be provided at this meeting.

3.2 Education performance

3.2.1 Within the corporate plan, education performance at Key Stage 2 appears within the "Independent" outcome, whereas Key Stage 4 and above are part of the "Prosperous" outcome. While there are logical reasons for this, it does create the possibility for duplication between the People and Communities Committee and the Economic Growth Committee (or alternatively, of education performance "falling down the crack" between the two). The Overview and Scrutiny Management Board continues to monitor this.

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3.2.2   A report on education performance at Key Stage 4 was actually presented to the People and Communities Committee, where the links between poor attainment and social disadvantage were discussed. The committee in June 2017 decided to have an inquiry day on the issue, but although this has been acknowledged as a priority area for review this has not yet happened.   Key stage 4 performance has also been discussed at the Economic Growth Committee.

3.3   Delayed Transfers of Care

3.3.1   Delayed Transfers of Care have been highlighted in outcomes reports as a cause for concern, since the total number of delayed transfers in Dorset has increased. However the proportion that are "DCC accountable" has improved through targeted work to reduce the number of delayed days in Community Hospitals. During the winter of 2017-18, Significant pressures were experienced in local acute and community hospitals - although the social care element continued to perform well. A full report will be provided at this meeting.

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Healthy

Outcome Sponsor – Dr David Phillips

Director of Public Health

Outcomes Focused Monitoring Report

March 2018

The following pages have been provided to summarise the current position against each outcome indicator and performance measure. This will help the council to identify and focus upon potential areas for further scrutiny. All risks are drawn from the Corporate Risk Register and mapped against specific population indicators where relevant. Any further corporate risks that relate to the 'Healthy' outcome is also included to provide a full overview. Please note that information relating to outcomes and shared accountability can be found on the Dorset Outcomes Tracker.

Contents	
Population Indicator	Page No
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02 Rate of hospital admissions for alcohol related conditions	5
03 Child and Adult excess weight	6
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Key to risk and performance assessments	10
Contact	11

Corporate Plan 2017-18: Dorset County Council's Outcomes and Performance Framework
HEALTHY – Executive Summary

Population Indicator
(9 in total)

3
5
1

No Trend — Improving
Unchanged — Worsening
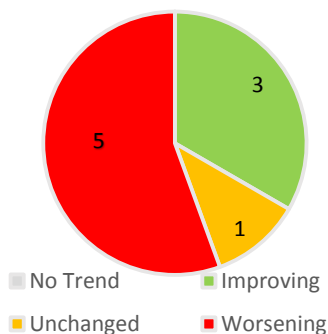
Suggested Indicators for Focus

Inequality in life expectancy between population groups – male and female

Rate of hospital admissions for alcohol-related conditions – female

Prevalence of mental health conditions

Under 75 mortatility rates from cardiovascular diseases – female

Performance Measure
(Currently 16 in total)
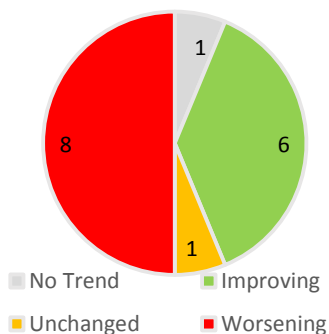
1
8
6
1

No Trend — Improving
Unchanged — Worsening

Suggested Measures for Focus

Proportion of people who use services who reported that they had as much social conatct as they would like

Clients engaging with live well Dorset from the most deprived quartile

Alcohol treatment service successful completions

Emotional and behavioural health of looked after children

Proportion of clients increasing their physical activity at 3 months

Risk(s)
(Currently 10 in total)

4
6

High — Medium — Low
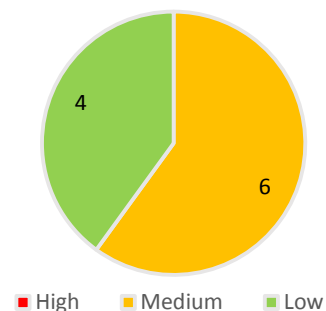
Suggested Risks for Focus

There are currently no high or deteriorating risks on the corporate risk register that are associated with the HEALTHY outcome.

HEALTHY: 01 – Population Indicator Inequality in life expectancy between population groups - Outcome Lead Officer Jane Horne; Population Indicator Lead Officer David Lemon

DORSET - Previous (March 2015) - 5.4 Male; Latest (March 2016) - 6.0 Male		
DORSET - Trend WORSENING	**R**	
COMPARATOR - Benchmark (England) BETTER 9.2 (Average)	**G**	

DORSET - Previous (March 2015) – 5.0 Female; Latest (March 2016) - 5.2 Female		
DORSET - Trend WORSENING	**R**	
COMPARATOR - Benchmark (England) BETTER 7.3 (Average)	**G**	

Story behind the baseline: People in Dorset generally live longer lives compared to the average for England, however there are differences in life expectancy between the most and least deprived communities in Dorset. The slope index of inequality (SII) is a high-level indicator that reflects this disparity; a value of greater than 1 indicates that those in the poorer areas have a lower life expectancy than those in the most affluent areas in Dorset, with the higher the value the greater the gap. Although the SII in Dorset is lower than the England SII for both males and females, there has been little change in the SII for males for around the last 8 years. For women, there has been a sustained increase in inequalities over the last 5 years, although this is not yet statistically significant. This could be because the health of women in poorer areas has worsened, that is has improved only for women in the most affluent areas, or a combination of the two. Differences in opportunities, in access to or take up of services, and in health outcomes along the life course all contribute to these inequalities in life expectancy. For example, those in poorer areas may find it more difficult to access or engage with traditional services; the Live Well Dorset service has focused on trying to get greater engagement in these areas. Loneliness and social isolation also affects more people in these areas. **Partners with a significant role to play:** Health & social care, and education services, as well as the voluntary sector and all key partners in this at both strategic and operational levels.

Performance Measure(s) – Trend Lines

Proportion of people who use services who reported that they had as much social conatct as they would like Previous 2015-16 – 50.13% Latest 2016-17 – 41.3%	
Proportion of carers who use services who reported that they had as much social conatct as they would like Previous 2014-15 – 28.5% Latest 2016-17 – 35.4%	
Proportion of clients engaging with Live Well Dorset who are from the most deprived quartile Previous Q1 2017-18 – 26.2% Latest Q2 2017-18 – 25.1%	
Inequality gap level 2 qualification including E & M Previous 2014-15 – 18.1% Latest 2015-16 – 21.3%	

Corporate Risk	Score	Trend
No associated current corporate risk(s)		

Value for Money - UNDER DEVELOPMENT	Latest	Rank

What are we doing? Addressing inequalities is a statutory duty of the local authority and sets the context within which we assess other indicators and priorities. It is firmly embedded within the Dorset Joint Health and Wellbeing Strategy, and the Prevention at Scale (PAS) portfolio of the Sustainability and Transformation Plan (STP), overseen by the Dorset Health and Wellbeing Board (DHWB). DHWB brings together partners across Dorset to work collectively.

HEALTHY: 02 – Population Indicator Rate of hospital admissions for alcohol-related conditions - Outcome Lead Officer Jane Horne; Population Indicator Lead Officer Will Haydock		

DORSET – Previous (2015-16) – 690 Male; Latest (2016-17) – 690 Male		
DORSET - Trend UNCHANGED	**A**	
COMPARATOR Benchmark (England) BETTER 813 (Average)	**G**	
DORSET – Previous (2015-16) – 409 Female; Latest (2016-17) – 437 Female		
DORSET - Trend WORSENING	**R**	
COMPARATOR - Benchmark (England) BETTER 473 (Average)	**G**	

Story behind the baseline: Rates of hospital admissions related to alcohol are much higher than 30-40 years ago, due to a combination of higher levels of alcohol consumption and improved data recording. Admission rates remain higher for men than women, but whilst the rate for men is mostly static, the rate among women appears to be rising. This relates to ta faster rise in average rates of drinking amongst women than men in the past 30 years. Admission rates are highest amongst those aged 40-64; while this age group suffers the most health impacts, patterns of drinking are usually established earlier in the life course. Health harm related to alcohol is not perfectly correlated with overall levels of consumption, as other mediating factors such as diet, physical activity, smoking, and the pattern of consumption all play a role. Individuals from lower socio-economic groups are more likely to suffer harm from alcohol, despite average lower rates of consumption than other socio-economic groups.

Partners with a significant role to play: Dorset Clinical Commissioning Group (CCG), Dorset Healthcare University Foundation Trust (providers of treatment services and health visiting / school nursing), Dorset County Hospital, Poole Hospital, The Royal Bournemouth and Christchurch Hospital, Schools and colleges, GP practices, Voluntary and Community Sector providers and Live-Well Dorset.

Performance Measure(s) – Trend Lines	
Proportion of clients of alcohol treatment service drinking less at 3 months Previous Q1 2017-18 – 42.3% Latest Q2 2017-18 – 57.9%	
Alcohol treatment service successful completions Previous Q1 2017-18 – 49.2% Latest Q2 2017-18 – 45.9%	
% of young people successfully completing substance use treatment – qtrly Latest Q1 2017-18 – 97% Latest Q2 2017-18 – 99%	

Corporate Risk	Score	Trend
04p – Lack of support for the location of a drugs and alcohol recovery hub	**MEDIUM**	**UNCHANGED**
Value for Money - UNDER DEVELOPMENT	Latest	Rank

What are we doing? The pan-Dorset strategy for alcohol and drugs (2016-2020) covers three themes: prevention, treatment and safety. The Live Well Dorset service supports people to reduce the amount of alcohol they drink, and our alcohol treatment services (HALO data) support those who are dependent on alcohol. Across Dorset the PAS work has a focus on alcohol, improving the identification of people at risk of future harm from alcohol and increasing the number of people connected to Live Well for support. All of which should reduce the harm related to alcohol experienced by Dorset residents.

HEALTHY: 03 Population Indicator Percentage of Children and Adults with excess weight - Outcome Lead Officer Jane Horne; Population Indicator Lead Officer David Lemon		
DORSET – Previous (2015-16) – 21.5% Child (4-5 year olds); Latest (2016-17) - 21.1% Child (4-5 year olds)		
DORSET - Trend IMPROVING	G	
COMPARATOR - Benchmark (England) BETTER 22.6% (Average)	G	
DORSET – Previous (2015-16) - 65.7% Adults; Latest (2016-17) – 59.2% Adults		
DORSET - Trend IMPROVING	G	
COMPARATOR - Benchmark (England) BETTER 61.3% (Average)	G	

Story behind the baseline: Since the 1990's, rates of excess weight (overweight and obesity) have risen across England, so much so that England now has one of the highest rates of obesity in Europe. In Dorset, 21.5% of children aged 4-5 are categorised as having excess weight, 27.3% of children aged 10-11, and 65.7% of adults. Whilst some data suggests that the increase may now be plateauing, the absolute figures for overweight and obesity remain too high. Rates of excess weight are often higher in more deprived communities, and amongst ethnic minority groups, whilst children with parents who are overweight or obese are more likely to be so themselves. Obesity is associated with a range of problems. Excess weight in pregnancy increases the risk of miscarriage, stillbirth and gestational diabetes. Obese children are more likely to suffer stigmatisation because of their obesity, and adults may have significant mental ill health brought about because of obesity. Physically, there are links between obesity and type 2 diabetes, cardiovascular disease and several cancers, with a growing burden on public sector resources. For example, NHS costs attributable to overweight and obesity are projected to reach £9.7 billion by 2050, and wider costs to society estimated to reach £49.9 billion per year (Foresight 2007). Locally we may see more house-bound individuals needing care, or special equipment being needed in school rooms and gyms.

Partners with a significant role to play: Schools – academies and local authority run, Children's centres, Dorset County Council services including transport and education, District Council services including planning, leisure and environmental health, Dorset CCG and GPs, Acute hospital trusts, Community hospitals across Dorset, Active Dorset / Sport England and Dorset Community Action.

Performance Measure(s) – Trend Lines	
Children's height and weight measurement data Previous 2014-15 – 27 Latest 2015-16 – 27	
Proportion of clients making 5% weight loss Previous Q1 2017-18 – 46.7% Latest Q2 2017-18 – 47%	

Corporate Risk	Score	Trend
No associated current corporate risk(s)		
Value for Money - UNDER DEVELOPMENT	Latest	Rank

What are we doing? Obesity is a complex multi-faceted disorder, connected with most of the other population indicators in this section, and it requires an integrated approach to tackle. It is one of the four key lifestyle issues that the Live Well Dorset service supports people to change. As part of the Prevention at Scale portfolio of the Sustainability and Transformation Plan, overseen by the Dorset Health and Wellbeing Board, there is a focus on increasing the number of people connected to Live Well for support, with referrals from partners across the system.

HEALTHY: 04 Population Indicator Prevalence of mental health conditions - Outcome Lead Officer Jane Horne; Population Indicator Lead Officer David Lemon

DORSET – Previous (2014-15) – 3.8%; Latest (2015-16) - 4.7%		
DORSET - Trend WORSENING	**R**	
COMPARATOR - Benchmark (England) BETTER 5.2% (Average)	**G**	2012-13 2013-14 2014-15 2015-16 2016-17 2017-18

Story behind the baseline: Historically mental health conditions have been recorded in a rage of different ways. This indicator is based on numbers answering, "Long-term mental health problem" to the question in the GP Patient Survey "Which, if any, of the following medical conditions do you have?" It therefore provides the subjective patient experience that is a key part in building up the local picture of prevalence. It may highlight gaps between diagnosed and undiagnosed prevalence in a local area, however increasing trends may not necessarily indicate a change in population mental health, but rather improved recording. Mental health is one of the two main causes of sickness absence in the working age population, at an estimated cost of around £8 billion per year in the UK. Our childhood has a profound effect on our adult lives, and many mental health conditions in adulthood show their first signs in childhood.

On January 21, the Daily Telegraph published some useful national data on mental health, sourced from MIND, the NHS, Young Minds, and the RCN: 1 in 4 people will experience a mental health problem each year; the average age of onset for depression, as diagnosed now, is 14, compared to 45 in the 1960s; There was a 116% rise in young people who talked about suicide during Childline (UK) counselling sessions in 2013-14, compared to 2010/11; mental health trust budgets in England were cut by 8.25% from 2011 to 2015; there was a 20% rise in referrals to community mental health teams in England from 2011-15; 2,100 Beds for mental health patients have been closed from 2011 to mid 2016 in England; In England as of May 2016, 41% of people referred to a talking therapy have a three month wait between referral and treatment.

*Regarding emotional and behavioural health of looked after children the Strengths and Difficulties Questionnaire should be completed for every child looked after for at least 12 months and aged 5 to 16 years-old as at the end of March. A score of: 0 to 13 is considered normal; 14 to 16 is borderline; and 17 to 40 is a cause for concern.

Partners with a significant role to play: Dorset Clinical Commissioning Group (CCG), Dorset Healthcare University Foundation Trust (providers of treatment services and health visiting / school nursing), Dorset County Hospital, Poole Hospital, The Royal Bournemouth and Christchurch Hospital, Schools and colleges, GP practices, Voluntary and Community Sector providers and Live-Well Dorset.

Performance Measure(s) – Trend Lines

Number of children with Social Emotional Mental Health needs (SEMH) Previous 2015-16 – 1459 Latest 2016-17 – 1335	 13-14 14-15 15-16 16-17 17-18
Emotional and behavioural health of looked after children Latest Q1 2017-18 – 12.1 Latest Q2 2017-18 – 14.6 (*see note above)	 Q1 16-17 Q2 16-17 Q3 16-17 Q4 16-17 Q1 17-18 Q2 17-18

Corporate Risk	Score	Trend
No associated current corporate risk(s)		

Value for Money - UNDER DEVELOPMENT	Latest	Rank

What are we doing? Schools are the key universal service promoting young people's emotional health and wellbeing.

Our Emotional Health and Wellbeing strategy and a key strand of the Prevention at Scale work, connected closely with the Children's Alliance for Dorset, is a focus on developing improved pathways and support to improve child mental health and wellbeing, including risk taking behaviour, using the THRIVE model across the whole system.

HEALTHY: 05 Population Indicator Under 75 mortality rates from cardiovascular diseases - Outcome Lead Officer Jane Horne; Population Indicator Lead Officer David Lemon

DORSET – Previous (2015) 55.1 – Male; Latest (2016) 54.8 – Male DORSET – Previous (2015) 14 Female; Latest (2016) 15.6 Female DORSET - 2016 combined – 34.4 (See below)		
DORSET – Trend WORSENING	**R**	
COMPARATOR - Benchmark (England) BETTER 46.7 (Average)	**G**	

Story behind the baseline: Whilst rates of premature mortality from cardiovascular disease (CVD) nationally have been falling significantly over the last five decades, this remains the second biggest cause of death nationally after cancer. The dramatic reductions in deaths have been due to reductions in smoking, better management of cholesterol and hypertension, and improved treatments following a heart attack or stroke. However, the decline in deaths has flattened out in more recent years as improvements in these factors have been increasingly offset by increases in obesity and diabetes and reductions in physical activity. Although rates in Dorset overall are significantly lower than the England average, there is significant variation between and within districts, with rates from GP practices in the most deprived communities being 3-4 times that in the least deprived communities. CVD is the biggest contributor to inequalities in life expectancy.

Please note that unfortunately we are no longer able to provide a male female split and have added an additional trend line that represents the revised combined data approach. We have kept the historical data for male and female as a helpful comparison.

Partners with a significant role to play: To influence the factors identified as contributory to premature deaths from diabetes and CVD we have identified a wide range of key partners and stakeholders we need to work with including Dorset CCG, Dorset County Hospital, Poole Hospital, Royal Bournemouth Hospital, GP practices, Smoking cessation services, Live-Well Dorset, Schools and colleges, Voluntary sector, Local planning authorities and Employers.

Performance Measure(s) – Trend Lines

Proportion of clients smoking less at 3 months following smoking cessesation course Previous Q1 2017-18 – 31.1% Latest Q2 2017-18 – 36.6%	

Corporate Risk	**Score**	**Trend**
No associated current corporate risk(s)		

Value for Money - UNDER DEVELOPMENT	**Latest**	**Rank**

What are we doing? Many of the actions we take to prevent CVD need to start early, in pregnancy or childhood, and link with the other population indicators in this section. Healthy behaviours in childhood and the teenage years also set patterns for later life. The Live Well Dorset service supports people to change four key lifestyle issues: stopping smoking, reducing alcohol intake, increasing physical activity and healthy weight.

A key focus of the PAS STP work overseen by the DHWB, is to increase the number of people connected to Live Well for support, with referrals from partners across the system.

HEALTHY: 06 Population Indicator Levels of physical activity in adults - Outcome Lead Officer Jane Horne; Population Indicator Lead Officer David Lemon		
DORSET – Previous (2014-15) – 56.8%; – Latest (2015-16) – 67.5%		
DORSET - Trend IMPROVING	**G**	
COMPARATOR - Benchmark (England) BETTER – 64.9% (Average)	**G**	

Story behind the baseline: <u>Please note that the definition has changed for this population indicator.</u> In May 2016 Sport England published 'Sport England: Towards an Active Nation Strategy 2016-2021'. Notable parts of this include physical activity, focussing more money and resources in tackling inactivity and investing in children and young people from the age of five outside the school curriculum. Active Dorset has tendered for a Sport and Leisure facilities Assessment and Strategy covering the six Dorset district councils. The County Council has supported this as it will provide a useful analysis at both district and county level. The Dorset Joint Health and Wellbeing Strategy, PAS and the STP all have a focus on increasing physical activity. Benefits of increased physical activity include reduced risk from CVD, diabetes, many musculoskeletal conditions and improved mental wellbeing, so there is a link with many of the other population indicators in this section. Keeping our countryside, including our AONBs, accessible and in good condition facilitates physical activity. Ideally, we would like to survey AONB condition every 5 years but this has not been possible in recent years due to diminished resources. However, the Dorset AONB landscape condition assessment is being re-done this year. Though, the pace of change on a landscape scale is slow. In terms of Rights of Way maintenance, despite significant reduction in overall funding across the Countryside services, the outputs for ROW jobs have doubled over the last 5 years and for the first time we now complete more jobs than there are new jobs coming in, so we are able to start working through the back log – which is highly beneficial for helping people to access the RoW network and therefore be more physically active.

Partners with a significant role to play: Partners with a significant role to play: Dorset Clinical Commissioning Group (CCG), Dorset Healthcare University Foundation Trust (health visiting/school nursing), Schools and colleges, GP practices, Voluntary and Community Sector providers and Live-Well Dorset.

Performance Measure(s) – Trend Lines	
Good landscape condition in AONB Latest 2007 – Good 29%	
Proportion of clients increasing their physical activity at 3 months Previous Q1 2017-18 – 53.1% Latest Q2 2017-18 – 47.2%	
Interim Rights of Way measure 2017 Logged 2924 Joined 2938	

Corporate Risk	Score	Trend
No associated current corporate risk(s)		

Value for Money - UNDER DEVELOPMENT	Latest	Rank

What are we doing? This is one of the lifestyle issues that the Live Well Dorset service supports people to change, and there is work with partners across the system to recognise the many opportunities available to people, including using local rights of way and green space. This is a key part of the Healthy Places work stream of PAS, which also refers to active travel. DHWB oversees the PAS portfolio and brings together partners across Dorset to work collectively on these issues.

Corporate Risks that feature within HEALTHY but are not assigned to a specific POPULATION INDICATOR (All risks are drawn from the Corporate Risk Register)		
07f – Failure to successfully implement the Dorset Care record (cost; time; quality) with partners	MEDIUM	UNCHANGED
10m - The services are not sufficiently outward facing, and the skills of the voluntary sector are not realised	MEDIUM	UNCHANGED
01t - Sexual health services remain with Public health Dorset. Provider contract agreement and service delivery at a time of significant budget reduction	MEDIUM	UNCHANGED
09f - failure to adapt services and communities to the impacts of a changing climate	MEDIUM	UNCHANGED
12p - Lack of school nurses in Lyme Regis affecting NCMP data collection	MEDIUM	UNCHANGED
11m – Structure of commissioning team does not align to future strategy	LOW	UNCHANGED
07b - Dispute between Clinical Commissioning Group and local authority if expectation exceeds capacity to deliver	LOW	IMPROVING
12b - Lack of public support or legal challenge to a major change in policy (arising from the Care Act)	LOW	UNCHANGED
11k - Transfer of commissioning responsibility for health visitors	LOW	UNCHANGED

Key to risk and performance assessments			
Corporate Risk(s)		Trend	
High level risk in the Corporate Risk Register and **outside of the Council's Risk Appetite**	HIGH	Performance trend line has improved since previous data submission	IMPROVING
Medium level risk in the Corporate Risk Register	MEDIUM	Performance trendline remains unchanged since previous data submission	UNCHANGED
Low level risk in the Corporate Risk Register	LOW	Performance trendline is worse than the previous data submission	WORSENING

Responsibility for Indicators and Measures	
Population Indicator relates to ALL people in each population	**Performance Measure** relates to people in receipt of a service or intervention
Shared Responsibility Partners and stakeholders working together	**Direct Responsibility** Service providers (and commissioners)
Determining the **ENDS** *(Or where we want to be)*	Delivering the **MEANS** *(Or how we get there)*

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Independent

Outcome Sponsor – Helen Coombes

Interim Transformation Programme Lead

Outcomes Focused Monitoring Report

March 2018

The following pages have been provided to summarise the current position against each outcome indicator and performance measure. This will help the council to identify and focus upon potential areas for further scrutiny. All risks are drawn from the Corporate Risk Register and mapped against specific population indicators where relevant. Any further corporate risks that relate to the 'Independent' outcome is also included to provide a full overview. Please note that information relating to outcomes and shared accountability can be found on the Dorset Outcomes Tracker.

Contents	
Population Indicator	Page No
Executive Summary	3
01 Percentage of children 'ready to start school' by being at the expected level at early years	4
02 Percentage of children with good attendance at school	5
03 Percentage achieving expected standard at KS2 in reading, writing and maths	6 & 7
04 Percentage of 16-18 year olds not in education, employment or training (NEET)	8
05 Delayed transfers from hospital care (number of bed days)	9
06 Proportion of clients given self-directed support	10
Corporate Risks that feature within Independent but are not assigned to a specific Population Indicator	11
Key to risk and performance assessments	11
Contact	12

Corporate Plan 2017-18: Dorset County Council's Outcomes and Performance Framework
INDEPENDENT – Executive Summary

Population Indicators (6 in total)

Legend: No Trend, Improving, Unchanged, Worsening
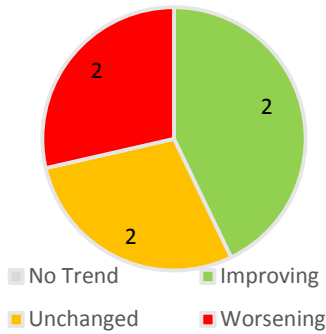
Suggested Indicators for Focus

% of children 'ready to start school' by being at the expected level of Early Years Foundation Stage.

Performance Measures (Currently 16 in total)
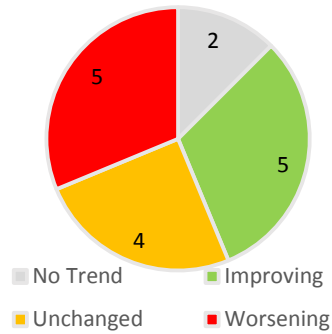
Legend: No Trend, Improving, Unchanged, Worsening

Suggested Measures for Focus

Proportion of people who use services, and carers, who find it easy to find information about services

Risks (Currently 16 in total)

Legend: High, Medium, Low
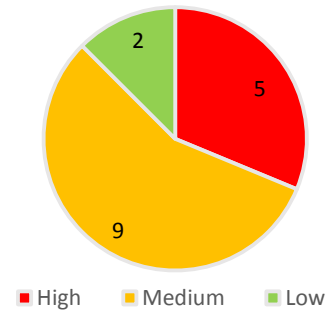
Suggested Risks for Focus

01c Failure to ensure that learning disability services are sustainable and cost-effective

02e Failure to meet statutory and performance outcomes for young people in transition

01b Poor performance of the Better Care Fund

02d – Failure to deliver Education, Health and Care Plans (ECHP) within Statutory Timelines

01a – Overspend to the Adult and Community Services Directorate Budget and meet the structural deficit

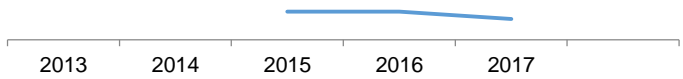| INDEPENDENT: 01 Population Indicator Percentage of children 'ready to start school' by being at the expected level at Early Years Foundation Stage- Outcome Lead Officer Sally Longman; Population Indicator Lead Officer Claire Shiels |
|---|

DORSET – Previous (2016) – 70.1% ; Latest (2017) – 68.8%		2013 2014 2015 2016 2017
DORSET - Trend WORSENING	**R**	
COMPARATOR - Benchmark (South West) BETTER – 70.5% (Average)	**R**	

Story behind the baseline: This indicator helps us to understand school readiness and is made up of the building blocks for child development. School readiness starts at birth with the support of parents and carers, when young children acquire the social and emotional skills, knowledge and attitudes necessary for success in school and life.
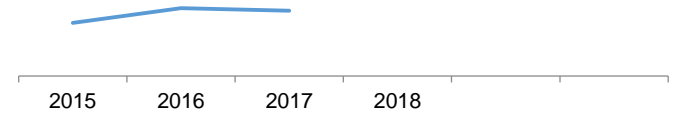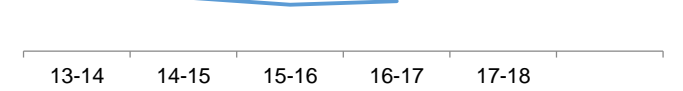
Children who don't achieve a good level of development at age five can struggle with social skills, reading, maths and physical skills. Although performance overall is good and improving, children from the poorest households do less well at this stage, as do children with special educational needs. Girls tend to better than boys and Gypsy/Roma/Traveller families do less well than white British children. Those that don't reach a good level of development are already behind their peers so start school life with more ground to catch up and inequalities can continue throughout school life. School readiness at age five has a strong impact on future educational attainment and life chances.

There has been a small reduction in the proportion of children reaching a good level of development at age 5, and Dorset remains in the 3rd quartile of this nationally. Particular areas for focused improvement in Dorset relate to literacy and mathematics. The achievement gap between children eligible for Free School Meals and those who are not has increased slightly and is greater than national average, but similar to the regional average, which has remained at 21% for the last 4 years.

Although there has been a small reduction in the proportion of vulnerable 2-year-old children taking up their free entitlement to early years education, this is still in the highest quartile nationally and remains significantly higher than nationally.

Partners with a significant role to play: Parents/Carers; early years providers, children's centres, schools, health visitors, Job Centre Plus/Department for Work and Pensions, adult training providers, libraries, leisure providers (including parks and play areas), planning departments and housing developers. There is strong evidence that investment in the early years, including targeted parenting programmes, has a significant return on investment.

Performance Measure(s) – Trend Lines	
% of 2 year old children benefiting from funded early education Previous 2016 – 85% Latest 2017 – 81%	2015 2016 2017 2018
Inequality Gap EYFS **Previous 2016 – 20%** **Latest 2017 – 22%**	13-14 14-15 15-16 16-17 17-18

Corporate Risk		Score	Trend
No associated current corporate risk(s)			

Value for Money - UNDER DEVELOPMENT	Latest	Rank

What are we doing? Good quality universal health care and childcare for pre-school children promotes school readiness.

Parents and carers can provide a range of experiences and positive reinforcement through good communication, story-telling, and opportunities for play. The proportion of 2-year olds benefiting from funded early education is in the highest quartile nationally and access to high quality early years education is important in closing the inequality gap. Dorset County Council provides a range of early childhood services for children aged 0 to 5 years and their families including children centre activities; parenting support, information, advice and guidance; outreach work in the family home and support with literacy and reading in libraries. We also provide support to early years settings on the quality of education provision and work in close partnership with our health partners who provide maternity services and health visiting services to ensure that children get the best start in life. We are currently reviewing our 0-5 offer to ensure that we make the best use of our resources, respond to emerging need and policy changes.

INDEPENDENT: 02 Population Indicator Percentage of children with good attendance at school - Outcome Lead Officer Sally Longman; Population Indicator Lead Officer Claire Shiels

DORSET – Previous (2014-15) 95.3%; Latest (2015-16) 95.3%		
DORSET - Trend UNCHANGED	**A**	
COMPARATOR – Benchmark (Statistical Neighbour) SIMILAR 95.5% (Average)	**A**	

Trend line chart with x-axis: 13-14, 14-15, 15-16, 16-17, 17-18

Story behind the baseline: Good school attendance is important to ensure that children get the most important start in life. Children who miss school often fall behind and there is a strong link between good school attendance and achieving good results at GCSE. Good attendance at school is also linked to preparing for adulthood and employment opportunities later in life. **Total absence from school in Dorset (across all schools) is 4.7%, like levels nationally and regionally.** Much of the work children miss when they are off school is never made up, leaving these pupils at a considerable disadvantage for the remainder of their school career. Responsibility for pupil attendance primarily rests with the parent/carer, with schools responsible for monitoring and encouraging attendance where there are problems. The local authority will support this role through the offer of early help where appropriate and providing an enforcement role regarding parents/carers who fail to ensure that their children attend school regularly. **Please note that the next annual absence data will be available for the next cycle of committee reporting as this is collected from school census submissions which are collected in arrears.**

Partners with a significant role to play: Schools, school governors, parents/carers, alternative education providers, voluntary and community sector, youth providers, early year's settings, children's centres, health visitors, police, youth offending service.

Performance Measure(s) – Trend Lines	
Total Primary Absence Previous 2014-15 – 4.1 Latest 2015-16 – 4	Trend line chart: 13-14, 14-15, 15-16, 16-17, 17-18
Total Secondary Absence Previous 2014-15 – 5.3 Latest 2015-16 – 5.4	Trend line chart: 13-14, 14-15, 15-16, 16-17
Looked after Children Overall Absence Previous 2014-15 – 3.6 Latest 2015-16 – 4	Trend line chart: 13-14, 14-15, 15-16, 16-17, 17-18

Corporate Risk	**Score**	**Trend**
No associated current corporate risk(s)		

Value for Money - UNDER DEVELOPMENT	**Latest**	**Rank**

What are we doing?

- Trade an attendance service to schools
- Issuing penalty notices to parents
- Providing early help through Family Partnership Zones
- Providing intensive family support packages through Dorset Families Matter (our local Troubled Families Programme)

INDEPENDENT: 03 Population Indicator Percentage achieving expected standard at KS2 in reading, writing and maths - Outcome Lead Officer Sally Longman; Population Indicator Lead Officer Claire Shiels

DORSET – Previous (2016) 45%; Latest (2017) 57%		
DORSET - Trend IMPROVING	**G**	
COMPARATOR - Benchmark (Statistical Neighbour) WORSE 58.7% (Average)	**R**	

(chart showing years 2014 2015 2016 2017 2018 with an upward line between 2016 and 2017)

Story behind the baseline: Standardised Assessments are undertaken in Year 6 or Key Stage 2. For the first time in 2016 they were used to test the understanding of understanding of the national primary curriculum. Achievement at Key Stage 2 influences pupil's attainment at GCSE as well as a range of other outcomes. Disadvantaged pupils are less likely to achieve well at KS2. Progress measures were introduced in 2016 which compare pupil's results with the achievements of other pupils nationally with similar prior attainment. This is important as it ensures that schools can demonstrate progress with all pupils, whether they are low, middle or high attainers as any increase in attainment reflects the school's work with that pupil. They are fairer to schools in challenging circumstances as they recognise schools that are doing well with pupils that may have had poor prior attainment. A score worth 0 means that pupils on average do about as well at KS2 as those with similar prior attainment nationally. A positive score means pupils in this school on average do better and a negative score means that pupils on average do worse at KS2 than those with similar prior attainment nationally.

A negative score does not mean that pupils are not making progress, rather it means they made less progress than other pupils nationally with similar starting points. Overall the proportion of pupils achieving expected standards in reading, writing and maths (Level 4, RWM) has improved and the proportion of schools with fewer than 65% of children achieving expected levels in reading, writing and maths has reduced significantly. The attainment of Level 4, RWM of disadvantaged pupils remains like previous years. Improvements have been made in progress scores in reading and maths, and progress in reading remains the same as in previous years.

Performance Measure(s) – Trend Lines

Progress between age 7 and age 11 reading Previous 2015-16 = - 0.6 Latest 2016-17 = - 0.6	(chart: 12-13 13-14 14-15 15-16 16-17)
Progress between age 7 and age 11 writing Previous 2015-16 = - 3.4 Latest 2016-17 = 1.6	(chart: 12-13 13-14 14-15 15-16 16-17)
Progress between age 7 and age 11 Maths Previous 2015-16 = - 1.9 Latest 2016-17 = - 1.5	(chart: 12-13 13-14 14-15 15-16 16-17)
Percentage of schools with fewer than 65% level 4 RWM Previous 2015-16 = 18% Latest 2016-17 = 6%	(chart: 2012 2013 2014 2015 2016 2017)
KS2 level 4 RWM disadvantage pupils Previous 2016-17 = 23 Latest 2016-17 = 22	(chart: 12-13 13-14 14-15 15-16 16-17)

INDEPENDENT: 03 Population Indicator Percentage achieving expected standard at KS2 in reading, writing and maths - Outcome Lead Officer Sally Longman; Population Indicator Lead Officer Claire Shiels **(Cont'd)**		
Corporate Risk	**Score**	**Trend**
No associated current corporate risk(s)		
Value for Money - UNDER DEVELOPMENT	**Latest**	**Rank**

What are we doing? The Dorset Education Advisory Service engages with all schools, Multi-Academy Trusts, Federations, Academies and colleges to celebrate and promote good practice; monitor performance and challenge standards; identify schools at risk of underperforming through interrogating qualitative and quantitative data; provide advice and support in response to difficult circumstances; identify and remove barriers to ensure best outcomes.

The service prioritises schools that are significantly below the Dorset and national average to provide the necessary level of support and advice to improve standards. Dorset County Council works with the regional school's commissioner and a range of teaching school alliances/partnerships across the county to improve standards. Teaching school alliances/partnerships access additional funding; provide training and professional development; and offer school to school support.

INDEPENDENT: 04 Percentage of 16-18 year olds not in education, employment or training (NEET) - Outcome Lead Officer Sally Longman; Population Indicator Lead Officer Claire Shiels
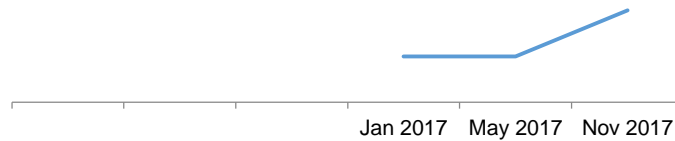
DORSET – Previous (May 2017) 2.7%; – Latest (Nov 2017) 3%		
DORSET - Trend WORSENING	**R**	
COMPARATOR – WORSE Benchmark (South West) 2.6%	**R**	

Story behind the baseline: The number and proportion of (academic age) 16 and 17-year olds who are NEET has increased slightly since May, however variation throughout the year is to be expected as people are more likely to change courses or drop out in the first term. Although the Dorset figure would suggest that Dorset has more young people you are NEET than regionally, it is important to note that perform extremely well at tracking young people, with a much lower proportion young people who are 'not known' (2.7%) than regionally (5.3%) and nationally (5.9%). This will impact on the proportion who are NEET.

The Department for Education now report on the combined figure of the % 16-17 year olds NEET and whose activity is not known and on this indicator measure Dorset performs better (5.7%) than the south west region (5.3%) and nationally (8.4%). It is suggested that the committee replaces the current population indicator with the combined indicator of % NEET and % Not Known as it better reflects the issue and is in line with DfE thinking, enabling us to benchmark more effectively. The highest concentrations of NEET young people remain in Purbeck, Christchurch and Chesil areas of Dorset.   There has been a slight increase in the proportion of care leavers who are NEET, which we will continue to monitor.

Partners with a significant role to play: Young people, parents, schools, FE Colleges and educational institutions, VCS sector, Family Partnership Zones, LEP and ESB, Economic Development roles in District Councils, Ansbury Guidance (Provider of Information, Advice and Guidance to Vulnerable young people).

Performance Measure(s) – Trend Lines	
Percentage of offers of education or training made to 16-17 year olds Previous – NEW Latest – Qtr 3 17-18 – 93.6%	
Percentage of 16-17 year olds in jobs without training Previous May 2017 – 2.7% Latest Nov 2017 – 2.3%	
Percentage of care leavers that are NEET Previous May 2017 – 14.5% Latest Nov 2017 – 15.7%	
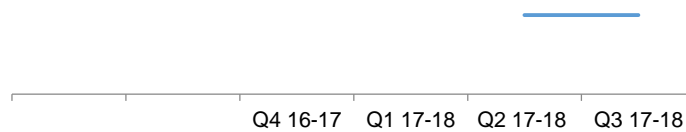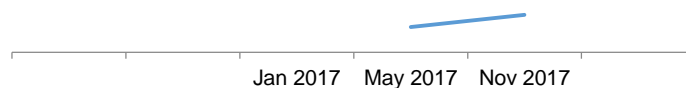
Corporate Risk	Score	Trend
CS04 Performance targets for young people in jobs without training are not in line with national average	**MEDIUM**	**UNCHANGED**
Value for Money - UNDER DEVELOPMENT	Latest	Rank

What are we doing? We use data to identify and work with young people who are more likely to become NEET and offer them support through both our contracted Information, Advice and Guidance Service, provided by Ansbury Guidance as well as through offering support through Family Partnership Zones. We have and will continue to target resources to support children in care and carer leavers and children and young people with special educational needs/disabilities as well as support to help support young people who are NEET back into education, employment and training. We work with and facilitate education and training providers to come together to ensure that there are a range of opportunities available for 16 and 17 year olds to enable them to participate in education and training.

INDEPENDENT: 05 Population Indicator Delayed transfers from hospital care (number of days – Social Care and Both attributable) - Outcome Lead Officer Sally Longman; Population Indicator Lead Officer Harry Capron

DORSET – Previous (Qtr 2 2017-18) 2,875; Latest (Qtr 3 2017-18) 1,871	
DORSET - Trend IMPROVING **G**	
COMPARATOR – National Ranking based on Dec 2017 published data = 103rd (Compared to 128th in September) – Trend IMPROVING	

Story behind the baseline: Following the spike we recorded in Q2, and our year to date performance at the half year being above our BCF target, lots of work has been undertaken operationally and administratively to ensure that client flow, partnership working and management of data is as effective as possible. Since then, we have seen a considerable decrease in the number of days delayed. The in-quarter improvement has resulted in us being around 302 days over our BCF quota at the end of December for Social Care-attributable days. However, this is before we reclaim approximately 730 days that have been agreed with trusts as being miss-recorded earlier in the year. Taking that reclaim into account, we are approximately 428 under our BCF target up to the end of December. As at the end of December 2017 (the latest official data available), we are ranked 126th out of 152 local authorities for Social Care attributable delays. In December alone (345 Social Care attributable days), we ranked 103rd nationally, which put us in the third quartile. As reported previously, "Awaiting package in own home" is by far the biggest reason for delay in Dorset (44%). This is 10 percentage points higher than the rest of England (34%). For Q3, the top three reasons were Awaiting package in own home (646 days), Awaiting residential home placement (390) and Completion of assessment (182).

Performance Measure(s) – Trend Lines

The rate of delayed transfers from hospital care (DCC attributable) analysed by reason for delay	

Corporate Risk	Score	Trend
01b Poor performance of the Better Care Fund	**HIGH**	**UNCHANGED**

Value for Money - UNDER DEVELOPMENT	Latest	Rank

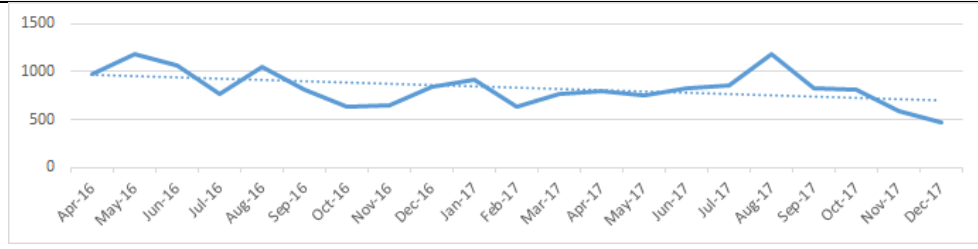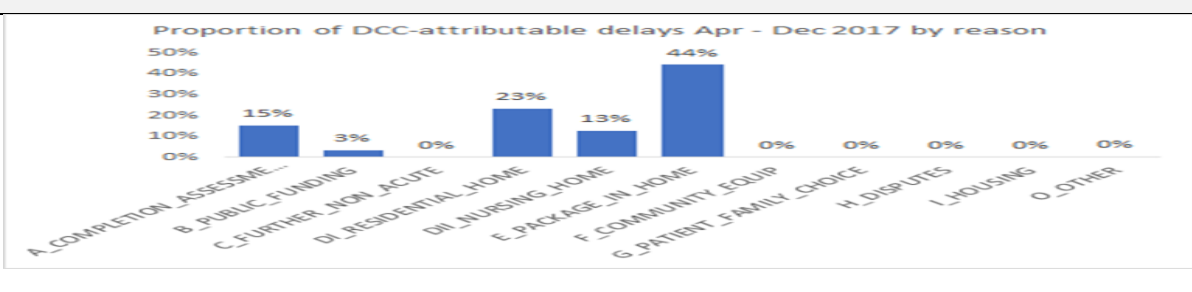**What are we doing?** From 15 February 2018, all councils have been asked to complete a weekly 'Winter data and Intelligence' form issues by ADASS. The form asks for weekly data around delay numbers, reasons and any issues being experienced that week. Due to our robust reporting, we are able to provide the majority of data requested each week. They do however also ask for NHS-attributable delays each week, which is something we are currently unsighted on. The covering email received from ADASS stated that, "This collection is intended to be locally, regionally and nationally useful for social care and systems during the winter period. Above all, this is to help DASSs and local councils to ensure that local intelligence is fed into winter rooms to inform an understanding of the data, and that shared data is signed off by them, timely and usable to spot issues. This in turn should enable more confidence in the data at a regional and national level". On 17 January 2018 a 'DTOC stocktake' workshop was held with key DCC staff (and invites to CCG colleagues who were unable to attend). The session covered performance data and analyses, discussions around operational and partnership working and an update on High Impact Changes. The session resulted in an action plan being drawn up and a follow-up meeting being arranged to track progress against those actions. Additional resource has been allocated within the localities to enable Assessment Support Coordinator Link Workers to work directly with the Community Hospital to ensure timely assessments and discharges. As part of the induction process all new staff in Adult Social Care will receive a training session on Delayed Transfers of Care which will assist the worker to ensure they are dealing with and recording DTOC's in the correct way. There is now an increased engagement with weekly calls to provide mutual support and unblock specific problems. All localities and Mental Health services participated in the latest call on 30 January 2018. Work is being undertaken with Dorset Healthcare to ensure ongoing accurate and consistent reporting from all community hospitals and compliance with Care Act requirements to allow greater assurance to the Quality Team at DCC. High Impact Change Documents now agreed; signed off and in place between DCC and:

   a. Dorset County Hospital NHS Foundation Trust
   b. Dorset HealthCare NHS University NHS Foundation Trust
   c. Poole Hospital NHS Foundation Trust
   d. Royal Bournemouth and Christchurch Hospitals NHS Foundation trust

Assigned actions against each high impact change area in place. The first report on implementation and impact are pending. A DToC, HIC and Reablement Project Group led by DCC with key stakeholder representation is in place. This is the coordination point for HIC implementation and impact monitoring.

INDEPENDENT: 06 Population Indicator Proportion of clients given self-directed support - Outcome Lead Officer Sally Longman; Population Indicator Lead Officer Harry Capron

DORSET – Previous (Q2 2017-18) - 96%; Latest (Q3 2017-18) - 96%		
DORSET Trend UNCHANGED	**A**	
COMPARATOR – Benchmark (England) BETTER – 86.9% (Average)	**G**	

Story behind the baseline: Work is still being undertaken to keep the strong focus on personalisation, Individual Service Funds (ISF's) are being offered as an alternative delivery mechanism to direct payments. New care pathways / interventions are also being designed by partner organisations and once established the impact of the changes on this indicator are to be assessed. The implementation of our new integrated case management system, MOSAIC, may also change data reported for the remainder of the year and onwards as information collection will be different. We will also be monitoring the impact of the implementation of the Dorset Care Framework (DCF) on the uptake of direct payments as in previous changes to frameworks we have seen a slight uptake in direct payments where individuals wish to stay with existing providers. A public consultation carried out in Dorset in February 2017 identified that only 18% of respondents could easily find information and advice they trust about adult social care and their general well-being. Over 35% found it difficult to find this information and advice. The "my Life, My Care" website, other websites and leaflets were the most popular ways for people to find information.

Partners with a significant role to play: Early Help Services, Residential and Domiciliary Care Providers, Clinical Commissioning Group, Primary & Secondary Health Services, Voluntary and Community Sector, Telecare providers.

Performance Measure(s) – Trend Lines

Proportion of people who use services, and carers, who find it easy to find information about services Previous 2015-16 (Annual Measure) – 74% Latest 2016-17 (Annual Measure) – 72.1%	
Proportion of clients given direct payments Previous Q2 16-17 – 22% Latest Q3 17-18 – 22%	

Corporate Risk	Score	Trend
03c Failure to meet primary statutory and legal care duties -Mental Capacity Act/Deprivation of Liberty Safeguards	**MEDIUM**	**IMPROVING**
03d Breach of the Deprivation of Liberty Safeguards (Community DOLs)	**MEDIUM**	**UNCHANGED**
07g Failure to develop Sustainability and Transformation Plans to achieve place based commissioning as part of the integration with health	**MEDIUM**	**IMPROVING**
11e Market failure (supply chain) with negative effect on service delivery within Adult and Community Services	**LOW**	**UNCHANGED**
Value for Money - UNDER DEVELOPMENT	**Latest**	**Rank**

What are we doing? A public consultation carried out in Dorset in February 2017 identified that only 18% of respondents could easily find information and advice they trust about adult social care and their general well-being. Over 35% found it difficult to find this information and advice. The "my Life, My Care" website, other websites and leaflets were the most popular ways for people to find information. The positives about "my Life, My Care" will be taken forward in the development of a new information website and engagement with users is taking place to shape this. One of the responses we are developing is a new self-funder pathway to help people of independent means to make better informed choices about their care and costs involved – and to reduce the financial consequences for the council of them running out of money whilst still receiving care.

The 2017 – 18 Adult Social Care Survey is now out. Each year we take part in the national user survey designed by NHS Digital and over 1200 surveys have been sent to a random sample of service users accessing long term care and support. The survey asks questions about satisfaction with care and support services, their quality of life, feeling safe and social isolation. It is the best tool we have to hear the customer's voice and the difference care and support services make to their daily lives. The Directorate has also implemented an initial six-month campaign "Prepare to Live Better" which aims to educate people about the changing landscape of social care and encourage them to make financial provisions for their future care needs. Our key message is "Promoting Independence" so people become fitter and healthier. The campaign encourages people to start planning earlier so they and their families are prepared for the future. A carers workshop has been held to review the structure and type of information carers feel that they need. The outcome of this will be used to develop a new carers information hub on Dorset for You. Feedback about the current "My Life, My Care" carers hub was largely positive, particularly the way information is written. Most carers felt that they had little or no information about medical conditions and the impact this would have on the person they care for, at the point of diagnosis.

Corporate Risks that feature within INDEPENDENT but are not assigned to a specific POPULATION INDICATOR (All risks are drawn from the)		
01a - Overspend to the Adult & Community Services Directorate Budget and meet the structural deficit	**HIGH**	UNCHANGED
01c Failure to ensure that learning disability services are sustainable and cost-effective	**HIGH**	UNCHANGED
02e Failure to meet statutory and performance outcomes for young people in transition	**HIGH**	UNCHANGED
02d - Failure to deliver Education, Health and Care Plans (EHCP) within Statutory Timelines	**HIGH**	UNCHANGED
01k Negative financial impact as we reshape our services to ensure they are care act compliant	**MEDIUM**	UNCHANGED
07c Failure of the Early Help partnership	**MEDIUM**	UNCHANGED
07h Lack of momentum in agreeing the joint funding protocol with the CCG	**MEDIUM**	UNCHANGED
12e - Good quality management / financial information is not clear enough or properly utilised to support decision making within Adult & Community Services	**MEDIUM**	IMPROVING
12f - Failure to meaningfully consult, engage and communicate with children & young people and other stakeholders (including staff and other sector groups) as part of service redesign within the FT for Children's Services programme	**MEDIUM**	UNCHANGED

Key to risk and performance assessments			
Corporate Risk(s)		Trend	
High level risk in the Corporate Risk Register and **outside of the Council's Risk Appetite**	**HIGH**	Performance trend line has improved since previous data submission	**IMPROVING**
Medium level risk in the Corporate Risk Register	**MEDIUM**	Performance trendline remains unchanged since previous data submission	**UNCHANGED**
Low level risk in the Corporate Risk Register	**LOW**	Performance trendline is worse than the previous data submission	**WORSENING**

Responsibility for Indicators and Measures	
Population Indicator – relates to ALL people in each population	**Performance Measure** – relates to people in receipt of a service or intervention
Shared Responsibility - Partners and stakeholders working together	**Direct Responsibility** - Service providers (and commissioners)
Determining the **ENDS** *(Or where we want to be)*	Delivering the **MEANS** *(Or how we get there)*

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Adult Social Care (Value for Money – Benchmarking)

Demographic change and financial constraints may create significant pressures for adult social care services. The information below was taken from the recently launched LG Inform Value for Money platform. http://vfm.lginform.local.gov.uk/about-vfm

The platform provides information about spending on, and performance for, one of the five client groups (mental health, learning disability, memory and cognition support, physical support and sensory support).

Please note that from 2014-15 onwards data for adult social care is collected in a new data return, Adult Social Care Finance Return (ASCFR). Comparable data is not available for earlier years.

About LG Inform Value for Money profiles: The Local Government Inform (LG Inform) Value for Money (VfM) profiles is the sister tool of LG Inform, and brings together data about the costs, performance and activity of local councils and fire and rescue authorities. The profile can be used by anyone who has an interest in local public services including service users and residents. The data has been presented in a series of theme based reports that provides overview of a given organisation and the services it delivers. For example, in the adult social care section of the council profile there are further sections relating specifically to each of the five different client groups. In Children and Young People there are further sections including education services, schools, Sure Start and early years, looked after children, etc. The content of these detailed sections is designed to allow users to focus on discrete aspects of a service or area of financial management, bringing together measures that provide a focused, but balanced, view of spend and performance.

The VfM profiles use data published by government department and other organisations, much of which are official statistics, and the source of each indicator is included in the detailed metric report.

Adult Social Care (Value for Money – Benchmarking)

● Dorset   **▇ Mean for All English county local authorities**

Spend on all social care with mental health support per adult aged 18+ (Adjusted to 16/17) (from 2014/15 to 2016/17)

-57.03 % change

Spend on all social care with learning disability support per adult aged 18+(Adjusted to 16/17) (from 2014/15 to 2016/17)

9.78 % change

Spend on all social care with memory and cognition support per adult aged 18+(Adjusted to 16/17) (from 2014/15 to 2016/17)

-34.36 % change

Spend on all social care with physical support per adult aged 18+ (Adjusted to 16/17) (from 2014/15 to 2016/17)

-62.37 % change

Spend on all social care with sensory support per adult aged 18+ (Adjusted to 16/17) (from 2014/15 to 2016/17)

-87.47 % change

Delayed transfer of care, all per 100,000 population aged 65+(Per 100,000 65+) (from Oct 2016 to Mar 2017)

-7.6 % change

Adults using social care who receive self-directed support(%) (from 2014/15 to 2016/17)

0.1 % change
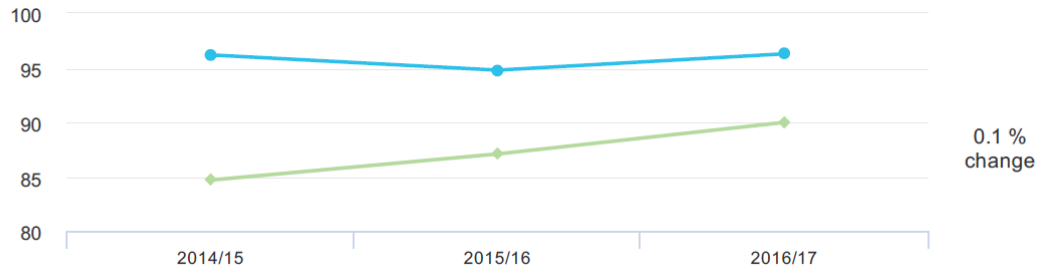
Proportion of over 65s who were still at home 91 days after discharge from hospital into reablement/rehabilitation services (effectiveness of the service).(%) (from 2011/12 to 2016/17)

-10.1 % change
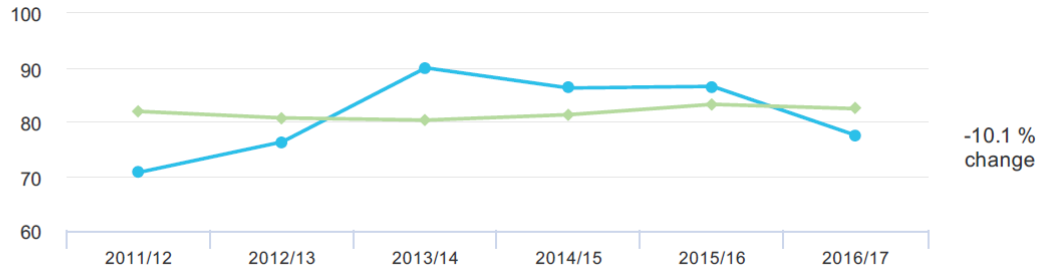
● Dorset   ■ Mean for All English county local authorities

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DRAFT Value for Money Measures

Environment and Economy – January 2018

Coverage of Superfast Broadband

What it tells us: The impact of investment in high levels of fixed line broadband access over 24 Megabits per second (Mbps)

What it doesn't tell us: Benefits come from take up and skilled use of advanced digital services, data is only available for take up on subsidised network infrastructure not across the whole of Dorset

What it means: Digital infrastructure is an enabling infrastructure from which other sectors benefit.

Percentage of fixed line superfast broadband coverage (Nov 2017)

- UK 24Mbps (94.4%)
- Dorset 24Mbps (92%)
- Dorset, Poole &Bournemouth 24Mbps (95.2%)
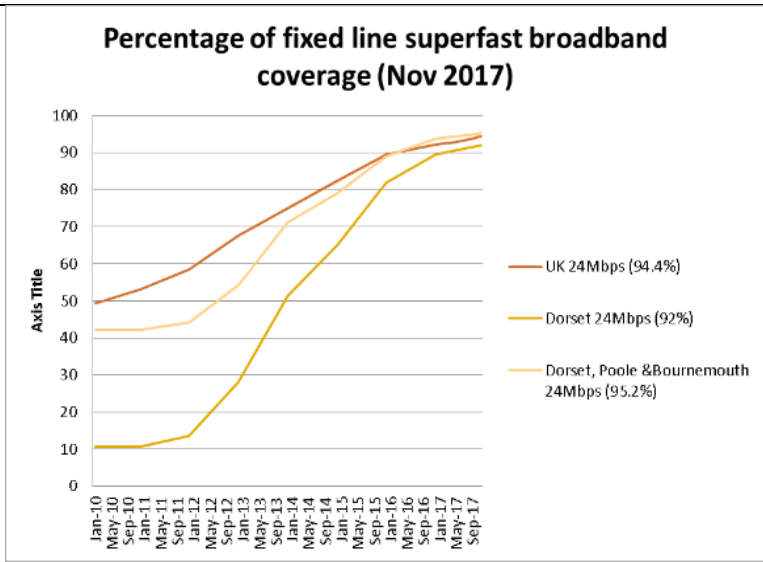
Impact of investing in Superfast Broadband

What it tells us: That the money (£8.6m) invested by DCC levers in a huge investment from other partners and significant benefits to the local economy.

What it doesn't tell us: How many businesses may have been lost because connection is poor. How much demand is still unmet.

What it means: The County Council is making a significant contribution towards making Dorset more productive, more competitive, and better able to attract and grow new businesses.

For every £1 spent

£1 — Of capital investment by DCC
£4.87 — Is leveraged from partners on infrastructure build
£97.44 — Benefits to the local economy

£1 — Spend on (SME) business connections
£8 — Is returned to the local economy in short term

£1 — Public sector spent on fibreoptic broadband
£20 — Of economic growth is produced in long term

1
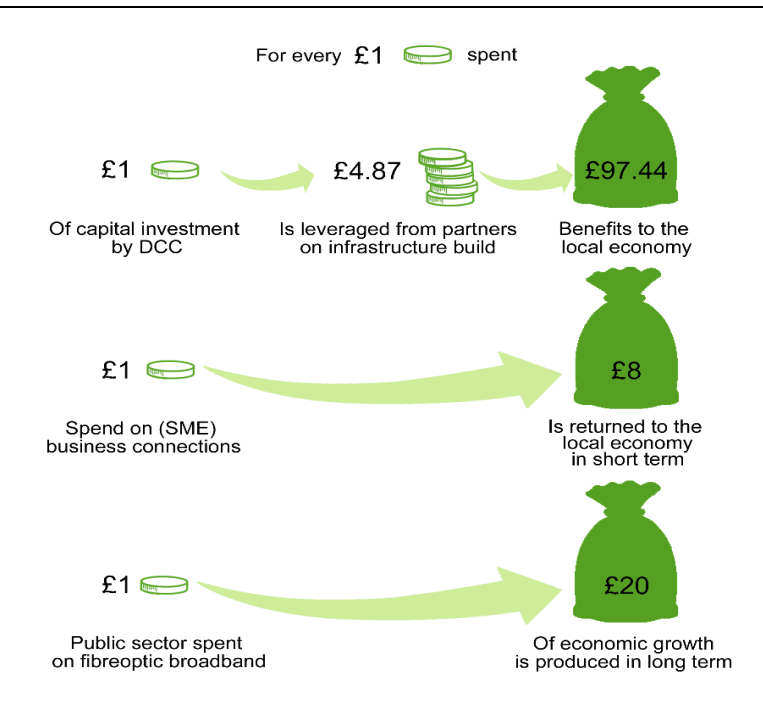
Dorset Highways Efficiency (Carriageway Maintenance)

What it tells us: How efficiently we deliver our carriageway maintenance function compared to approx. 90 other authorities (on an annual basis – used for DfT Self-Assessment programme for incentivised funding). Rating shows how close an authority is to their theoretical minimum cost, represented by 100%. To aid comparison ratings are categorised into Bands (A top quartile, D bottom quartile).

What it doesn't tell us: The statistical model for this exercise is administered by Leeds University. There is still further work to be done to refine the model and methodology to help understand the reasons for change and difference between authorities. Whilst the model considers various factors and statistically adjusts them to compare authorities against an "average minimum cost" to allow fair cost comparisons (such as, network size, traffic, rural/urban split, etc.) it may also still include some factors outside of our control, which may impact on the efficiency score. Once finalised, looking to roll out to other asset groups within Highways. The final 2016-17 report is due in January.

What it means: Comparing expenditure (capital & revenue) with highway condition and customer satisfaction it shows that Dorset is above average for delivery of our carriageway maintenance function. Slight drop in 2015-16 due to drop in customer satisfaction.

For information – Dorset Highways takes part in many benchmarking exercises. Therefore, further comparisons against our peers is available on request. Further work is also ongoing looking at the correlations between different performance measures (e.g. defects/claims/customer satisfaction).

CQC – Cost, Quality, Customer

Bandings and line chart below represent Dorset's efficiency score when compared to other authorities and the network average.
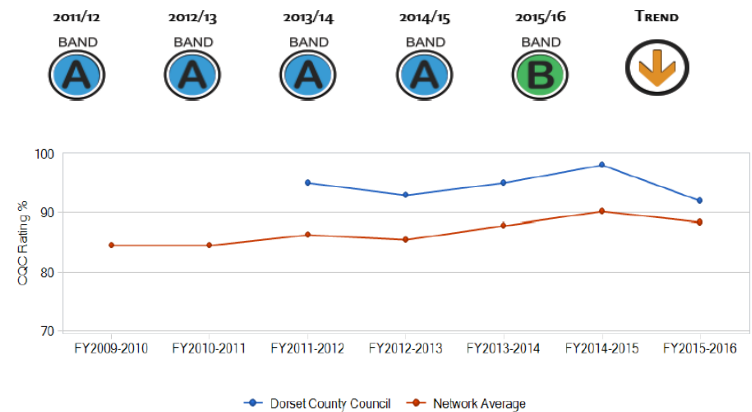
Graph below shows change in CQC rating over time using a statistical trend line.
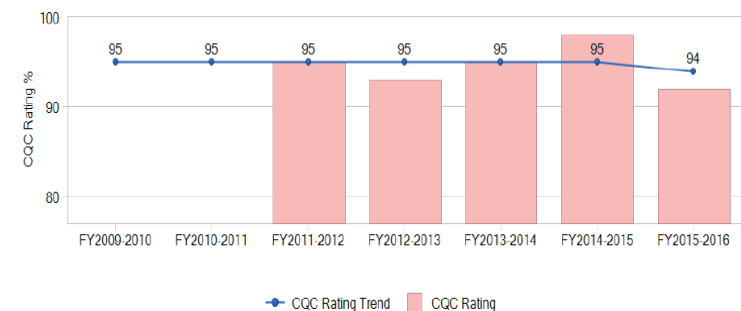
DMG Benchmarking Headlines

The top-level headlines below may also help explain our efficiency in delivering our carriageway maintenance function for 2016/17.

- 2nd lowest revenue works budget (per km) of 18 authorities.
- 9th lowest structural maintenance budget (per km), of 18 authorities, and below average.
- Ranked 15/19 for principal road in need of maintenance (although data range is quite close between authorities).
- 8/19 for non-principal roads in need of maintenance.
- 8/19 for unclassified roads in need of maintenance.
- 10/18 for public satisfaction with road condition and 7/18 for satisfaction with the quality of repair to roads.

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Dorset LEADER

What it tells us: LEADER is an EU funded rural development programme, focussed on investment to achieve economic growth. The chart illustrates the amount of funding contracted to projects, the amount tentatively allocated to projects in the pipeline, and the remaining budget to be allocated to projects.

What it doesn't tell us: That all projects are assessed against value for money criteria as part of the assessment process. Neither does it show the impact of the investment in projects. This is being reported and monitored, though most projects are still in the early stages of delivery.

What it means: The proportion of funds committed has increased from £656,000 in Q2 to £799,000 in Q3. The increase in projects in the pipeline reflects a concerted effort to bring projects forward and has reduced the overall remaining allocation to 20% of budget.

Dorset LEADER Project Expenditure

	£ Legally Committed	£ Full Application Pipeline	£ Remaining allocation
Dorset LEADER Programme	£798,679.24	£1,288,502.34	£531,569.42
Southern Dorset LAG	£633,693.72	£449,137.50	£242,944.78
Northern Dorset LAG	£164,985.52	£839,364.84	£288,624.64
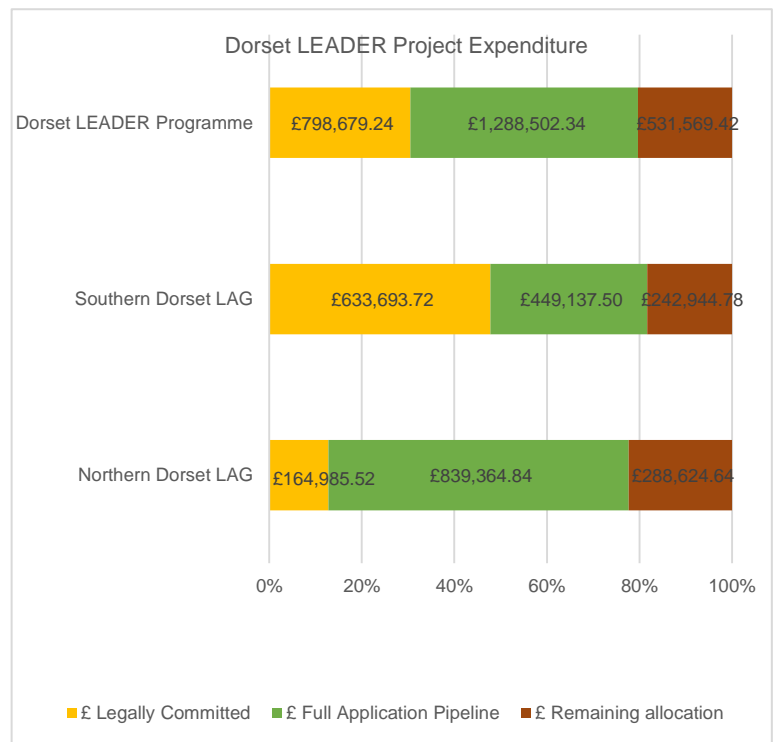
Spend on Planning Policy

What it tells us: Dorset has seen a reduction in spend on planning policy per head of population. Nationally there has been an upturn so the gap has narrowed significantly.

What it doesn't tell us: Dorset has one of the most diverse range of minerals in the country which places a demand upon planning resources. Dorset also receives income from Bournemouth and Poole for delivering the planning policy function on their behalf.

What it means: The planning policy function represents good (and improving) value for money in real terms. However, the benchmark group does also include unitary authorities which have a wider range of planning powers.

Spend on Planning Policy: GBP (1000) per 1000 count

Legend:
- GBP (1000) per 1000 count Dorset spend on planning policy per head
- GBP (1000) per 1000 count Mean spend on planning policy per head for all English County Local Authorities
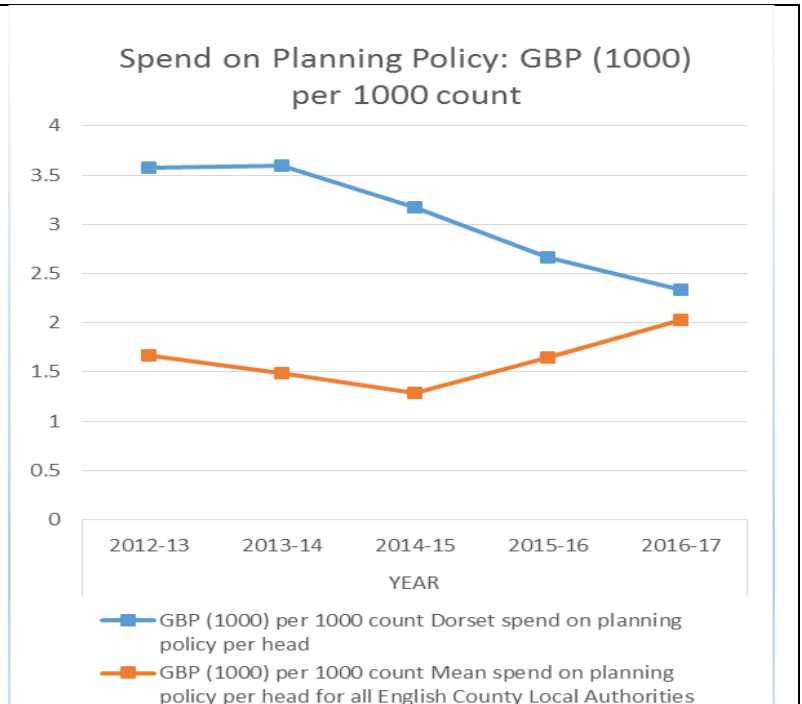
County Matters Applications Determined in a Timely Manner

What it tells us: Dorset is currently performing better than the national average for in the determination of county matters planning applications.

What it doesn't tell us: County matters applications are relatively low in number but high in complexity so performance can be affected by small variations in determination rates.

What it means: The County Council has seen actual and relative improvements in the determination rate of 'major' county matters planning applications. However, the benchmark group does also include unitary authorities which have a wider range of planning powers.

County Matters Planning Appications Determined in a Timely Manner

Legend: Dorset — Mean for all English single tier and county councils

X-axis: 2016-17 Q1, 2016-17 Q2, 2016-17 Q3, 2016-17 Q4, 2017-18 Q1
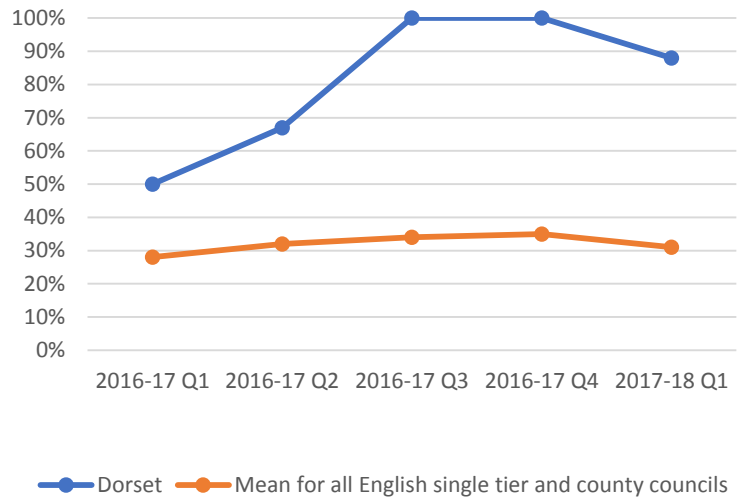
Economic Leverage of County Council contribution to Dorset AONB in 2016-17

What it tells us: The AONB is an effective vehicle for drawing external funds into Dorset for environmental management - each £1 committed by DCC generates £24 in direct spend or £43 in total value.

What it doesn't tell us: The AONB influences £65M in economic output annually (source: Ash Futures, *Dorset's Environmental Economy*, 2015). This broader study cannot be repeated regularly but illustrates the wider value of the AONB's designated landscape.

What it means: The County Council's contribution to the AONB is modest but enables a much higher level of investment in Dorset's landscape which in turn contributes to corporate outcomes on health, wellbeing and prosperity.

Economic Leverage of Dorset AONB in 2016-17

Categories: Total value (Funds + Volunteer & Partner contributions); Funds levered in through DCC as accountable body; DCC contribution (£25,380)

X-axis: £0, £400,000, £800,000, £1,200,000

4
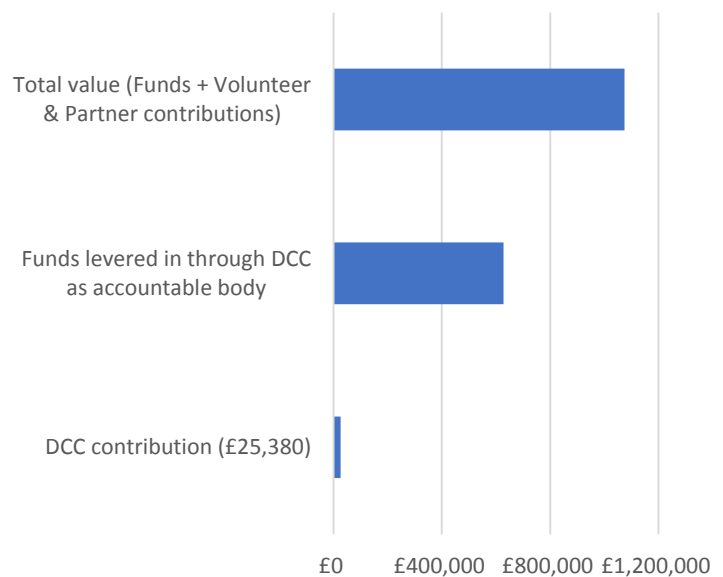
Income and Expenditure at the County Council's Country Parks

What it tells us: The portfolio of Country Parks operated by DCC (Durlston, Avon Heath and Hardy's Visitor Centre) is budgeted to recover above the line costs, with diverse income sources (including catering, events, habitat management and car parking) offsetting expenditure whilst maintaining valued public services.

What it doesn't tell us: As well as being financially sustainable, the Country Parks contribute to corporate outcomes on health and wellbeing (e.g. providing recreational opportunities, access to nature/greenspace) and prosperity (e.g. supporting local businesses and the visitor economy), attracting over 800,000 visitors p.a.

What it means: The modest operating surplus achieved in 2016-17 reflects the continuing focus on maximising income, enabling a high quality public service to be offered at low/no cost to the public purse.

Country Parks
Income vs Expenditure

Legend: ■ Exp ■ Inc
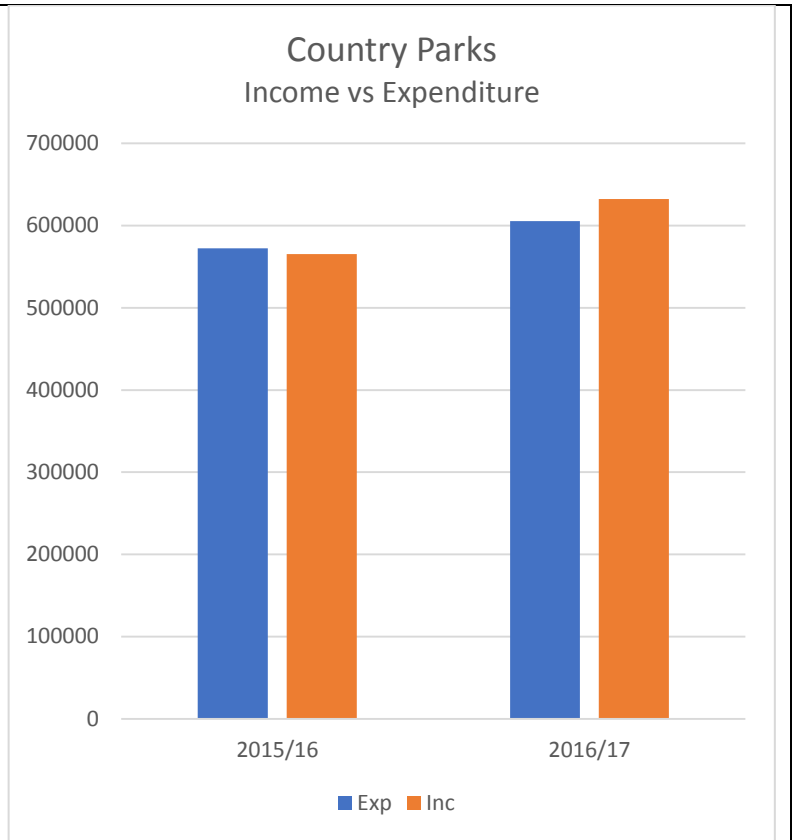
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Statistical Neighbours

Outcomes vs Spend

Local authority name	Overall judgement (OE)	Children who need help and protection	Children looked after and achieving permanence	Children in need – Spend per Head	Looked after children – Spend per Head
Devon	Requires improvement	Requires improvement	Requires improvement	£12,666	£60,834
Dorset	Requires improvement	Requires improvement	Requires improvement	£12,033	£46,509
East Sussex	Good	Good	Good	£13,163	£52,698
Gloucestershire	Inadequate	Inadequate	Requires improvement	£10,413	£43,426
North Somerset	Requires improvement	Requires improvement	Requires improvement	£7,631	£36,075
Shropshire	Good	Good	Requires improvement	£9,025	£63,603
Somerset	Inadequate	Inadequate	Inadequate	£12,827	£64,831
Suffolk	Good	Requires improvement	Good	£12,094	£38,946
West Sussex	Requires improvement	Requires improvement	Requires improvement	£14,037	£57,526
Wiltshire	Requires improvement	Requires improvement	Requires improvement	£11,710	£63,448
Worcestershire	Inadequate	Inadequate	Inadequate	£12,870	£57,489

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Agenda Item 7

People and Communities Oversight and Scrutiny Committee

Dorset County Council

Date of Meeting	21st March 2018
Officer	The Transformation Programme Lead for Adult and Community Forward Together Programme
Subject of Report	**Delayed Discharges Performance**
Executive Summary	This report and attached appendix have been coordinated to provide committee members with an update of delayed discharge performance within the Dorset Health and Wellbeing Board area.
	As a high priority nationally, much work has been afforded within the adult social care directorate to reducing delays from hospital, which often occur as a patient is awaiting onward transfer to home or community 'step down' services'.
	A delayed transfer of care (DToC) occurs when a patient is medically fit to leave hospital but is still occupying a bed. Within the report, what is meant by 'delayed transfers' is further explained. The current performance within Dorset is explained. Additionally, a summary of the work to improve performance has been included, along with local challenges and action plans.
	The Dorset area will continue to monitor and work to improve performance, whilst keeping the patient at the heart of our care.
Impact Assessment	Equalities Impact Assessment:
	Not required in this instance.

	Evidence for the report has been compiled from a number of sources, summarised below; • Local Business intelligence – metrics (local and approved data) • DTOC performance dashboard (NHSE data) • National Guidance (published) • Input from operational colleagues, collected weekly • Key leads action/performance plans
	Budget: The iBCF allocations for DCC are £7.432m in 2018/18, £9.768m in 2018/19 and £11.750m in 2019/20. The Better Care Fund Guidance introduced the expectation of each council to reduce social care attributable delayed transfers of care (DTOC) in 2017-18, with draft targets to be submitted by 21 July. The target was linked to the possibility of review of improved Better Care Fund (iBCF) funding in 2018/19 for areas that are performing poorly against the DTOC target. See risk assessment below.
	Risk Assessment: There has been one high risk identified for delayed discharges, outlined below: There is a significant risk that the agreed plans do not achieve the savings in line with local government funding reductions. Performance on admissions and delayed transfer of care continues to be challenging, which will impact on performance related funding. Performance indicators are largely based on health performance and therefore whilst the local authority can influence this risk, it cannot control it. The new BCF plan will ramp up performance expectations for both health and social car. High impact changes are being implemented and linked to winter planning.
	Other Implications: Delayed transfers are also a high priority for health and feed into the aims of the Sustainability and Transformation Plan. There are overlaps with the Property and Assets Programme as this links directly to accommodation capacity within the county.
Recommendation	It is requested that the Committee scrutinise the performance reported and advise of any further actions that should be taken.
Reason for Recommendation	To provide the Committee with an update addressing current delayed transfers performance and actions

Delayed Discharges Performance Update

Appendices	None
Background Papers	Monthly Delayed Transfers of Care Situation Reports, definition and guidance – NHS England
Officer Contact	Name: Ciara Ryan, Better Care Fund Project Manager Tel: 07824823004 Email: ciara.ryan@dorsetcc.gov.uk

1. **Background**

1.1 Reducing hospital delayed discharges is a high priority nationally due to the impact on NHS care as they reduce the numbers of beds for other patients. Additionally, they cause unnecessarily long stays in hospital which can lead to distress, detrimental effects on health and which puts patients at unnecessary risk, e.g. of infection.

1.2 A 'delayed transfer of care' (DToC) occurs when a patient is medically fit to leave hospital but is still occupying a bed.

1.3 NHS England are responsible for monitoring delayed transfers of care and define a patient as being ready for transfer when;

- A clinical decision has been made to confirm the patient is ready, and
- A multidisciplinary team has decided the patient is ready, and
- The patient is safe to discharge/transfer

Once a patient has met the criteria above, yet still occupies a bed – they are classed as a delayed transfer. As shown in Table 1 (below), delays can be attributed to health, social care or both and a patient should only be counted in one category of delay for each day.

	Attributable to NHS	Attributable to Local Authority (Care)	Attributable to both
A. Awaiting completion of assessment	✓	✓	✓
B. Awaiting public funding	✓	✓	✓
C. Awaiting further non-acute (including community and mental health) NHS care (including intermediate care, rehabilitation services etc)	✓	✗	✗
D i). Awaiting residential home placement or availability	✓	✓	✗
D ii). Awaiting nursing home placement or availability	✓	✓	✓
E. Awaiting care package in own home	✓	✓	✓
F. Awaiting community equipment and adaptations	✓	✓	✓
G. Patient or Family choice	✓	✓	✗
H. Disputes	✓	✓	✗
I. Housing – patients not covered by Care Act	✓	✗	✗

Table 1: Reasons for delay and responsibility

1.4 Patients can often be delayed waiting for onwards care. For example, intermediate care services occupy an important middle ground between primary and hospital care for patients leaving hospital. These services include bed-based care, rehabilitation and reablement services, which often provide a much-needed 'step-down' service for people moving between more intensive hospital care and independent living or social care.

2. DTOC Targets & performance

2.1. Reducing delays is a key focus for the Better Care Fund (BCF); the Department of Health set a target for delayed transfers to be reduced to no more than 3.5% of all hospital bed days by September 2017. Table 2 (below) shows the target number of adult social care attributable days in our BCF Plan and our actual performance. Once this data is accumulated (Table 3), this shows that year to date, Adult Social Care (ASC) attributed delays are 302 days over target.

Delayed Discharges Performance Update
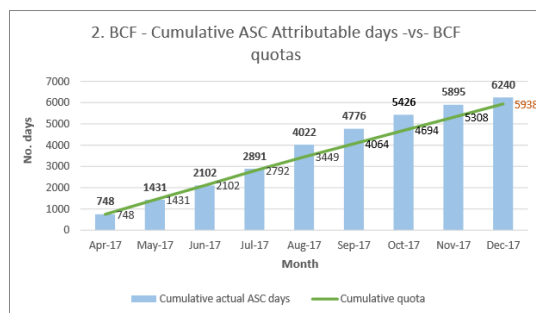
Table 2: Cumulative ASC Attributable days vs BCF quotas
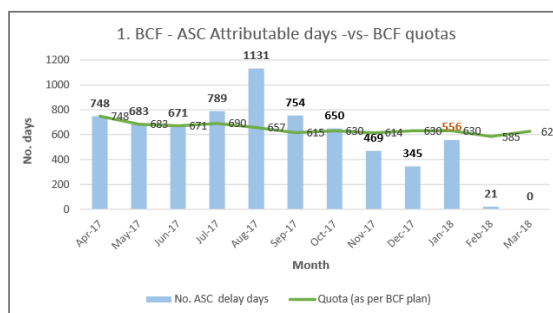
Table 3: ASC Attributable days vs BCF quotas

2.2. As a local authority, there has been much improvement witnessed. Performance data for December 2017 displayed the most improvement with a reduction of 334 delays on the previous year's data. Despite this, there is a call for more work to be done as nationally, the Dorset area's ranking for adult social care delays is 126th out of 151; the bottom quartile.

2.3. Additional DTOC metrics include:

- **Permanent Admissions** - Long-Term Support needs of older people (aged 65 and over) met by admission to residential and nursing homes per 100,000 population. Often a correlation between good DTOC/poor permanent admissions and vice versa.
  - Target 2017-18: 524
  - On track to meet target
- **Reablement Effectiveness (91day indicator)** - Proportion of older people (65 and over) who were still at home 91 days after discharge from hospital into reablement/rehabilitation services.
  - Target: 80%
  - Not on track to meet target (data quality is still being undertaken, an increase in performance is being witnessed retrospectively)

3. Work to date

3.1 There has been much work afforded to reducing delayed transfers of care, including;

- Engagement of a consultant to support DToC work
- Initiating weekly calls between partners to discuss performance and individual delays for patients with longer delays
  - Working together to find solutions
- High Impact Change action plans agreed with acute trusts and Dorset Healthcare – monitored and updated monthly
- Supported discharge by DToC workers based in hospitals – work is ongoing
- Data cleansing/reliable reporting to understand the true position - ongoing
- New data management system in place
- Project implementation group set up to address DToC
- Improved relationship building across partners
- Dorset Care Framework roll out to improve market capacity
- Winter pressure funds used to commission an additional 10 beds to support discharges
- Better Care Fund monitoring

3.2 Although not exhaustive, the above highlights the focus within Dorset to improving the numbers of delayed transfers, with the aim to further reduce and ultimately eliminate the number of wasted days because of delays.

3.3 The presentation accompanying the report will outline the current challenges to improving delays which have been attributed to adult and older persons' mental health and awaiting long term packages of care.

3.4 Relationship building, effective partnership communications and more detailed and accessible data have enabled teams to gain more clarity regarding current blockages in the system and the creation of action plans to mitigate the issues.

4. Forward Plan

4.1 The actions to address these challenges have been detailed within Appendix A, and are summarised below:

a) Adult and Older Persons' Mental Health (Appendix A, slide 4)

- Coordinate provider forums to discuss capacity building within existing business with a view to including new providers to increase business, build capacity and skills and support future tenders
- Initiate a Joint Commissioning Group with Dorset CCG to link with the Clinical Services Review Mental Health Acute Care Pathway work
- Work with the assets strategy to explore short and longer term accommodation options across the county

b) Awaiting Long Term Packages of Care (Appendix A, slide 5)

- Ongoing market management with regular contract management
- Improved use of demand information
- Ongoing review of legacy packages for improved planning
- Performance management of contact including new metrics on individual wait times
- Improve and simplify pathway management
- Joint Continuing Healthcare and Brokerage and pooled budget

4.2 Work will continue to develop with a heightened focus to significantly reduce the number of delayed discharges in the area. The approach will continue to put patients at the heart of the plans to ensure that improvements in one area do not lead to blockages in another area of the system.

4.3 Work will be aligned to, and focussed on the creation of a seamless and delay free patient journey, regardless of whether they are moving between health or social care.

5 Conclusion

This report had been coordinated for members of the committee to note the actions taken and future plan for the area of delayed transfers.

Helen Coombes
Interim Transformation Lead for Social Care
March 2018

People & Communities Overview & Scrutiny Committee

Dorset County Council

Date of Meeting	21 March 2018
Officer	Siobain Hann Commissioning Manager, Partnerships
Subject of Report	**Mental Health Enquiry Day December 2017**
Executive Summary	A member lead enquiry day into mental health in Dorset was carried out on 13 December 2017 at the Dorford Centre, Dorchester. The day was well attended with a mix of people with lived experience, their carers and wider community and statutory stakeholders. Presentations were provided on: • the Acute Care Pathway by the Dorset Clinical Commissioning Group • Co-production by the Dorset Mental Health Forum • Integrated Prevention Service by Dorset County Council Commissioning The major element of the day was group work to explore key areas of support and service provision and identify key gaps, constraints and possible solutions. The outcome of the day was to identify areas of work that could be drafted into a delivery plan moving forward. The issues raised have been collated according to the key delivery areas of personalisation:

	- Service - Practice - Commissioning/Joint working To move the work forward it has been recommended that practice and service are owned by the project group delivering new joint working arrangements between social care and health. A joint commissioning group lead by Dorset County Council and the Clinical Commissioning Group is proposed to bring together the work of the Acute Care Pathway (ACP) and a commissioning review of social care services and early help in line with the findings of the enquiry day. The key themes that emerged from the day are as follows: (i) Consistency There are significant differences in the level, scope and style of services across the county (ii) Accessibility Across Dorset, people are finding it hard to access services that meet their specific need (iii) Community Facing There is disengagement of local communities' due to the image and perceptions of mental health which focus at the complex end of the scale (iv) Style and Culture (Personalisation) The style of service provision (in both health and social care) does not always lend itself to a person-centred recovery focused approach Further detail of the issues raised are set out in the appendices attached. These will be drawn together and embedded into existing or planned areas of work, for example, the project group for integrated working with Dorset Healthcare University Trust, and a proposed Joint Commissioning Group with the Clinical Commissioning Group.
Impact Assessment:	Equalities Impact Assessment: The completion of the equality quality impact assessment will form part of the project plan development to inform and support key lines or enquiry and activity.

	Use of Evidence: Formal Consultation event
	Budget: Within existing commissioning and operational budgets of the Clinical Commissioning Group and Dorset County Council
	Risk Assessment: To be completed once formal delivery plans in place
	Other Implications: The work will seek to engage with: • The voluntary and community sector to support early help • Advocacy groups to keep the voice of the user at the centre of the work • Statutory agencies to ensure a joined-up approach to delivery and best use of available resources
Recommendation	The Committee is asked to note and comment on the workshop activity, findings and summary of future ideas.
Reason for Recommendation	Members of the People and Communities Committee and Dorset Health Scrutiny Committee requested that work be carried out to further understand the needs of mental health services users and their carers in the communities of Dorset, ensuring that Dorset County Council can fulfil its commitments under the four key outcomes: • Safe • Healthy • Independent • Prosperous
Appendices	• Summary table of key issues identified • Summary of workshop notes • Areas for action
Background Papers	Report Attached
Officer Contact	Name: Siobain Hann Tel: 01305 224679/7104679 Email: s.hann@dorsetcc.gov.uk

Debbie Ward
Director for Adult and Community Services
March 2018

MENTAL HEALTH ENQUIRY DAY

REPORT ON OUTCOMES

1. Introduction

1.1 One in four people in the UK will suffer from mental ill health each year[1], with approximately 11,400 people over 65 years old in Dorset living with Dementia by 2025.[2]

1.2 These statistics illustrate the significance of varying forms of mental health on the community of Dorset and this need requires a response from both the statutory, and voluntary and community sectors.

1.3 Dorset County Council Adult and Community Services, under the Care Act 2014, have a statutory responsibility to provide information, advice and support as well as the right to an assessment and the provision of care for the most vulnerable members of our community.

1.4 The local authority has set out four high level outcomes that drive it's work in meeting its key statutory responsibilities, these are:

(a) Safe
(b) Healthy
(c) Independent
(d) Prosperous

1.5 To meet the challenges of these high-level outcomes and the responsibilities upon it to support our communities, Dorset County Council Adult and Community Services has set out an ambitious transformation programme with the vision to:

" … work with people, communities and other organisations to improve and maintain their wellbeing, to live as independently as possible, recognising some individuals and groups may need more support than others."

1.6 This report and the work that will be derived from it will be carried out within the context of the County Council's statutory duties and the transformation vision which sets out the key principle of personalisation.

2. Mental Health Enquiry Day

2.1 The Lead Member for Mental Health within the People and Communities Committee undertook to carry out an enquiry day to help the authority better understand the challenges faced by people in Dorset who experience mental ill health and to consider opportunities to address them.

2.2 The event was carried out with support from Adult and Community Services officers on 13 December 2017 and involved stakeholders from Council Members, the Local Authority mental health teams, the Clinical Commissioning Group, Dorset Police,

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[1] Government response to the Five Year Forward View for Mental Health 9th Jan 2017.
[2] The State of Dorset – Health and Social Care Report 2017. Dorset County Council

Dorset Mental Health Forum, Housing, Mental Health Providers and service users and carers.

2.3   The structure of the day included an introduction and intentions of the day by Councillor Mary Penfold and Harry Capron, Assistant Director, Operations – Adult and Community Services and presentations by the Dorset Clinical Commissioning Group on the work and outcomes of the Acute Care Pathway (ACP) and the Dorset Mental Health Forum on Co-production and their experience of the work of the ACP, and Dorset County Council Commissioning on Integrated Prevention Service.

2.4   This was followed by group discussions on key topic areas which the group members were asked to break down into gaps, constraints and solutions. These were fed back to the group and have subsequently been collated to provide more formal feedback to attendees as part of the view seeking process.

2.5   The day provided a significant amount of feedback and solutions to address key issues. This report seeks to present the findings and set out actions to address the issues raised within the context of the key principle of personalisation as set out in section one of this report, and to deliver this through a culture and process of co-production.

3.   Personalisation and Co-Production as the key principles and culture of future work.

3.1   The Department of Health description of Personalisation is as follows:

   "… every person who receives support, whether provided by statutory services or funded themselves will have choice and control over the shape of that support in all care settings."

The intention behind personalisation is to ensure that services are tailored to meet the needs of individuals rather than the more historical "one size fits all" approach.

There is evidence from the enquiry day that service users and carers managing mental health and specifically dementia and dual diagnosis are still not reaping the benefits of the opportunities created through personalisation.

Personalisation is achieved through the building blocks of Commissioning and Joint Working, Practice and Service as defined though the activity of co-production. This is illustrated in the diagram below which is a variation on the National Health Service House of Care.

3.2   The Dorset Mental Health Forum was a key partner in the Mental Health enquiry day and were asked to present the concept of co-production and their experiences of this within the work of social care and health and most specifically in relation to the recent work to design the Acute Care Pathway for Mental Health.

The presentation provided many thought provoking ideas and quotes to help set the culture of engagement for the day. This included a definition of the term Co-production as set out by Boyle and Harris in 2010 and a definition of recovery attendees to reference back to in their discussions.

3.3   "Co-production means delivering public services in an equal and reciprocal relationship between professionals, people using services, their families and their neighbours. Where activities are co-produced in this way, both services and neighbourhoods become far more effective agents of change".

"…Recovery is about taking back control over your own life and your own problems, about not seeing your problems as being uncontrollable, or that their control is just the province of experts. It is about understanding yourself what is possible and what you can do to help yourself." (Repper 2009)

4.   Findings by theme

4.1   The enquiry day sought to utilise group discussions within specific community and service areas to help focus the discussions. These were:

(a) The Mental Health Act
(b)   Employment, benefits and Debts
(c)   Access to Services
(d)   Crisis Care
(e)   Housing

4.2   The feedback was collated and has been set out within this report against the key areas of personalisation (see Appendix One):

(a) Practice
(b) Service
(c) Commissioning and Joint working.

5.   Problem Statements and Objectives

5.1   In considering the above issues that have been raised under the areas of practice, service and commissioning, it is possible to see key themes or problem statements emerging from the view seeking. These in turn can be reflected back to become the overarching objectives of the work carried forward from the enquiry day.

(a) Consistency – There are significant differences in the level, scope and style of services across the country

(b) Accessibility – Across Dorset, people are finding it hard to access services that meet their specific need which is not dependent upon having a GP.

(c) Community Facing – There is disengagement of local communities due to the image and perceptions of mental health which focus at the complex end of the scale

(d) Style and Culture (Personalisation) – The style of service provision (in both health and social care) does not always lend itself to a person-centred recovery-focused approach

6.   Ideas for the Future

6.1   To identify key projects or groups to take away and own the work derived from the findings of the day.

(a) Practice – Inform joint working development between health and social care such as requiring Integrated Services Managers to take back findings and feedback to their teams, utilising the expertise within those team to address issues and plan changes, good practice. For example, promoting person-centred working and recovery.

(b) Service – To inform the development of models of care and operating pathways and procedures for teams. This includes improving access to services for people with complex needs where access does not come via a GP, as well as investigating the responses from the local authority Adult Access Team.

(c) To develop future commissioning intentions through a formal Joint Commissioning Group where Dorset County Council and Dorset Clinical Commissioning Group can bring together the work of the ACP and the findings of the enquiry day. In particular issues where crisis services have been used when early intervention such as tenancy support, could have more effectively met and reduced the need.

Appendix One: Summary of key issues.

Personalisation Area	Key Issues
Practice	• Successful Integration There were many key areas that were raised as key elements for a successful integration of the health trust and social care operational teams. These included, information sharing, consistent practice, simplified systems for entry into statutory support and the need to ensure the new model enabled a positive shift in culture. • Communication The provision of information and advice easily accessible and understandable
Service	• Adequate Resource Concern was raised that changes to services as part of the Acute Care Pathway review and wider could have an impact on capacity across the county. That capacity needed to be in the right places. • Dual Diagnosis – Lack of access to mental health services where a person has needs around substance abuse.
Joint Working/Commissioning	• The public image of Mental Health The public perception of someone with mental health was seen as a barrier to people accessing help not only from statutory service but also from their own local community, including neighbours. People felt unable and unwilling to ask for help, seeing this as a move into dependency. • Information, Advice, Guidance and Support Concerns was voiced at the lack of information on what services are available, and advice and support in accessing them. This was particularly the case for those who may not be eligible for statutory support under the Care Act where there was a perception that you need to be crisis to access mental health services.

	• Early help and Prevention Care and Support is perceived to be targeted to the most complex need. Lack of support for those who have lower levels of mental health. Images and perceptions of mental health also create a barrier to those with lower levels of mental and need seeking support. Thereby reducing an escalation in ill health. • Accommodation Access to and stability of accommodation was key to discussions with issues around discrimination, quality, appropriate types of accommodation and benefits all being key factors to a person's ability to secure and maintain accommodation. • Financial Stability Employment and the ability to access with significant sickness records or the need to be flexible were key themes as well as the ability to access benefits. These had to be applied for electronically and did not take into consideration the specific issue around mental health, focusing more on physical health both in the application and appeals process. • Access to Services Each group raise issues of entry points and' access to services with complex and restrictive eligibility criteria to a wide variety of services. Often weighted to those most unwell, not recognising the spectrum of ill health. • Dementia Services Concerns around the current response to Dementia with a specific focus on the needs of those with early onset dementia. • Age specific services Further work to be completed to understand broad concerns around the under 18 years and over 65 year old groups.

Appendix Two: Summary notes of the Enquiry Day. To be completed and attached.

Service – Relates to social care and health services i.e. the CMHTs		
Gaps	**Constraints**	**Solutions**
MH Act		
• What about older people (Over 65's) • Time constraints on sessions from GP's/ CMHT's may not meet individual needs • Complex systems with entry points and criteria: • Not person centred • People have to fit into services • CFR's/retreats not accessible for people 'under the influence' • Info about services and how to access them • Trained staff/training and awareness	• CMHT eligibility criteria are not accessible for people with substance use • Organisational and accountability • May not wish/ be able to access retreats • Organisational agreement/ practicalities/modelling • Different accountabilities and information sharing constraints • Not visitable until too late. Prevent admission and subsequent consequences. Lack of understanding by statutory agencies • Many services/ complex access and eligibility criteria • Change in definition of public place for SI36 likely to increase no of sections	• Skilled assessment and signposting/response as appropriate • Capacity in the right place. • Acute hospitals • Move trained staff to areas where there is a need • Cultural shift for individuals/partners so they use the new model
Employment, Benefits and Debts		
• People become known through housing, but otherwise don't come to notice • Medical assessors for PIP etc are focused on physical health • People who don't meet CMHT criteria don't always get some level of support • Pathway- Do we pick up people early enough when they go off sick with MH? • Changes to ELA creating added pressures (And no longer ring fenced) • Young men with dementia not able to get attendance allowance of DLA/PIP also difficult • Inconsistency of support	• DCH seeing spike in patients with needs and difference between known and unknown • Many people don't have diagnosis • Not always known to authorities • No address for claims etc • Not officially diagnosed • UC- Problems on how to claim and need for computer/online access. 6 weeks delay • Zero hours and poor contracts mean irregular pay, no ick pay etc • Services often non-statutory • get benefits (Lots of appeals court) Questions asked in court/asst. not appropriate and can deter people, especially those with MH.	• YouTrust crisis intervention- Goes to people's homes to help with advice and forms etc. • Retreats and CFR's may offer more local places to assess and provide support & advice- Not in an acute environment • Assists can often be done at home (More relaxed environment)- As long as you 'justify' or ring to ask • Some good resources bit not in all areas (e.g. Comm. Resource Teams) • Need income to help integration or for self • Good links needed with Community Resource Teams and YouTrust

	• Admissions lead to loss of independence • Drive towards full employment, but employers have not been employing people with poor history/sick record • Can be difficult for people to return to work • Gaps in CV's difficult to explain, need to have confidence in conversation • Rules at UC (Telling people to save up 6 weeks of rent) • Benefits paid to individuals rather than providers- Lacking skills to manage the money • Application for UC is online only and 'threat' of UC process is frightening • Carers often have to give up work sue to lack of flexibility by employer and unpredictable nature of MH • PIP- Looking for consistent need, but MH is not consistent	• Can help people to get vol. work, but may affect benefits, can lead into employment though • Educating employers and schools is important • CAB brilliant at helping people with debts • CAB can help with advice and form filling etc (But capacity to help varies) • Dorset Advocacy will also help • YouTrust help with benefits and challenging • Comm. Res Team can help in Dorset, but some employers reluctant to employ people with Asperger's • Job carving- Dorset Healthcare to change the tasks and create jobs that individuals want to do- Making best use of peoples skills • Make interviews more accessible- Eg 'Live Interview' where someone watches a potential employee during a trial period thus avoiding interviews that can be intimidating • Need to support carers better- Provide compassionate leave and flexibility (Reduces staff turnover and sick leave) • 'Local induction' to support people in the first days and weeks. To help reduce number who leave almost immediately as feel they cannot cope with job (Environment, expectations etc) • Get the right person for the job

		• Work coaches through Job Centres- Will help with all aspects of looking for work • Working Links? DWP funded possibly only n Weymouth
Access to Services		
• Availability of voluntary services for people with Dementia	• Eligibility Criteria- Prevent people getting help • Lack of trust/knowledge about neighbours • People not wishing to be dependant (Not asking for help) • Rurality • Images of MH • Cultural differences and understanding • People unaware of rights • Belief that only very serious crisis' will receive a service	• Flexible form services • Community involvement (Eg Dementia friendly towns) • Link services to wider community services (Pub, community centres, social and faith groups) • One point of contact • Share power • Shift to prevention- Self-definition (Eg Of crisis) and share power • Involvement of faith and other community groups
Crisis Care		
	• Accessibility to services • Clear referral process	• GP's need to be more accessible • Community rooms provide education and support for professionals
Housing		
• Discrimination in community and housing	• Area, situation make it difficult for them E.g. Other people in block are 'chaotic' • Losing accommodation • Change of consultation- Modelling • Limiting thinking being brave to change • There isn't enough of a voice going up Nationally	• Choice and control in living situation • Need flexibility • Housing needs to be tied to their personal infrastructure • 'Trade advisor' and 'Check a trade' for housing and landlord checks • Driving up standards

Practice – This relates to systems and process of the operational teams		
Gaps	Constraints	Solutions
MH Act		
• Out Of Hours services are stretched too thin and generic model	• People/services not aware of step down options particularly recovery education centre	• 24/7 AMHP service separate from Out Of Hours co-located with crisis teams

Employment, Benefits and Debts		
• Is hospital DCH linking in with all the services available? Social workers notice inconsistent • Inconsistency of support	• Social Workers no longer able to give advice on benefits etc- Have to stick to stat. roles	• Build awareness for staff, some people maybe under the Psych. Liaison Service, but not all.
Access to Services		
Crisis Care		
• Safeguarding (Self neglecting) • Shared activates • Primary and secondary care • Catering for carers at times of crisis • Portland and North Dorset accessing crisis help	• Team boundaries	
Housing		
• Managing quality		• Help sooner

Commissioning/Joint working – Services that have to be designed and procured or where we need to work in partnership to design or change things such as housing and benefits.		
Gaps	**Constraints**	**Solutions**
MH Act		
• Gaps in commissioning: • CCG- MH • Public Health- Drug and alcohol • Safe places • And what about younger people 18 and under • Need for SB6 suite in West and more capacity in St Ann's	• Workforce (Lack of)	• Need a safe space. (Alcohol workers involved) • Joint strategic commissioning plans, 'Change the dialogue' and inclusive not exclusive responses • Social/community/faith based safe spaces. Statutory services support these developments. Building community resilience • Need pathways to recovery education sector • Integration and services designed around individuals
Employment, Benefits and Debts		
• Now small organisations have to cover sick pay it's a disincentive to employ people (Sick pay is often		

more than wages)- Is there a cut off point below which employers are not liable, due to size of workforce, for EG for only 1 day per week? • Reduction in vocational support services (More for LD then MH?)		
Access to Services		
• Transport links • Carers services • Cultural • Services • Knowledge		• Making services more easily accessed by those who need them, when they need them.
Crisis Care		
• Rural community • Criteria too difficult • What happens if Rethink closes? They run the carers groups • Accommodations • Transport	• Transport • Funding	• Advice line • Budget taxi services
Housing		
• Appropriate housing • Rules around Housing/Tenancy/Benefits • Understanding of valuable types of accommodation/housing • Owned by consumers • LGR/ New targets		• Co-production of a range of accommodation such as shared lives, PA's and flats • A centre for communities. Building community capacity

Appendix 3: Areas for Action

1. **Summary of Themes and Areas for Action (Major Challenges and responses) Timescales or feedback in a years' time (March 2019 OSC Meeting).**

Theme	Action Area	Responsible Group	Contributors
Practice	Successful Integration	Integration Project Group	Service Users and Carers
	Communication Plan		
Service	Adequate resource	Integration Project Group	Service Users and Carers
	Dual Diagnosis		Service Users and Carers. Public Health?
Commissioning/Joint Working	MH Image		Service users and carers
	Information, Advice, Guidance and Support		Service users and carers
	Early Help and Prevention	Commissioning Group	Service users and carers
	Accommodation	Commissioning Group	Service users and carers
	Financial Stability	Commissioning Group	Service users and carers
	Under 18's	Children's Services	Service users and Carers Transitions
	Dementia Services Including early onset.	Dementia Services Project Group	Commissioning Group Service Users and Carers
	Over 65's		
	Access to Services Statutory	Integration Project Group	Service Users and carers
	Access to Services – Commissioned and Community	Commissioning Group	Service Users and carers Integration project Group?

Note: Activity and timescales to be determined by individual groups.

People & Communities Overview and Scrutiny

Dorset County Council

Insert Item No.	

Date of Meeting	21 March 2018
Officer	Nick Jarman- Interim Director for Childrens services
Subject of Report	Dorset Education Performance - Where we are now and last level of results
Executive Summary	We must ensure our approach to school improvement continues to reflect national and local priorities and is focused on securing ongoing improvement. Whatever form of governance our schools choose to take, we regard them all as our partners, central to our work to improve outcomes for all children and young people. The Local Authority (LA) retains a legal responsibility for performance (Education Act 1996) and we take this responsibility very seriously. We are determined to hold all schools, including academies, to account for their performance, acting as a strong local champion for children and families. We want our children to have access to the best education system that is defined by diversity, collaboration and above all quality. We have high aspirations for all.
Impact Assessment: *Please refer to the protocol for writing reports.*	Equalities Impact Assessment: (Note: If this report contains a new strategy/policy/function has an EQIA screening form been completed?)
	Use of Evidence: (Note: Evidence within the body text to support the recommendations and, where relevant, include a description of

	how the outcomes of public consultations have influenced the recommendations.)
	Budget: (Note: Have any VAT implications been identified?)
	Risk Assessment: Having considered the risks associated with this decision using the County Council's approved risk management methodology, the level of risk has been identified as: Current Risk: HIGH/MEDIUM/LOW (Delete as appropriate) Residual Risk HIGH/MEDIUM/LOW (Delete as appropriate) *(i.e. reflecting the recommendations in this report and mitigating actions proposed)* (Note: Where HIGH risks have been identified, these should be briefly summarised here, identifying the appropriate risk category, i.e. financial / strategic priorities / health and safety / reputation / criticality of service.)
	Other Implications: (Note: Please consider if any of the following issues apply: Sustainability; Property and Assets; Voluntary Organisations; Community Safety; Corporate Parenting; **physical activity;** or Safeguarding Children and Adults.)
Recommendation	For the committee to consider whether further action is required
Reason for Recommendation	Pending review
Appendices	None
Background Papers	
Officer Contact	Name:Doug Gilbert Tel: 01305221633 Email: d.j.gilbert@dorsetcc.gov.uk

Nick Jarman
Interim Director for Childrens services
March 2018

1.0 The Dorset Education Advisory Service's School Improvement Strategy will be a key means of:

- raising achievement for all pupils and closing the gap for disadvantaged pupils;
- targeting support and challenge to schools/settings which are underperforming and 'at risk';
- improving leadership and management of schools;
- supporting schools to be able to sustain their own continuous improvement;
- supporting school to support each other to improve.

1.1 Priorities:

Priority 1: Improve the effectiveness of corporate and strategic leadership of school improvement in Dorset
Priority 2: Improve strategies to support and challenge leadership and management in schools and settings
Priority 3: Improve strategies to support and challenge schools and settings to improve achievement of children and young people
Priority 4: Improve policy and strategy for supporting school improvement and improve systems to secure that schools and settings understand the Local Authority's monitoring, challenge, support and intervention roles
Priority 5: Improve systems for brokering and commissioning high quality support for maintained schools and other providers

1.2 Reason for priorities:

The role of LA Education Services is currently under development in relation to its key statutory function to champion children and young people:

- The commitment of senior officer and elected members to establish an effective, well-connected partnership between the LA and schools to eliminate fragmentation and secure a joined-up school improvement model.
- Strengthening the role of LA as partner within a mixed economy landscape (through work with ISOS and The Staff College) to secure a schools-led self-improving system in which roles and lines of accountability are clear.
- Improving the impact of Sub-regional and Dorset Improvement Boards by establishing clear terms of reference based on professional trust and the joint commitment to meet local and regional needs and improve standards.
- The proposal (currently under consultation) for the Schools Forum to become the Education and Skills Forum which will improve the LA's engagement with state-funded schools, colleges, high education institutes to create effective collaboration, promote wider engagement of all stakeholders.

Ofsted inspection outcomes are declining:

- Dorset is 4% below National for Good / Outstanding but 3% above for Outstanding.
- First Schools are 97% Good/Outstanding, Middle Schools (deemed Secondary) are 78%.

Outcomes for children and young people, in KS2 and KS4 particularly, are declining and the achievement gaps between disadvantaged children and young people and others are not diminishing rapidly enough:

- Attainment at early years has dipped in 2017, but at Key Stage 1 has improved from 2016. Outcomes for disadvantaged pupils have also improved, although the gap between these and other pupils is still a concern.
- Key Stage 2 achievement in Dorset remains a high priority, despite improvements in 2017. Dorset has a high percentage of pupils in First/Middle schools who nationally (as well as Dorset) tend towards low progress figures. However, this factor does not explain low achievement in Dorset alone. There are signs of an increased understanding of this issue with external partners such as Ofsted and RSC.
- Key Stage 4 and 5 achievement remains broadly in line with the South West, although there are concerns in some curriculum areas, and in Weymouth & Portland.
- Across most key stages the achievement of disadvantaged pupils, low prior attainers and in many cases, boys, is a concern.
- Results of Ofsted inspections in Dorset broadly reflect these themes, and have dipped, particularly at primary.

1.3 The government's national plan

Unlocking Talent, Fulfilling Potential sets out strategies to address geographical inequalities in achieving social mobility through education. Twelve areas ('Opportunity Areas') with the worst social mobility will receive additional funding (currently 22 million pounds) to fund work around key priorities (close the word gap in early years, close the attainment gap, provide high quality Post -16 choices, everyone achieving their full potential in rewarding careers). In the 2017 Social Mobility Index, three of Dorset's areas had substantial falls in the index and Weymouth and Portland is judged to be the third worst area for social mobility nationally. However, Weymouth and Portland have not been identified as an Opportunity Area.

1.4 The accuracy of risk assessment and effectiveness of the LA's leadership of intervention and support have improved (including the coordination of partnership arrangements and processes for securing funding eg Strategic School Improvement Fund). However, the service is continuing to develop the measures by which schools are identified and improve strategies for quality assuring the impact of support and the quality of subsequent action planning

1.5 Dorset Education Advisory Team retains a responsibility to offer support and training through traded services. There has been a decline in levels of income recovery, reflecting the challenge caused by the reduction of LA grant funding for school improvement, some services continue to retain high levels of engagement. There is increasing need to establish effective processes to ensure the resources available for school improvement (ie the Strategic School Improvement Fund) are directed to schools in need.

2.0 Introduction to methodology

- This document summarises educational performance in Dorset 2017.
- The information in this document uses quintiles to describe the performance of Dorset performance against other local authorities. All local authorities are split into 5 equal groups or quintiles: Q5 (shaded red) is the lowest and Q1 (green) the highest. The number shown in the quintile tables is the rank of Dorset against others.
- Disadvantaged pupils here are pupils eligible for free school meals any time in the last 6 years, together with looked after children. The disadvantaged gap is that between disadvantaged pupils and non-disadvantaged.

Page 5 – Dorset Education Performance - Where we are now and last level of results

2.1 Overall Achievement rankings for Dorset 2017 against other local authorities

Dorset 2017 Ranking against other LAs		Attainment										Progress									
		All pupils					Disadvantaged Gap					All pupils					Disadvantaged Gap				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
EYFS	Good level of development		108				128														
Key Stage 1	Phonics			79				114													
	Reading			71			135														
	Writing		94				125														
	Mathematics		99					97													
Key Stage 2	Reading				59				71			126									52
	Writing	139						96				146								70	
	Mathematics	122						92				147									47
	GPS	137						99													
	RWM	124							81												
Key Stage 4	Basics 9-4			77					84												
	Basics 9-5		96					99													
	Ebacc 9-4			67				111													
	Ebacc 9-5			72				101													
	Attainment/Progress 8		94					108					113				129				
	English (9-5)		91										99								
	Mathematics (9-5)		95											85							
Key Stage 5	% achieving AAB+		99																		
	APS per entry		102																		
	En Progress												51								7
	Ma Progress													14						14	
	Destinations		95																		

2.2 Overall Disadvantaged pupil's achievement rankings for Dorset 2017 against other local authorities

Dorset 2017 Ranking against other LAs		Attainment					Progress				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
		Disadvantaged Pupils									
EYFS	Good level of development	138									
Key Stage 1	Phonics	131									
	Reading			66							
	Writing		107								
	Mathematics		105								
Key Stage 2	Reading			81				113			
	Writing	135					145				
	Mathematics	124					134				
	GPS	130									
	RWM	129									
Key Stage 4	Basics 9-4	124									
	Basics 9-5	134									
	Ebacc 9-4		113								
	Ebacc 9-5		112								
	Attainment/Progress 8	140					138				
	English (9-5)						128				
	Mathematics (9-5)							95			
Key Stage 5	% achieving AAB+										
	APS per entry										
	En Progress									31	
	Ma Progress										20
	Destinations					30					

2.3 Schools below the floor standard/minimum standards

- Primary schools are classed as being below the floor level if the combined RWM expected figure is below 65% and any progress measure is below a certain threshold (-5 for Reading, -7 for Writing or -5 for Maths).
- The Secondary school floor target is a progress 8 score below -0.5.
- At Key Stage 5, a provider is seen as underperforming if it has a value-added score below -0.75.

Key Stage 2					
All	Q5	Q4	Q3	Q2	Q1
2015	124				
2016	148				
2017	127				

Key Stage 4					
All	Q5	Q4	Q3	Q2	Q1
2015				48	
2016				52	
2017		114			

Key Stage 5 minimum standards					
All	Q5	Q4	Q3	Q2	Q1
2016		107			
2017			80		

2017	Primary	Secondary
National	4%	12%
Dorset	6%	18%
SN	5%	10%
South West	5%	16%

2017	KS5
National	5%
Dorset	0%
SN	6%
South West	5%

Comments:
- First and Middle Schools in Dorset each teach 2 years of Key Stage 2. Middle schools are responsible for progress (the main indicator used for KS2 floor standards). In Dorset as well nationally, the First/Middle system tends towards low progress at Key Stage 2; this has an impact on the number of schools below the floor standard. Internal analysis suggests that there are concerns about some First schools and pupil progress.
- The drop at Key Stage 4 reflects in part the addition of Parkfield School to Dorset results and also the results in Weymouth (see discussion of Key Stage 4 below).

Risk Assessment: High-Medium

Actions/Impact:

The key priority is on improving those schools who are underperforming and we are determined to reduce the number of schools who are currently on the schools causing concern database. Our recent Dorset Update (shared with Ofsted HMI) illustrates that schools are making good progress towards raising standards and closing gaps.

Strategies have been revised and upgraded to support and challenge schools and settings to improve achievement of children and young people by:

- Undertaking rigorous performance data review and risk assessment of standards and provision (using school improvement evaluation criteria) to identify schools where performance in mathematics is poor or declining.
- Holding regular meetings with RSC/Diocese/Ofsted HMI to review impact of support on raising achievement to inform future action planning.
- The use of category letters to secondary schools identifying areas of concern and signposting possible support available resulting in well-matched support and challenge and raised standards.
- Principal Advisor/senior advisors leading/brokering targeted intervention and support for CAT 3 maintained schools.
- Supporting and challenging leadership and management in schools and settings to secure best practice and improve pupils' achievement.
- Facilitating pyramid meetings to review performance data collaboratively and influence school improvement plans.
- Leading/brokering high quality training and support for schools to ensure that schools are focussed on improving progress and targeting groups identified as low performing, for example, higher prior attaining disadvantaged and low prior attaining girls in mathematics (KS2).
- Quality assuring targeted school/setting support and training, including the Dorset Mathematics Self Improving System.
- Principal Advisor supporting SSIF bid for raising achievement in mathematics at KS3.
- Leading statutory moderation and assessment training for school leaders and teachers (all phases).
- Providing /brokering high quality support, training and moderation for schools/settings to ensure that statutory assessment is robust and consistent.
- Leading statutory training and support for STA moderators, leaders and teachers.
- Building capacity of LA and school/setting leaders to improve progress of disadvantaged children and young people, closing the gap between the group's achievement and others.
- Ensuring that robust systems are implemented to monitor and challenge schools/settings provision for disadvantaged children and young people.
- Commissioning, and reviewing impact of, training and evidence based interventions to secure good or better progress of disadvantaged children and young people across all phases.
- Securing robust quality assurance of schools/settings re inclusive provision for SEND in schools/settings to target areas for improvement and use best practice to close the gaps *across all key stages.*

- Strengthening links across services to ensure that support and challenge is timely and coordinated. The Education Advisory Service SEND Advisor works closely with officers from SEND service to deliver actions and monitor actions signposted in the SEND Statement of Action. https://www.dorsetforyou.gov.uk/Dorset-SEND-written-statement-of-action
- SEND advisor currently supporting SSIF bid for raising achievement of children and young people with SEND
- Ensuring that communication between services and providers specifically for transition is effective.

2.4 Ofsted Judgements:

Good / Outstanding Dorset Rank (December)

All	Q5	Q4	Q3	Q2	Q1
2015				55	
2016				34	
2017	126				

Primary	Q5	Q4	Q3	Q2	Q1
2015			75		
2016			70		
2017	132				

Secondary	Q5	Q4	Q3	Q2	Q1
2015					15
2016					17
2017			75		

31/12/2017	Inadequate	Requires improvement	Good	Outstanding	Good / Outstanding
National	2%	9%	68%	21%	89%
Dorset	2%	13%	60%	24%	85%
SN	2%	10%	72%	17%	89%
South West	2%	9%	70%	18%	89%
Difference	1%	4%	-7%	3%	-4%

01/02/2018	Total	null	Inadequate	Requires Improvement	Good	Outstanding	Good / Outstanding %
Dorset	175	7	3	22	102	41	85%
Maintained	104		2	13	65	24	86%
Academy	71	7	1	9	37	17	84%
All through	2	1		1			0%
First	36			1	18	17	97%
Infant	4				2	2	100%
Junior	4			1	2	1	75%
Primary	87	4	2	15	54	12	80%
Middle	10	1		2	5	2	78%
Secondary / Upper	21	1	0	2	14	4	90%
Special	6				3	3	100%
PRU	5		1		4		80%

Comments:
- Dorset is 4% below National for Good / Outstanding but 3% above for Outstanding.
- First Schools are 97% Good/Outstanding, Middle Schools (deemed Secondary) are 78%.
- The drop in 2017 reflects to a large degree the drop in Key Stage 2 standards in 2016 – and the focus of Ofsted on the primary phase in Dorset. Of late there has been a noticeable greater understanding from Ofsted of the First/Middle Schools issue in Dorset

Risk Assessment: Medium

Actions/Impact:
We have improved LA's risk assessment by:
- Ensuring that systems for accurate risk assessment are clearly communicated and consistently applied.
- LA officers have undertaken swift intervention following risk assessments, data collection and intelligence/information gathering (including greater application of LA's formal powers)
- We have ensured that rigorous monitoring and evaluation of actions that have been taken to improve schools causing concern (eg Schools Causing Concern meetings; Dorset Performance Update) The current match between our risk assessment and school Ofsted judgments shows that we have been 93% accurate. Most of our schools are making good, or rapid, progress but it is recognised that capacity is a key challenge.

We have strengthened work with partners by:
Further refining and embedding a sustainable sector-led school improvement strategy to:
i)   Improve partnership working (Dorset School Improvement Board and SRIB) to ensure that support and challenge for underperforming schools is well-matched, resourced (eg SSIF bids) and effectively monitored.

ii)   Ensuring that all stakeholders are clear about roles and lines of accountability (eg meetings with diocese, RSC, Ofsted and key partners on the Dorset School Improvement Board

iii)   Working with key personnel for HT associations to make the most of opportunities at Headteachers' Briefings to signpost good/outstanding practice, present priorities and initiate robust professional dialogue about focusing on school improvement priorities. Most recently, LA officers have worked with the Dorset Primary Leaders' Association to ensure that agenda items link with the **'Maturity Model'** – a stimulus for regional collaborative groups to discuss and assess progress towards a self-improving system. The focus for 2017-2018 has been on effective inward and outward facing CDP to raise standards and close gaps.

iv)   Dorset's School Evaluation Partners (many of them current Dorset HTs) act as a critical professional partner to schools who buy into this service, challenging and supporting the leadership to evaluate performance, identify priorities for improvement and plan and monitor the impact of change on outcomes for the pupils.

3.0 Achievement Trends

3.1 Early Years Foundation Stage

When: End of Reception year
Where: Primary, First and Infant Schools
Key Metric: % pupils achieving a 'Good Level of Development'

EYFS GLD	Q5	Q4	Q3	Q2	Q1
2015				58	
2016			61		
2017		108			

GLD	2015	2016	2017
National	66%	69%	71%
Dorset	**68%**	**70%**	**69%**
SN	68%	71%	71%
South West	67%	70%	71%
Difference	1%	1%	-2%

EYFS GLD FSM GAP	Q5	Q4	Q3	Q2	Q1
2015	128				
2016		97			
2017	128				

FSM Gap	2015	2016	2017
National	-18%	-18%	-17%
Dorset	**-24%**	**-20%**	**-22%**
SN	-23%	-21%	-20%
South West	-21%	-21%	-20%
Difference	-6%	-2%	-5%

Comments:
- Dorset is 2% below national figure for EYFS Good Level of Development (which increased by 2%)
- Boys and Girls achievement both dropped in Dorset – the gender gap (13%) stayed the same (14% nationally). The groups that dropped largest were SEN and FSM.

Risk Assessment: Low

Actions/Impact:
- Providing high quality to improve the quality of teaching and assessment in EYFS (agreement trialling sessions have demonstrated improved accuracy of assessment)
- Brokering and leading effective partnerships between pre-school settings and schools

- Rigorous analysis of data to identify patterns of performance and address gaps (eg Phase 1 phonics)
- Providing support and training for setting and schools to improve the quality of leadership and management
- Launch of PP Champion Forums to share effective evidence-based practice (EEF)
- Providing training for governors to improve their understanding of EYFS/Pupil Premium and their responsibilities in monitoring and driving improvement to raise standards
- Swift response to 'Unlocking Talent, Fulfilling Potential' (DFE plan for improving social mobility through education) – Project work and SSIF bid to addressing improving standards in EYFS (focus on oracy)

3.2 Year 1 Phonics

When: End of Year 1/repeat in year 2 if fail to pass
Where: Primary, First and Infant Schools
Key Metric: % pupils pass threshold

Year 1 Phonics	Q5	Q4	Q3	Q2	Q1
All					
2015			64		
2016			84		
2017			79		

Year 1 Phonics	2015	2016	2017
National	77%	81%	81%
Dorset	77%	80%	81%
SN	78%	81%	81%
South West	77%	80%	81%
Difference	0%	-1%	0%

Year 1 Phonics Gap	Q5	Q4	Q3	Q2	Q1
All					
2015	147				
2016			80		
2017		114			

Disadv Gap	2015	2016	2017
National	-18%	-18%	-17%
Dorset	-24%	-20%	-22%
SN	-23%	-21%	-20%
South West	-21%	-21%	-20%
Difference	-6%	-2%	-5%

Comments:
- Dorset is in-line with National, South West and Statistical Neighbours.

- Improvement in 2017 was driven by Boys; this has helped to reduce the gender gap to 7% - the same as national (Dorset gender gap in 2016 was 10%, national 7%).
- In 2016 62% of Dorset FSM pupils in Year 1 achieved the Phonics threshold, and Dorset ranked 131st for FSM.
- In 2017 FSM pupils improved, but the Dorset gap is 19% - higher than national (which increased from 14% to 16%), and broadly in line with the SN avg and South West.
- Although Boys improved overall, there are still clear gender issues for sub-groups:
  - Dorset FSM Boys are 5% below national peers, Girls 3% below.
  - EHC/Statement Boys are -4%, Girls +8%

Risk Assessment: Low

Actions/Impact:

- Leading high-quality phonics training for schools and settings (focus on strategies to engage boys to narrow the gender gap in performance)
- Providing funding for schools to undertake Read, Write Inc training to improve pedagogy and practice

3.3 Key Stage 1

When: End of Year 2
Where: Primary, First and Infant Schools
Key Metric: Teacher Assessments, % pupils at expected standard or above in Reading, Writing and Maths

KS1 Reading Expected Standard

All	Q5	Q4	Q3	Q2	Q1
2015				51	
2016		104			
2017			71		

KS1 Writing Expected Standard

All	Q5	Q4	Q3	Q2	Q1
2015			65		
2016	128				
2017		94			

KS1 Maths Expected Standard

All	Q5	Q4	Q3	Q2	Q1
2015			72		
2016	135				
2017		99			

Key Stage 1 2017	All Pupils					
	Reading	Writing	Maths	Reading	Writing	Maths
	Percentage reaching the expected standard			Percentage working at greater depth		
Dorset	76%	67%	74%	24%	15%	19%
ENGLAND (all schools)	76%	68%	75%	25%	16%	21%
South West	76%	68%	75%	26%	15%	20%
SN Avg	76%	68%	75%	27%	16%	20%
Change from 2016:						
Dorset	4%	6%	6%	2%	3%	5%
ENGLAND	2%	3%	2%	1%	3%	3%
South West	3%	4%	4%	3%	3%	4%
SN Avg	3%	5%	4%	2%	3%	3%

Comments:
- Improvement in Dorset has outstripped that nationally and in most cases our Statistical Neighbours and South West. (In 2016 Dorset was significantly below).
- Dorset is now at or around 1% below national, except for Maths at the higher standard.
- There are still strong differences in Key Stage 1 results by phase with First Schools outperforming Primary Schools (and National)

3.3.1 Key Stage 1 Group Performance – Disadvantaged Gap

Key Stage 1 Expected	Reading			Writing			Maths		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Dorset	-17%	-19%	-14%	-22%	-25%	-16%	-20%	-22%	-18%
ENGLAND	-17%	-18%	-16%	-19%	-21%	-18%	-18%	-18%	-17%
SW	-19%	-20%	-19%	-21%	-23%	-21%	-19%	-20%	-19%
SN Avg	-21%	-21%	-20%	-23%	-22%	-23%	-21%	-19%	-22%

Comments:
- In Dorset the gap in reading has closed to the same as national (and better than Statistical Neighbours and South West), improved in writing and stayed the same in maths (but still bigger than national).
- In 2016 the Disadvantaged gap for Dorset was way above national at -25%, -24% and -20% for reading, writing and maths respectively.
- Dorset Pupils improved at a better rate than their national peers.
- Nationally the gap has stayed the same in reading, improved slightly in writing and increased in Maths.
- In most cases the gap in Dorset is larger than the national for Boys, and lower than the national for Girls.

3.3.2 Key Stage 1 Group Performance SEN

Key Stage 1 2017 Expected Standard	Reading				Writing				Mathematics		
	EHC plan	SEN support	No SEN		EHC plan	SEN support	No SEN		EHC plan	SEN support	No SEN
Dorset	19%	33%	85%		11%	23%	77%		16%	35%	83%
National	14%	34%	84%		9%	23%	77%		14%	35%	83%
SW	15%	34%	84%		9%	23%	77%		14%	35%	83%
SN Avg	13%	33%	84%		8%	22%	76%		13%	35%	82%

Comments:
- EHC pupils in Dorset outperform their national, statistical neighbours average and South West peers. SEN Support pupils have improved and are in line with national.
- The improvement of SEN Support pupils is more marked for Girls than Boys (Girls maths up 15%, Boys up 6%).

3.3.3 Key Stage 1 Priorities:

- Continue to raise attainment levels in all subjects, particularly Writing and Maths.
- Focus on disadvantaged pupils, particularly Boys.

Risk Assessment: Medium

Actions/impact:
- Providing schools and settings with detailed data to show performance and signpost priorities
- Notifying schools where performance is of concern (category letters based on application of School Improvement Evaluation Criteria)
- Rigorous review of schools causing concern to identify improvement and target underperformance swiftly
- Leading effective support and training for school leaders/middle leaders focused on improving teaching and assessment
- Implementing and action research project to develop effective strategies for teaching writing in KS1

3.4 Key Stage 2 Attainment

When: End of Year 6
Where: Primary, Middle and Junior Schools
Key Metric: Teacher Assessments/Tests, % pupils at expected standard or above in Reading, Writing, Grammar, Punctuation and Spelling, Maths, combined RWM

KS2 Reading Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015		91			
2016			64		
2017				59	

KS2 Writing Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015				72	
2016	149				
2017	139				

2017	Expected			
	Reading	Writing	GPS	Maths
Dorset	73%	71%	73%	72%
ENGLAND	71%	76%	77%	75%
S West	73%	75%	75%	73%
SN Avg	71%	74%	74%	72%

KS2 GPS Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015		119			
2016	142				
2017	137				

KS2 Maths Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015	135				
2016	145				
2017	122				

KS2 RWM Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015	121				
2016	147				
2017	124				

Change 2016 - 2017		Expected				Higher			
		Reading	Writing	GPS	Maths	Reading	Writing	GPS	Maths
All	Dorset	6%	11%	6%	9%	7%	7%	7%	7%
	ENGLAND	5%	2%	4%	5%	6%	3%	8%	6%
	South West	5%	4%	4%	5%	5%	5%	7%	5%
	SN Avg	4%	3%	4%	5%	5%	5%	6%	5%

Comments:

- Dorset improved at a same or greater rate than the national in most areas; particularly in Writing and Maths.
- In most cases Dorset ranking has improved in comparison to 2016. However attainment in Dorset still remains significantly below National.
- Reading remains a strength in Dorset. Writing, Maths and GPS remain the priorities in terms of attainment.
- Boys improved at a slower rate than Girls at the higher standard but still better than national rate of improvement.

3.4.1 Key Stage 2 Disadvantaged Gap

		Reading		Writing		GPS		Maths		RWM		Progress		
		Expected	Higher	Expected	Higher	Expected	Higher	Expected	Higher	Expected	Higher	Reading	Writing	Maths
Dorset	Disadv	59%	15%	58%	8%	59%	16%	57%	9%	40%	2%	-1.33	-2.25	-2.23
2017	Other	77%	30%	76%	18%	77%	28%	76%	23%	63%	9%	-0.42	-1.53	-1.32
	Gap	-18%	-15%	-18%	-10%	-18%	-12%	-19%	-13%	-23%	-7%	-0.92	-0.72	-0.91
Nat	Disadv	60%	14%	66%	10%	66%	21%	63%	13%	48%	4%	-0.7	-0.4	-0.6
2017	Other	77%	29%	81%	21%	82%	36%	80%	27%	67%	11%	0.3	0.2	0.3
	Gap	-17%	-15%	-15%	-11%	-16%	-15%	-17%	-14%	-19%	-7%	-1	-0.6	-0.9

Key Stage 2 Disadvantaged Gap: Provisional 2016/17

Comments:
- At the expected standard, the gap has reduced in reading and increased in writing and maths.
- At the higher standard, the gap has reduced in reading and increased for writing and maths.
- In most cases the gap in Dorset is still higher than the national 2016 gaps at the expected standard and in-line with national at the higher standard.
- For progress the gap has reduced but is still high, particularly for Writing.

3.5 Key Stage 1-2 Progress

Key Metric: Progress from year 2 to year 6 in Reading, Writing and Maths

KS2 Reading

All	Q5	Q4	Q3	Q2	Q1
2016		118			
2017	126				

KS2 Writing

All	Q5	Q4	Q3	Q2	Q1
2016	149				
2017	146				

KS2 Maths

All	Q5	Q4	Q3	Q2	Q1
2016	149				
2017	147				

KS1 - 2 Progress	Reading	Writing	Mathematics
National	0	0	0
Dorset 2017	-0.6	-1.6	-1.5
South West 2017	0.2	-0.4	-0.7
Dorset 2016	-0.6	-3.4	-1.9

Comments:

- Progress in writing and Maths has improved from 2016. Progress in Reading has stayed the same.
- In 2016 Dorset was amongst the lowest local authorities for progress between Key Stage 1 and Key Stage 2 in the country.
- Dorset remains in the bottom 20% of local authorities for progress.

KS1-2 Maths Progress: % of Schools in each Quintile

	Q5	Q4	Q3	Q2	Q1
2015	41%	18%	12%	18%	11%
2016	39%	22%	16%	16%	7%
2017	31%	21%	20%	20%	9%
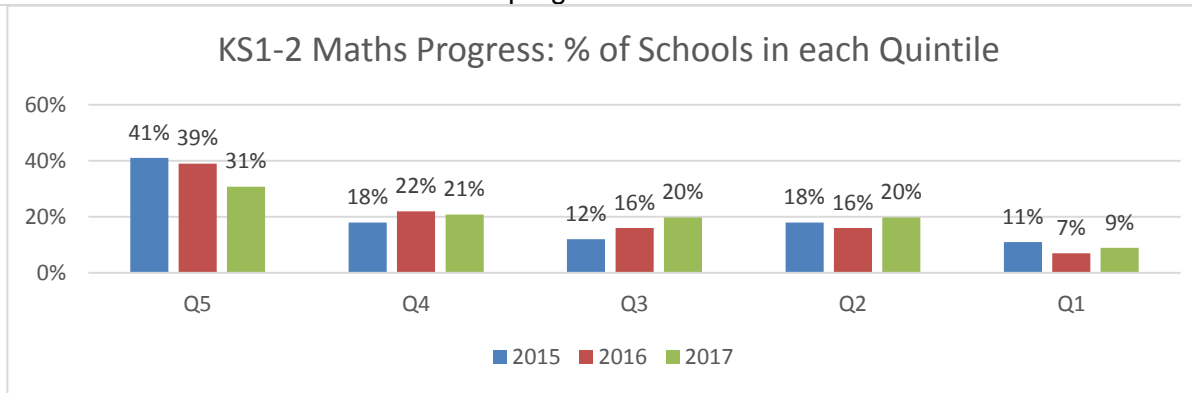
- Nationally schools can be divided into 5 equal quintiles for progress: there will be 20% in each quintile.

- Comparing the number of Dorset schools in each quintile allows a view on improvement in schools rather than pupils overall.
- Although there is some way to go, and caution is advised, the chart above for Maths does show that the trend is in the right direction.

3.5.2 Disadvantaged pupils progress

KS2 Reading					
All	Q5	Q4	Q3	Q2	Q1
2016		111			
2017		113			

KS2 Writing					
All	Q5	Q4	Q3	Q2	Q1
2016	149				
2017	145				

KS2 Maths					
All	Q5	Q4	Q3	Q2	Q1
2016	146				
2017	134				

Progress		Reading	Writing	Maths
Dorset	Disadv	-1.33	-2.25	-2.23
	Other	-0.42	-1.53	-1.32
	Gap	-0.92	-0.72	-0.91
National	Disadv	-0.7	-0.4	-0.6
	Other	0.3	0.2	0.3
	Gap	-1	-0.6	-0.9
South West	Disadv	-0.9	-1	-1.6
	Other	0.04	-0.2	-0.4
	Gap	-1.3	-0.8	-1.2

Comments:
- The 'in-house' gap between disadvantaged pupils and other pupils has improved from 2016.
- The gap in Dorset is larger than national but smaller than the South West.
- The gap is larger in first/middles than primary.

3.5.3 SEN pupils progress:

Key Stage 2 Progress	SEN Support			EHC Plan		
	Reading	Writing	Maths	Reading	Writing	Maths
Dorset	-1.7	-4.2	-1.8	-4.8	-5.9	-5.4
National	-1.2	-2.2	-1.1	-3.7	-4.3	-4.1
SW	-1.4	-3	-1.9	-4.1	-4.8	-4.9
SN Avg	-1.5	-3.4	-2.2	-3.7	-4.5	-4.6
Dorset Rank 2017	107	143	108	120	130	116

Comments:
- Progress of SEN pupils in Dorset ranks similarly to all pupils, or in some cases better – particularly SEN Support for Reading & Maths

3.5.4 Key Stage 2 Overall

Comments:
- Across all subjects the progress of Low Prior Attainers is a concern.
- There are significant gender differences in progress.
- There are significant differences in progress between school phases:

2017	Reading	Writing	Maths
Dorset all schools	-0.6	-1.6	-1.5
Dorset all schools Rank	126	146	147
Dorset Primary Schools	0.02	-1.16	-0.79
Dorset Primary Schools Rank	79	135	120
Stat N Average	-0.02	-0.65	-0.85
South West	0	-0.4	-0.7

- Around a third of Year 6 pupils in 2017 in Dorset were in Middle Schools, the 5th highest local authority.
- Progress from Key Stage 1 to Key Stage 2 is lower in Middle Schools than Primaries. More than half of Middle Schools nationally have progress scores in the bottom 20% in Maths (and in fact 24% in the bottom 10%).
- 70% of Dorset Middle Schools are in the bottom 20% of schools nationally for Maths progress – compared to 25% of Primaries.
- Removal of Middle Schools results from the Dorset dataset would improve progress figures in Dorset, although it is clear that the issue in Dorset is not a Middle School problem alone at Key Stage 2.

Priorities:
- Overall achievement at Key Stage 2 is the biggest challenge facing Dorset, in particular, progress from Key Stage 1.
- Writing, GPS and Maths are high priority subjects.
- Groups of concern include Low prior attainers, SEN with statement/EHC Plan, Disadvantaged pupils and Boys for writing. For Maths we can add Girls and Middle prior attainers.

Risk Assessment High

Actions/Impact
- Providing schools and settings with detailed data to show performance and signpost priorities
- Notifying schools where performance is of concern (category letters based on application of School Improvement Evaluation Criteria)
- Rigorous review of schools causing concern to identify improvement and target underperformance swiftly
- Using LA's statutory powers to issue formal warning notice to schools where standards in KS2 are unacceptably low
- Securing high quality universal and training and support and ensuring that the English action plans focus on improving progress for low attainers, boys and high attainers in GPS.
- Commissioning external support (Pie Corbett's Transforming Reading and Writing in KS2 project)
- Supporting and challenging leadership and management of assessment in schools and settings to secure best practice and improve pupils' achievement. (LA advisors and School Evaluation Partners)
- Securing robust quality assurance of schools/settings re inclusive provision for SEND at KS2 in schools/settings to target areas for improvement and use best practice to close the gap
- Providing /brokering high quality support, training and moderation for schools/settings to ensure that statutory assessment is robust and consistent.
- Leading KS2 statutory training and support for STA moderators, leaders and teachers.

3.6 Key Stage 4

When: Year 11
Where: Secondary and Upper Schools
Key Metric: Basics (English % Maths GCSE), Ebacc Attainment, Attainment 8 (point score), threshold measures in subjects. Progress 8 (and progress in constituent elements)

Attainment 8

	Q5	Q4	Q3	Q2	Q1
All					
2015				40	
2016			71		
2017		94			

Basics (En&Ma GCSE) C+/5+

	Q5	Q4	Q3	Q2	Q1
All					
2015				59	
2016				57	
2017		96			

Ebacc (C+/5+)

	Q5	Q4	Q3	Q2	Q1
All					
2015				44	
2016			75		
2017			72		

GCSE English(C+/5+)

	Q5	Q4	Q3	Q2	Q1
All					
2015				42	
2016				44	
2017		91			

GCSE Maths

	Q5	Q4	Q3	Q2	Q1
All					
2015				57	
2016				52	
2017		95			

GCSE Sciences

	Q5	Q4	Q3	Q2	Q1
All					
2015		94			
2016			88		
2017		109			

GCSE Humanities

	Q5	Q4	Q3	Q2	Q1
All					
2015				55	
2016				56	
2017			77		

GCSE Languages

	Q5	Q4	Q3	Q2	Q1
All					
2015		102			
2016	141				
2017	146				

2017	A8	Basics		English Baccalaureate	
		9-5	9-4	9-5	9-4
National	0.46	43%	64%	21%	24%
Dorset	0.45	40%	63%	21%	24%
SN	0.46	43%	65%	19%	22%
South West	0.46	42%	64%	20%	22%

2017	English		Maths		Sciences	Hums	Lang
	9-5 pass	9-4 pass	9-5 pass	9-4 pass	A*-C pass		
National	61%	76%	49%	70%	62%	63%	70%
Dorset	59%	75%	46%	70%	58%	62%	56%
SN	61%	76%	49%	71%	62%	65%	67%
South West	60%	75%	49%	70%	61%	63%	66%

Comments:

- Dorset is in-line with national for Attainment 8 and English Baccalaureate attainment.
- For the Basics measure (English & Maths GCSE attainment), Dorset is 3% below national at the higher standard (9-5).
- The drop in Attainment 8 is due in some part to the changes in grading/points system in 2017.
- Changes in 2018 to the testing and grade system are likely to increase volatility in school level results.
- At the 9-4 level, Dorset Girls outperform the national, Boys are below.
- Dorset is below national for the threshold measures across all many areas of the English Baccalaureate. Areas of particular concern are Maths at the 9-5 level, Sciences and Languages.
- There is some argument that high entry levels, particularly in Languages may lead to lower attainment – i.e that Dorset Schools enter more pupils from lower prior attaining groups – who may not achieve the thresholds, but nonetheless benefit from study.

3.6.1 Key Stage 4 Entry

Ebacc	Q5	Q4	Q3	Q2	Q1
All					
2015				32	
2016				30	
2017					24

GCSE Humanities	Q5	Q4	Q3	Q2	Q1
All					
2015				32	
2016				59	
2017				62	

GCSE Sciences	Q5	Q4	Q3	Q2	Q1
All					
2015					6
2016					7
2017					9

GCSE Languages	Q5	Q4	Q3	Q2	Q1
All					
2015				35	
2016				45	
2017					28

2017	English Baccalaureate	Sciences	Hums	Lang
National	38%	92%	77%	47%
Dorset	48%	95%	79%	57%
SN	36%	94%	77%	44%
South West	36%	94%	76%	46%

Comments:
- Nearly half of Dorset pupils entered for the EBacc – significantly higher than Statistical Neighbour and South West LAs, and in the top 25% of local authorities.
- Dorset has high entry patterns for Sciences and Languages: 57% of pupils in Dorset study at least one language to GCSE standard, compared to 47% nationally and 45% in the South West.
- There is some argument that high entry levels, particularly in Languages may lead to lower attainment – i.e that Dorset Schools enter more pupils from lower prior attaining groups – who may not achieve the thresholds, but nonetheless benefit from study.

3.6.2 Key Stage 2-4 Progress

Progress 8

All	Q5	Q4	Q3	Q2	Q1
2016			80		
2017		113			

English

All	Q5	Q4	Q3	Q2	Q1
2016				58	
2017		99			

Maths

All	Q5	Q4	Q3	Q2	Q1
2016			86		
2017			85		

Ebacc

All	Q5	Q4	Q3	Q2	Q1
2016				58	
2017			85		

Open

All	Q5	Q4	Q3	Q2	Q1
2016	126				
2017	135				

Progress	Progress 8 and Components				
	P8	English	Maths	Ebacc	Open
National	-0.03	-0.04	-0.02	-0.03	-0.04
Dorset	-0.15	-0.13	-0.08	-0.08	-0.29
SN	-0.07	-0.08	-0.03	-0.02	-0.15
South We	-0.13	-0.17	-0.09	-0.08	-0.16

Comments:
- Progress 8 has dropped from 2016. All SW LAs, except for Torbay and Poole, dropped and are now negative. All Statistical Neighbours (except Poole) also dropped.
- The new grading system in English & Maths GCSEs has caused some volatility in results, 2018 sees the new grading system extended to other GCSEs.
- For the English, Maths and Ebacc areas Dorset is below National but above South West.
- For the Open element Dorset is some way below South West, National and Statistical Neighbours averages, and in the bottom 25%
- Progress 8 in Dorset is declining most sharply for low prior attaining pupils. This is most marked in the Open element.

Progress 8 % Dorset Schools
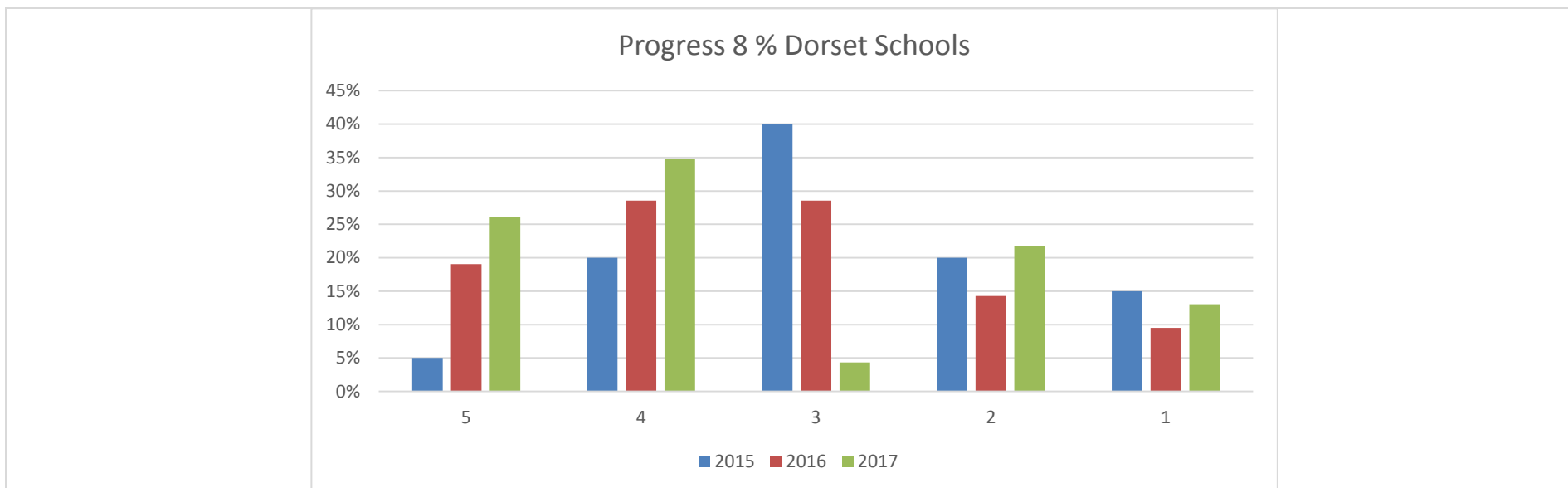
% of Dorset Schools in each national quintile:

- The chart above shows the percentage of Dorset Schools in each national quintile of Progress 8 scores across the last 3 years, Q5 is the lowest performing group. Nationally 20% of schools would be expected to be in each quintile.
- The chart shows that at the higher end (quintiles 1 and 2) Dorset has improved since 2016.
- However, the number of schools in the middle quintile (3) has decreased dramatically – and the corresponding number in the lower quintiles has increased.
- This is in part affected by Dorset receiving results from 2 new schools with low results in 2017: Parkfield School and The Dorset Studio School.
- It may be argued that this table reflects a situation where some schools are improving/maintaining good performance, whilst others are falling back.

3.6.3 Key Stage 4 Group Progress

Disadvantaged Pupils:

2017	Attainment 8				Basics 9-5				Progress 8		
	Disadv	Other	Gap		Disadv	Other	Gap		Disadv	Other	Gap
National	37.1	49.9	-12.8		25%	50%	-25%		-0.4	0.11	-0.51
Dorset	33.1	47.8	-14.7		18%	44%	-26%		-0.73	-0.02	-0.71
SW	34.8	49.3	-14.5		22%	48%	-26%		-0.61	0.01	-0.62
SN	34.7	49.1	-14.6		21%	48%	-27%		-0.57	0.05	-0.65
Dorset Rank	140	120	108		134	120	84		138	123	129

- The gap in attainment in Dorset is broadly in line with national. For progress the gap is larger.

SEN Pupils:

2017	Attainment 8				Basics 9-5				Progress 8		
	No SEN	SEN support	EHC		No SEN	SEN support	EHC		No SEN	SEN support	EHC
Dorset	48.4	30.7	12.3		45%	14%	3%		-0.07	-0.52	-1.01
National	49.7	31.9	13.9		48%	16%	5%		0.07	-0.43	-1.04
SW	49.5	31.6	14		47%	15%	6%		-0.03	-0.54	-1.1
SN	49.3	30.28	14.14		48%	13%	5%		0.01	-0.54	-0.98
Rank	94	89	102		95	60	97		115	96	67

- SEN pupils are broadly in line for Progress 8, for attainment SEN Support pupils are below national in most cases but in-line with SN, EHC pupils are below.

Key Stage 4 Priorities:

- Improve Progress8 including reversing the current increasing trend of schools in quintiles 5 and 6.
- Improve progress in open elements and languages.
- Improve progress in Weymouth and Portland (DFE category 6).
- Improve the progress for the following groups: Boys, Lower Prior Attaining pupils and Higher Prior Attaining Disadvantaged pupils.

- Further investigate curriculum offer and impact of curriculum changes, progress in Open element of P8.

Risk Assessment: Medium
Actions:
- Undertaking rigorous performance data review and risk assessment (using school improvement evaluation criteria) to identify underperformance
- Supporting and challenging leadership and management of underperforming schools though the brokerage of NLEs.
- Using LA's statutory powers to issue formal warning notice to schools where standards in KS4 at unacceptably low.
- Sending category letters to secondary schools identifying areas of concern and signposting possible support available.
- Facilitating pyramid meetings to review performance data and influence school improvement plans.
- Principal Advisor/senior advisors to lead/broker targeted intervention and support for CAT 3 maintained schools.
- Holding regular meetings with RSC/diocese/Ofsted HMI to review impact of support and agree next steps.

3.7 Key Stage 5

When: End of Key Stage 5: Year 13
Where: State funded schools
Key Metrics: as below:

APS per entry	Q5	Q4	Q3	Q2	Q1
All					
2015			86		
2016		97			
2017		102			

% achieving AAB grades	Q5	Q4	Q3	Q2	Q1
All					
2015			65		
2016		105			
2017		99			

Destinations	Q5	Q4	Q3	Q2	Q1
All					
2016			84		
2017		95			

English Progress	Q5	Q4	Q3	Q2	Q1
All					
2016					27
2017				51	

Maths Progress	Q5	Q4	Q3	Q2	Q1
All					
2016				34	
2017					14

2017	APS	% AAB+	Destinations
NAT	32.88	16%	89%
Dorset	31.51	12%	88%
SN	31.99	14%	90%
South West	32.57	16%	-

2017	En Progress	MA Progress
NAT	-0.02	-0.01
Dorset	-0.01	0.12
SN	0.01	-0.01

Comments:
- The 5 headline accountability measures for 16-18 performance are: progress, attainment, progress in English and maths, retention and destinations. Progress measures for academic subjects, applied general subjects and technical subjects which cannot be ranked for LA performance so are not included. Retention measures will be published in March 2018.
- Dorset is in-line with national for the headline attainment measures (A levels, Applied General and vocational qualifications), although 4% below national for attainment of higher grades (% AAB in at least 2 facilitating subjects).
- Dorset is 1% below national for the Destinations measure (% continuing from Level 3 programmes to sustained education, employment and training destinations), which is mainly due to having lower destinations to Higher Education (11% lower when deferred places are included).
- Dorset schools are performing well for pupils who did not attain a C or above in GCSE English and / or maths at KS4 and therefore need to continue studying Level 2 English and / or maths during their 16-18 studies as part of the school's condition of funding. Most young people who need to continue studying L2 English and maths are students at FE Colleges, and are not shown in this data.

The progress of Dorset schools with sixth-forms suggests that Dorset is in line with national: A levels 4 schools are above average, 8 average, 4 below average. Fewer young people enter Applied General qualifications; 1 school is well above national progress, 2 are above average and 1 is below average progress. Progress on technical level qualifications will be published in March 2018.

Priorities:
- Increase the APS per student (A levels, academic, technical), especially for the higher grades.
- Reduce the attainment gap for disadvantaged at Level 2 and 3
- Improve sustained destinations to Higher education, particularly for boys
- Further investigate progress of key groups, the impact of the removal of AS levels from most schools curriculum offer and impact of curriculum changes as schools respond to technical education reforms and the introduction of t-levels.

Actions/impact:
- The LA has promoted the effective participation of all 16 and 17-year-olds in education, training or an apprenticeship to young people and parents through the effective use of communication channels (including social media). Post 16 providers are consulted on, and agree, improvement priorities at termly Post 16 Improvement Forum meetings.
- School and college careers leads are supported via the Careers & Inspiration Forum chaired by the Careers & Enterprise Company.
- The LA commissions Ansbury Guidance to provide Information, Advice and Guidance to pupils at risk of NEET to make appropriate choices and this has had an impact on improving life chances for our vulnerable post-16 students.
- Dorset commissions ALPs data analysis of A level, AS level and BTEC provision which is provided annually to individual schools and college in September. The overall Dorset analysis including the key messages, themes and priorities for improvement across Dorset were shared and reviewed at Post 16 Improvement Forum. As a result, support has been brokered via teaching schools or appropriate institutions and this is currently being followed up.
- Post-16 accountability measures are published in January and March. The key messages were presented and discussed at the Spring term Post 16 Improvement Forum: all schools are clear about the issue presented in their performance data (in relation to Dorset's performance). Providers causing concern are contacted and actions for improvement agreed. This effective intervention has led to an improvement in progress and better school to school improvement work.

Cabinet

Dorset County Council

Date of Meeting	7 March 2018

<u>Lead Member</u> Deborah Croney - Cabinet Member for Economy, Education, Learning and Skills <u>Local Member(s)</u> All County Councillors <u>Lead Officer</u> Nick Jarman - Interim Director for Children's Services

Subject of Report	**The Relationship Between the Council, Schools and Academies**
Executive Summary	For the past 30 years there has been a series of changes and reforms to the English schools system. All of them have promoted greater school autonomy and more recently, improvement in school standards. Dorset like most other Councils has a mixed economy of provision which includes maintained schools, academies, free schools and learning centres. There are some significant issues around the need to spell out a more clearly defined relationship between the Council and schools of all types, whichever type of relationship is actually chosen. This relationship in Dorset is significantly affected by the Council's overall financial position itself and by the number of small rural schools and learning centres which suffer from lack of economies of scale. The report invites Elected Members to consider the type of relationship which the Council wants with schools and goes on to recommend a consultation with schools to establish their needs and wants in terms of a relationship with the Council.
Impact Assessment:	Equalities Impact Assessment: N/A at this time.
	Use of Evidence: Contained within the body of the report.

	Budget: Creation of better financial viability for small schools. Affordability to the Council. VAT implications may arise for academies or multi academy trusts.
	Risk Assessment: Having considered the risks associated with this decision using the County Council's approved risk management methodology, the level of risk has been identified as: Current Risk: MEDIUM Residual Risk: /MEDIUM (Note: Where HIGH risks have been identified, these should be briefly summarised here, identifying the appropriate risk category, i.e. financial / strategic priorities / health and safety / reputation / criticality of service.)
	Other Implications:
Recommendation	Members are asked to: 1. Decide upon the relationship with schools which best suits the Council, its objectives and the communities which it services and is affordable. 2. Authorise officers to conduct a consultation with schools, academies, free schools etc. to establish their needs and wants in terms of a relationship with the Council. 3. Assuming that there is a critical mass of schools which can agree upon the kind of relationship wanted, instruct officers to bring a further report which synthesises and defines very clearly the relationship wanted by all parties. 4. Authorise officers, working where required with the Regional Schools Commissioner, to encourage smaller rural schools to federate as maintained schools or convert to academies to join/become multi academy trusts (MATs), in order to improve economies of scale and sharing of expertise and resources. 5. Wherever a head teacher is leaving or retiring from a small school, instruct officers actively to promote federation or joining a MAT; and that this policy henceforth becomes the default position for the Council. 6. Accept the principle that sharing of risk and responsibility between the Council and schools needs to be rebalanced.
Reason for Recommendation	At present there is no recent memorandum of understanding or protocol concerning the relationship between the Council, schools, academies, free schools and learning centres.

	For a variety of reasons (financial, OFSTED inspection, balance of risk and responsibility) this relationship needs to be clearly defined and observed.
Appendices	Appendix 1: Relationships- LGA SI Report Appendix 2: Schools & Academies in Dorset County Council
Background Papers	N/A
Officer Contact	Name: Nick Jarman Tel: 01305 224166 Email: nick.w.jarman@dorsetcc.gov.uk

1.   Background and Context

1.1   The Education Reform Act of 1988 began what has turned out to be a 30 year period of school change and reform.

1.2   One of the 1988 Act's main provisions was the introduction of Local Management of Schools (LMS). Another was introduction of a National Curriculum.

1.3   LMS was intended to give schools greater autonomy from Local Authority control; giving them greater freedom to decide and manage their own affairs and budgets and to decide which services and from whom they bought them.

1.4   The 1988 Act also introduced 'opting out', where schools upon a majority vote by parents could opt to become Grant Maintained, leaving Local Authority control altogether and taking with them their share of central expenditure. This provision was the prototype for the present day Academies Programme.

1.5   Successive government attempts to promote school autonomy were frustrated. Because:

a) Schools in general remained very reluctant to leave and dependent upon Local Authority control.

b) Whether by accident or design most Local Authorities delegated budgets to schools in a way that gave them little effective independent purchasing power.

c) Grant Maintained status only really took off for a majority of secondary schools in a small number of Local Authorities which promoted or were neutral to opting out. (In practice Kent, Essex, Gloucestershire, Cumbria and a number of outer London boroughs).

1.6   Subsequently the 1993 Education Act had anticipated that many more schools would opt out. This did not materialise.

1.7   The 1998 School Standards and Framework Act (Diversity and Excellence) extended a number of things:-

d) It put school standards at the heart of the schools' agenda.

e) It ended opting out, but at the same time mandated maximum delegation by Local Authorities of budgets to all schools.

f) It attempted to define more clearly the relative roles and responsibilities of Local Authorities and schools.

1.8 The Academies Programme was introduced in the 2000s. Initially it was intended for schools, mainly inner city schools, where there had been many years of failure and where specifically, Local Authority control (and inactivity) were part of the problem, not the solution.

1.9 At the outset academies were paired with a sponsor (normally a business or charity) which took on the running of the school as an academy. A number of these sponsors took on a number of schools; becoming academies chains.

1.10 There is absolutely no dispute that the Academies Programme has succeeded in areas where there had been generations of poor school standards and failure.

1.11 The position in Dorset specifically is that about 40% of schools have academised. (Appendix 2 shows the pattern of school organisation in Dorset and reasons why schools have become academies).

1.12 Whilst academies have been successful in circumstances where there has been a long legacy of failure, there is less evidence that academies automatically lead to higher school standards. The key factors in the case of each school appear to be: leadership and the quality of teaching and learning.

1.13 This means that other arguments for or against academisation need to be considered. Specifically in Dorset these are:

(i) If significantly more schools were academies, the scale of Council school duties would be reduced and this would lead to reduced expenditure upon school services.

However, the Council would fully retain its duties, e.g. to ensure all learners have a school place, for SEND, for LAC, for excluded learners etc.

(ii) If significant schools are not prepared to enter a relationship with the Council which better balances risk and responsibility as proposed by this report, then it is preferable for the Council for more or all schools to academise.

(iii) In a situation where significantly more schools were academies, the schools functions of the County Council would be more clearly defined, leading to greater clarity of focus.

(iv) Within the requirements of continuing statutory responsibilities, the relationship with schools needs to be affordable to the Council.

1.14 From 2010 the Academies Programme was opened up more widely, initially to successful schools. More recently still, Academy status has been open to all schools.

1.15 Some have become part of academy chains, others have become single 'convertor' academies, others still have joined together to form a multi academy trust (MAT).

1.16   At the same time provisions were introduced to enable the opening of free schools. They like Academies are autonomous or self-determining schools.

1.17   Since 2010 there have been successive attempts by government to limit functions and powers of Local Authorities with regard to schools. This was designed to mean that Local Authorities were responsible for:-

- Planning school places (Note: A Local Authority can no longer establish a school)
- Ensuring sufficiency
- Ensuring all learners have a school place
- Ensuring that the needs of vulnerable learners are met (e.g. SEND, LAC)
- A residual duty and powers with regard to school standards duties emanating from the 2006 Education Act

1.18   More recently still, in 2016 in the White Paper "Educational Excellence Everywhere" government declared its intention to academise all schools, leaving Local Authorities minus the school standards duty, with very residual school duties, as described above.

1.19   In response to representations from a number of Local Authorities with reputations for good school standards, more recently government has returned to a position of academisation being a matter of choice. (NB. Where schools and settlings are judged Inadequate by OFSTED, they are automatically academised or closed.)

1.20   Accountability for academies is through the Office of The Schools Commissioner (Regional Schools Commissioners). All state schools are funded by the Education and Skills Funding Agency through the local Schools Forum, as England moves towards a National Funding Formula. To some extent with regard to school places and standards at academies, there is shared responsibility between Local Authorities and Regional Commissioners.

1.21   <u>Summary and Conclusions</u>

- There have been 30 years of school change and reform.
- Virtually all of these changes have promoted greater school autonomy.
- The maximum amount of school funding is now delegated directly to schools and academies. They choose how and upon what/with whom to spend budgets.
- The scope of Local Authority powers and responsibilities is now fairly clear.
- There is a spectrum of options for relationships between Local Authorities, schools and academies.
- On account of maximum delegation and reductions in public expenditure, the number of Local Authority schools' staff has been very greatly reduced. In very many instances where services are provided to schools (e.g. HR, Finance, school improvement) schools are required to pay for them.

2.   What Does This Mean?

2.1   A helpful way to think of this is to think of the Local Authority in terms of:

a) Its duties to secure the wellbeing of all young people in its area including educational outcomes, whether at a school or an academy.

b) Promoting social mobility and enabling all young people to participate in society, socially and economically.

c) That the Local Authority's main school duties are to learners and their parents/carers (e.g. school places, attendance, SEND etc.) rather than to schools themselves.

d) That the Local Authority is an advocate or champion on behalf of learners, parents/carers.

e) That the Local Authority is a Commissioner of provision, not a provider (e.g. places sufficiency, SEND duties etc.)

f) That the school standards duties are exercised on behalf of learners, parents/carers as advocate and champion.

g) That there is a spectrum of options for the type and extent of relationships between a Local Authority and maintained schools and academies/Free Schools.

h) That the context and geography of the Local Authority area (e.g. rural, urban) may be a key determinant of that relationship.

2.2   A very helpful document from the LGA on this subject is attached as Appendix 1.

3.   The Situation in Dorset
3.1   The current relationship between the Local Authority and schools requires clearer definition. Because:-

- There is no recent memorandum of understanding or protocol stating an agreed relationship or terms of engagement
- The Local Authority some time ago sought to allow a schools-led arrangement to develop
- School standards in Dorset which six years ago would have been regarded as good, are now lagging behind other much more challenged Local Authorities, which have "leap-frogged" them
- Approximately 40% of schools are now academies (please see Appendix 2)
- The Local Authority performs its statutory remit, e.g. planning, places, admissions, SEND, finance etc.
- Schools and academies buy services and support from the Council as they choose
- The School Improvement duties seem less than clearly defined.
- Few opportunities appear to have been taken over the recent past to spell out key strategic messages (the predicament over the High Needs Block is an example of this)
- In addition in Dorset there is a significant number of small rural primary schools. On account of size and lack of economies of scale, many of these schools are struggling to be viable financially.

    No one wants to see rural communities deprived of their school. Equally, schools need to be viable financially. This is something which must be addressed in the context of the Council/schools relationship.

3.2   Nevertheless, there is evidence that in the last resort or when things go wrong, schools look to the Local Authority for support and/or to lay blame.

3.3   The Council is not and has not for some time been in any position to afford expenditure upon schools beyond its prescribed statutory duties. However, the Council is currently acting as de facto guarantor to a large deficit in the High Needs Block and some traded services to schools are either trading at a loss or are under-priced.

3.4   This means three things:-

a)   The Council itself needs to examine and decide what relationship it wants and can afford to have with schools and academies. This could for instance, include handing over many or most of the current central functions to an entity controlled by schools themselves.

b)   Once decided, schools and academies need to be consulted to explore what kind of relationship they want and whether there is sufficient commonality between schools and academies to make this viable and realistic.

c)   Depending upon the outcomes, an attempt will need to be made to synthesise the needs and wants of the Council with the needs and wants of schools and academies, in order to formulate a defined, agreed relationship.

4.   Options
4.1   There is a range of options open to the Council which can be summarised as:-

(i) Minimal- A wholly school-led self-determined system where remaining maintained schools are encouraged to federate or seek academy status. The majority of centrally run services are handed over to a schools or jointly controlled entity. Schools provide or commission support for themselves or from other providers. The Council's expenditure upon schools is confined to the irreducible statutory minimum.

(Please note a separate consideration of the pros and cons of encouraging schools to academise is set out at the end of this section of the report).

The attractions of this approach are:

- Clarity, simplicity and eradication of financial commitment and risk
- Schools facing responsibility for themselves and for the consequences of maximum financial delegation
- Central services, especially SEND where schools and academies themselves would have greater influence and responsibility for the responsiveness of those arrangements themselves
- The Council would be better able to concentrate upon its clearly defined and extensive children's services duties, though it would retain legal accountability for all its statutory educational responsibilities and remain subject to OFSTED inspection.
- The Council has a clear role as enabler, advocate and commissioner.

The constraints are:

- The willingness ultimately of a significant majority of schools and academies to accept the transfer of risk, responsibility (and benefit)
- The Council will retain residual responsibility for statutory duties in the event of failure
- Existing and future reductions in public expenditure may make this an inescapable course of action

(ii) The status quo with modifications- We continue as we are with the Council undertaking statutory duties, schools buying services and a general 'mixed economy'. However relationships, roles and responsibilities are clearly and explicitly spelt out. Which means that, unless schools want to run central services for themselves, there must be shared risk and responsibility (i.e. not automatically blaming the Council for anything that goes wrong). No services will be provided at anything less than full cost recovery. Schools accept that standards in Dorset have failed to keep up with improvements elsewhere and work with the Council and one another to bring about rapid improvement. Schools and academies make a commitment to greater inclusivity in order to reduce the financial burden on the High Needs Budget of out-of-county placements.

The attractions of this approach are:-

- It requires the least disruption and reorganisation
- It clarifies and rebalances the relationship
- Risk, responsibility and benefit are more evenly shared
- There are potential strategic financial economies

The constraints are:-

- It will only work if there are clear commitments to quid pro quos over sharing risk, responsibility and benefit
- The Council needs to take care not to stifle the development of a schools-led system
- Schools' and Academies' "appetite" for being more inclusive

Irrespective of the option chosen, action must be taken to improve the financial viability of small rural schools. This means two things:-

(a) Working by itself or with the Regional Schools Commissioner, the Council must make every effort to encourage smaller schools to federate or to form multi academy trusts (MATs)

(b) Whenever a head teacher is retiring or leaving, every effort must be made to federate the school with one or more other schools or to encourage the joining of or formation of a MAT.

This will help to develop better economies of scale, promote sharing of expertise and resources and improve use of funding.

These considerations need to be extended to the Learning Centres. These too are small settings where economies of scale and sharing of expertise and resources are very important. There are currently five learning centres. One is already due to become an academy; another is in Christchurch. Potentially the three remaining learning centres will suffer from further depletion of economy of scale.

The main arguments in favour of or against academisation of schools rest on: what effect will it have upon school standards?

If we consider whether Dorset children are taught in good or better schools and ready for the next stage of education we would conclude that Dorset has fallen behind other Local Authorities in the last five years.

The evidence for this can be seen firstly in the Ofsted inspection judgements. In 2013 Dorset was a top quintile Local Authority for the percentage of primary school who are judged as good or better. After a steady decline Dorset is now in the bottom quintile. (130th Local Authority). It is a similar picture for secondary schools. In 2013 Dorset was in the second quintile and improved to the first quintile by 2015, however has now declined to be in the fourth quintile. (94th Local Authority).

Secondly, if we consider the attainment of secondary* children and how they compare to other children nationally we can see that although the Local Authority started in the bottom quintile in 2013 and improved between 2014 and 2016 to be in the second quintile, in 2017 Dorset fell to the fourth quintile. (92nd Local Authority). The picture for primary children shows that Dorset is consistently in either the fourth or fifth quintile for attainment at Key Stage 2.

*attainment measured as:

- Attainment 8 (GCSE or equivalent 5+ A*-C including English and Maths pre 2016-2017)
- Meeting the expected standard in reading, writing and mathematics at Key Stage 2. (level 4 pre 2015-2016)

This all shows that over the last five years whereas then school standards in Dorset would have been regarded as generally good; Dorset schools have been "leapfrogged" by schools and other Authorities with higher levels of socio-economic challenge, whose performance has been better.

The appetite in Dorset for schools to become academies or join MATs appears to have reached a plateau.

Two possible explanations are that the financial incentives have disappeared and/or when schools join a MAT or an academy chain, head teachers lose much of their autonomy.

It is inescapable that this situation has come about at a time which coincides with the relative decline in school standards in Dorset. So, it can safely be said that a drive to encourage schools to become academies (for reasons in addition to school standards alone, e.g. affordability to the Council) would not be likely to be detrimental to school standards.

5.   **Summary and Conclusions**

- There needs to be a clearly defined, well understood relationship between the Council, schools and academies. This is also a requirement of the OFSTED Framework for Local Authority School Improvement Inspections.
- Unless there is a willingness to share risk, responsibility and benefit, from the Council's standpoint especially financially, a minimal relationship is to be preferred.
- The status quo with modifications is desirable and affordable, provided that the relationship itself and sharing of responsibility are clearly spelt out and observed in practice.
- Developing better financial viability for smaller rural schools must become an automatic consideration.

Nick Jarman
Director for Children's Services
March 2018

ENABLING SCHOOL IMPROVEMENT

Research into the role of local authorities in supporting local school improvement systems

Research undertaken by: Isos Partnership
(Ben Bryant, Simon Day, Simon Rea, Kate Wilson)

January 2018

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EXECUTIVE SUMMARY

The Local Government Association commissioned an independent research organisation, Isos Partnership, to undertake this research project into the ongoing role of local authorities in school improvement. The report is informed by fieldwork discussions with a sample of eight local areas (Cumbria, Dorset, Hampshire, Liverpool, Somerset, Tower Hamlets, West Sussex and Wigan). The sample was designed to ensure a mix of local authority areas in terms of size, geography, economic deprivation, and capacity for school-to-school support. Case studies on each of the eight areas are contained within this report.

Section 2 of this report sets the research project in the context of the current education landscape, and explains how Isos Partnership have built on their two previous national reports on how local systems were evolving in response to the changing education landscape.

Section 3 summarises the **key issues encountered during fieldwork discussions**, namely that:

- local systems are at different stages and taking different approaches in the transition to becoming more autonomous;
- in the majority of local areas, strategic partnerships have been formed to facilitate and foster a shared, system-level vision for school improvement;
- most local areas we visited were continuing – and planned to continue – to offer local authority school improvement services;
- there was less evidence of local systems establishing approaches to the local development of system leadership capacity;
- most local systems had models of and approaches to school improvement that would be familiar to schools and local authority advisers;
- local systems had been planning for reductions in funding and there was uncertainty about the future;
- traded services were both complementing and conflicting with other school improvement offers; and
- local authorities have an important role to play in the local school improvement system.

Section 4 analyses what the research team regard as **nine key conditions** that are important in establishing effective local school improvement systems, based on learning from the fieldwork and discussions with other local areas across the country. The nine key conditions are:

1. A clear and compelling vision for the local school improvement system

2. Trust and high social capital between schools, the local authority, and partners

3. Strong engagement from the majority of schools and academies

4. Leadership from key system leaders

5. A crucial empowering and facilitative role for the local authority

6. Sufficient capacity for school-to-school support

7. Effective links with regional partners

8. Sufficient financial contributions (from schools and the local authority)

9. Structures to enable partnership activity.

Section 5 reviews the challenges that are being faced in developing local school improvement systems: where the supporting conditions identified in Section 4 are not in place; where a lack of capacity to work with schools is limiting progress; or where a lack of partnership capacity or activity has hindered the ability of key players to work together.

Section 6 summarises the ways in which **local authorities can support the development of effective local school improvement systems** by developing and nurturing the nine key conditions set out in the report, acting as the convenor and helping the local school improvement system to develop:

	Nine key conditions	How can the LA help to develop these conditions?
1	Clear and compelling vision	LA needs to co-ordinate and provide strategic push. Role for the LA as objective facilitator. Opportunity to focus on place and local context. LA can help to get roles clear.
2	Trust and high social capital	LA needs to model effective relationships and partnership working. Local democratic mandate can help to sustain relationships founded on shared desire to find solutions.
3	Engagement from majority of schools and academies	LA needs to be the honest broker. Compelling vision can get schools on board. LA role to reach out to schools, academies and MATs with offer for all local children.
4	Leadership from key system leaders	LA has opportunity to engage key leaders and facilitate discussions. Development of system leadership capacity can be a key purpose of local school improvement system.
5	Crucial convening and facilitative role for the LA	LA able to bring the intelligence from across the local school improvement system, utilise existing expertise and capacity, and support evaluation processes.
6	Sufficient capacity for school-to-school support	LA needs to support the local partnership to identify local capacity and broker from outside where needed. LA can help map future capacity, encourage school leaders, and commission system leader development programmes.
7	Effective links with regional partners	LA needs to engage effectively with regional and sub-regional partners on behalf of and alongside the local school improvement system.
8	Sufficient financial contributions	LA needs to support the development of the partnership with funding and/or capacity.
9	Structures to enable partnership activity	LA needs to work with schools to develop a multi-tiered structure that will work in their local context. LA can ensure that local school improvement system is high quality and credible.

Section 7 concludes with some messages for local areas, as a way of providing practical learning and questions to help local systems consider future ways of working. They are based around four questions:

i. *How can local systems work at different levels*? The report considers how local systems are working at the levels of school-level clusters, local area or district-level alliances, and local authority strategic partnerships.

ii. *How can local authorities develop their ways of working*? The report reflects on some of the key messages for local authorities from Isos Partnership's 2012 report.

iii. *How should local systems ensure their partnerships are sustainable for the future*? The report considers some of the reasons why some local school/LA partnerships have established themselves as separate, school-owned companies.

iv. *How should local systems look beyond the local area*? The report reviews some of the opportunities in working beyond the boundaries of the local system.

1. INTRODUCTION

The Local Government Association (LGA) commissioned an independent research organisation, Isos Partnership (www.isospartnership.com), to undertake this research project into the ongoing role of local authorities (LAs) in school improvement. Across England, LAs are responding differently to the challenges facing the education system and are at different points on their journeys in developing effective school improvement systems with their schools and academies. This research project is timely and should have several benefits:

   i.   summarising the key issues that were raised during the research team's fieldwork visits;
   ii. describing different approaches to local school improvement and local partnerships;
   iii. explaining the conditions that the research team believe are necessary for local systems to develop effective local school improvement, and how LAs can help to develop them;
   iv. sharing learning with authorities, schools, and academies so they benefit from the evidence gathered about different approaches; and
   v.   providing a contribution to the current debate about the future role of LAs in school improvement.

Section 2 of this report sets the research project in the context of the current education landscape, and explains how Isos Partnership have built on their two previous national reports about how local systems were evolving in response to the changing education landscape. Section 3 highlights the key issues that were encountered during fieldwork discussions. Section 4 describes what the research team regard as the key conditions that are necessary for building effective local school improvement systems, based on learning from the fieldwork and discussions with other local areas across the country. Section 5 analyses the challenges that are being faced in developing these local systems and Section 6 summarises the ways in which LAs can support their development. Section 7 concludes with some reflections for local systems.

The research team from Isos Partnership want to thank all the school and academy leaders, local authority officers, and other individuals who made time available to be involved in our research discussions.

Approach

The research project was undertaken in three broad phases. In Phase 1, we selected and then engaged a sample of local areas. The sample was designed to ensure a mix of local authority areas in terms of size, geography, economic deprivation, and capacity for school-to-school support. The areas selected included rural and urban areas; large shires and small boroughs; areas in the north and south of England; areas with high and low levels of pupils eligible for pupil premium funding; and areas with high and low numbers of teaching schools and national leaders of education compared with other schools. In addition, the sample was designed to capture some of the different approaches being taken to developing local school improvement systems. We have also complemented our in-depth evidence-gathering from these eight local areas with our wider perspectives and knowledge from engagements with other local systems.

Research tools for the study were also developed in Phase 1. In Phase 2, we undertook research visits to the LAs in the sample. These visits included discussions with some or all of the following: LA senior leaders (for example, the Lead Member, Director of Children's Services, Assistant Director for School Improvement or equivalent, and other relevant service heads), school and academy leaders

(primary, secondary and special school leaders of both maintained schools and academies, and chief executive officers (CEOs) of multi-academy trusts), and other stakeholders (for example, diocesan representatives). During our visits, the focus of the discussions was to understand:

- the approach to school improvement in the local area, how this was changing and the drivers of those changes;
- the engagement between the LA and schools and academies in school improvement and how they were developing a local school-led system, what partnership structures were in place, and how these were supporting local school-level partnership working;
- successes and challenges in their current approaches, why certain approaches had been adopted, and the impact that had been achieved so far; and
- what this meant in terms of the council role now and in the future.

We then reviewed our learning from all our research visits and checked this against our existing wider knowledge of local systems from other projects, and prepared summary messages that we were able to consider with the local systems on our follow-up visits.

Three of our participating local areas were also featured in the 2013 LGA/Solace publication *The Council Role in School Improvement: case studies of emerging models*.

In this report, "schools" refers to schools of all types: maintained schools, academies, and free schools. We refer specifically to different types of schools when our points relate to them.

Context of participating local areas

Legend:
- Number of nursery, primary & secondary schools
- Percentage pupils claiming free school meals
- Percentage of primary schools that are academies
- Percentage of secondary schools that are academies
- Percentage good or outstanding primary schools
- Percentage good or outstanding secondary schools
- Ratio of Teaching Schools to all nursery, primary and secondary schools

Cumbria: 314 | 9.2 | 10 | 61 | 93 | 58 | 1:39

Wigan: 124 | 13.7 | 13 | 35 | 94 | 69 | 1:41

Liverpool: 156 | 23.6 | 3 | 55 | 90 | 53 | 1:22

Somerset: 253 | 10.2 | 24 | 76 | 92 | 85 | 1:51

Tower Hamlets: 95 | 35.3 | 9 | 32 | 96 | 88 | 1:14

West Sussex: 272 | 7.5 | 18 | 45 | 80 | 81 | 1:23

Hampshire: 497 | 8.0 | 3 | 43 | 90 | 75 | 1:31

Dorset: 163 | 12.0 | 29 | 53 | 86 | 83 | 1:20

Local Government Association

ISOS PARTNERSHIP

2. CONTEXT

In 2012, Isos Partnership published a report for the Department for Education (DfE) and LGA that considered the role of the LA in education (Baxter, Parish, Sandals, *Action Research into The Evolving Role of the LA in Education*, DfE/LGA, 2012). The report reflected on how the education system was responding to the 2010 White Paper *The Importance of Teaching*, which had stated that "the primary responsibility for improvement rests with schools themselves" and set out an ambition for the "school system to become more effectively self-improving" (DfE, 2010). Isos Partnership's 2012 report concluded that in response to the extension of school autonomy, the role of the LA in education was evolving to focus on three key areas of responsibility: as a convenor of partnerships; as a champion of children, families and communities; and as a maker and shaper of effective commissioning.
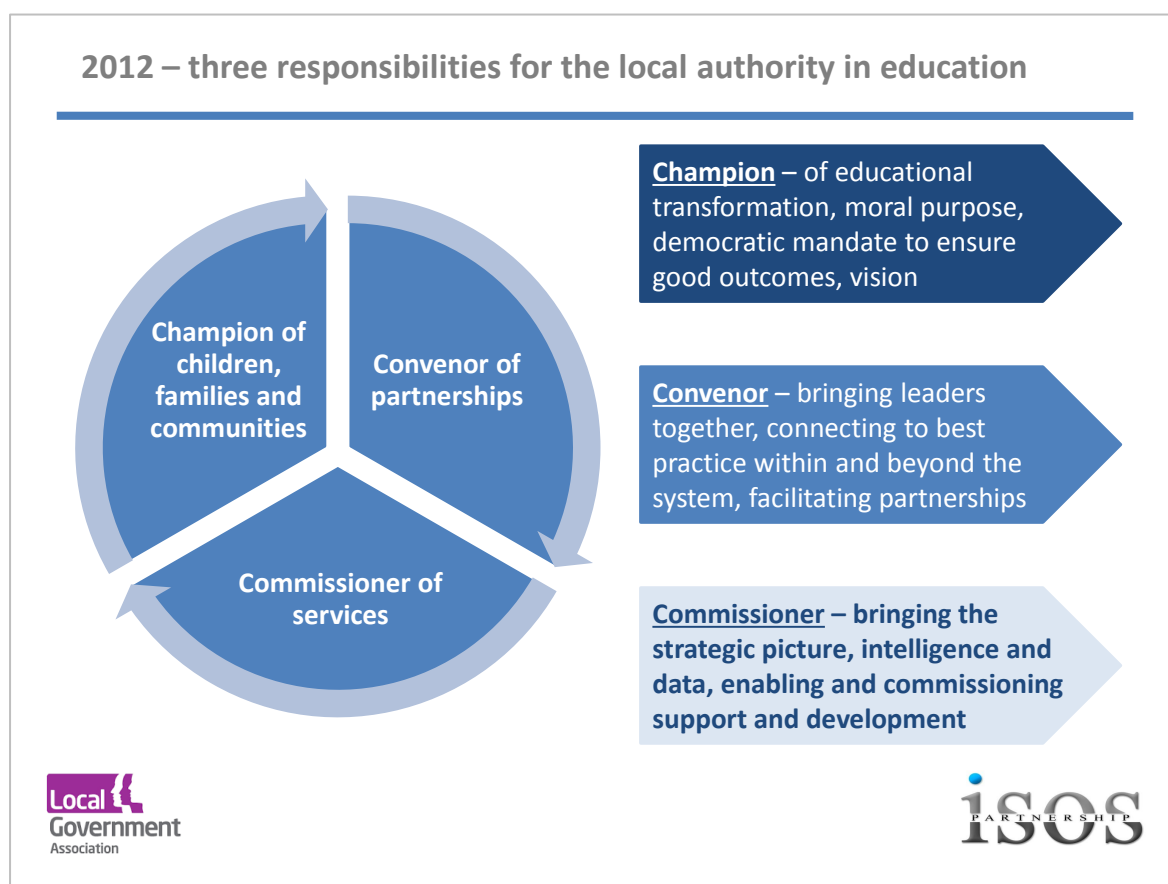
Between 2010 and 2012, David Hargreaves published his influential think-pieces for the National College for School Leadership about the key features of the self-improving school system (for example, *Creating a self-improving school system,* 2010; and *A self-improving school system: Towards maturity,* 2012*;* National College for School Leadership). The 2010 McKinsey report had emphasised the importance of collaboration between education institutions and the role of the "middle tier" in education (Mourshed, Chijioke, Barber, *How the world's most improved school systems keep getting better*, 2010, McKinsey).

In 2014, Isos Partnership produced a follow-up report for the DfE (Bryant, Sandals, *The Evolving Education System in England: a temperature check*, DfE, 2014). This report looked at the ways in which school improvement, school place-planning and support for vulnerable children were evolving

in 10 local systems. Our 2014 report characterised the ways in which local systems were evolving and summarised three main types:

- **Timely adapters** – systems in which LA services were highly regarded by schools, with a history of encouraging partnership-working, that were mostly high-performing systems, and in which change to a schools-led system was already underway and/or had been led proactively, with LAs and schools working together to create the space and conditions for schools and academies to lead the transition.

- **Slow movers** – systems with historically higher levels of intervention in schools, in which LA services were seen by schools as weak or variable in quality, that were mostly lower-performing systems, and that had been slower in adapting to change or where the leadership of change had been ineffective.

- **Sudden reactors** – systems with different starting points, but the same end goal in mind: namely that LA services should diminish, regardless of quality, and that school partnerships should lead, regardless of their maturity. Change had been dictated and driven quickly, with pace outweighing precision in planning and engagement with school leaders, and without creating the conditions for schools to lead a successful transition.

2014 - three types of transition that local systems were experiencing

Leadership approach

| Passive | Active | Directive |

Slow mover   Timely adapter   Sudden reactor

| Piecemeal | Broad and deep | Superficial |

Engagement approach

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isos PARTNERSHIP
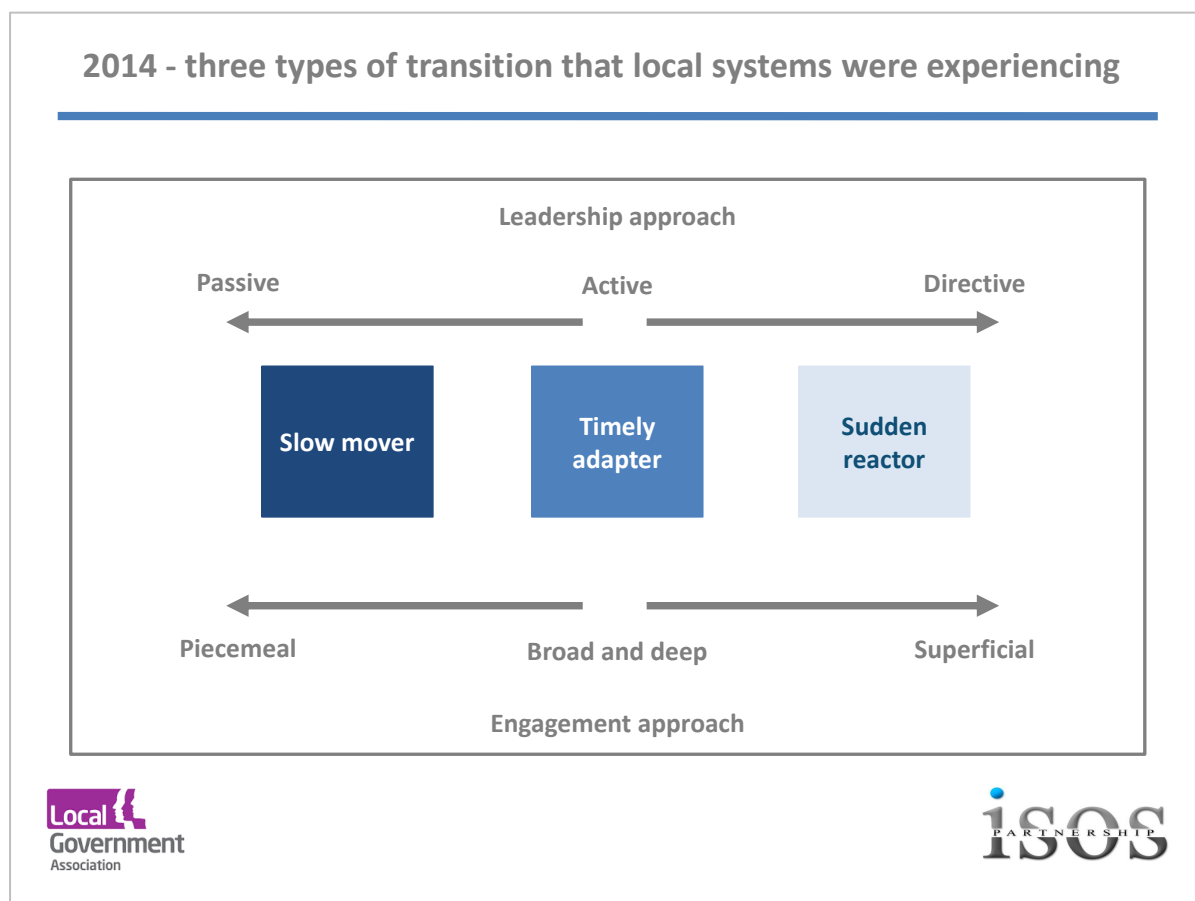
In 2014, we also described four main factors that had affected the evolution of local systems:

1. Perceived quality of LA education services and access to alternatives. For example, in systems where services were perceived as poor quality, schools felt unleashed and there had been more abrupt changes as schools explored options for connecting to other schools or groups of schools or academies.

2. Strength of connections among schools, and between schools, the LA and other local partners.

3. Past performance of the system.

4. Leadership of change – regardless of performance or perceptions of quality, policy changes provided local systems with a fresh opportunity to demonstrate effective leadership. Those that had been effective had engaged all school types proactively, been open and honest, listened, and ensured schools were driving change within the local system. Those that had been less effective at leading change did the opposite to this by attempting to impose an agenda without first building the conditions for its success, not acting at all or not swiftly enough, or developing the right idea but implementing it badly.

Since 2014, there have been proposals for further reform of the role of LAs in education. In 2016, the White Paper *Educational Excellence Everywhere* (DfE, 2016) proposed that the role of authorities should be focussed on ensuring every child had a school place, ensuring the needs of vulnerable pupils were met, and acting as champions for all parents and families. The White Paper promised that a role for LAs would be established within an education system in which all schools were academies. Since publication of the White Paper, the Government signalled that it would not bring forward legislation to compel all schools to become academies. For the time being, therefore, local education systems are likely to remain a mixture of different types of schools, with a range of different organisations, partnerships and leaders. By February 2017, in its report on the development of multi-academy trusts, the House of Commons Education Committee said about the role of LAs:

> *"The Government must clearly define the future role of local authorities, particularly in areas with high numbers of academies. The current uncertainty about their place in the school system is not sustainable and making their role clear should be a priority for the Secretary of State. Their relationship with RSCs [regional schools commissioners] must also form a part of this and formal protocols between local authorities and the RSC structure should be established."*

House of Commons Education Committee, MATs, HC204, February 2017

In terms of funding for LAs' duties, the most significant change since 2014 has been the phased removal of the Education Services Grant for LAs. Wide-ranging proposals for a new national funding formula for schools have also been published.

Defining our terms

In this report, we use the term "effective local school improvement system". We believe this term has relevance for the local areas with which we have been working, and builds on our learning from our 2012 and 2014 reports. We return to the notion of what constitutes an "effective" system later in the report. We have used the term "local school improvement system" in the following ways in this report:

- **local** – the geographical area based loosely on LA boundaries but not restricted to these boundaries for the purposes of, for example, school-to-school support, activities with other local areas, or work on a sub-regional basis;
- **school improvement** – the activities undertaken within and between schools and academies, and between schools and other key players such as LA officers and advisers, that lead to improved outcomes for children, higher-quality teaching and learning, and strengthened capacity for schools and academies to manage change; and

- **system** – the connections between groups of schools and academies, the LA, teaching school alliances, multi-academy trusts, dioceses, and other local leaders.

3. KEY MESSAGES FROM OUR RESEARCH VISITS

During our research visits to participating local systems, we heard about and explored a range of messages. The following section summarises the most significant messages that we discussed about the current role of the LA in school improvement.

Local systems are at different stages and taking different approaches in the transition to becoming more autonomous

It was apparent from our research visits that local systems were at different points on their journeys. Some already had a clear strategic aim and a genuine direction of travel to bring together schools, academies and the LA to lead the local school improvement system. Some were continuing to successfully maintain the status quo, with schools purchasing school improvement support from LA advisory staff through a core package of support. Even for the most mature systems, with well-established partnerships between the LA and schools that had been operating for a number of years, consideration was being given to how to strengthen the partnership for the future. For other local systems, their strategic direction was less clear; although they perhaps had the key elements, they did not have the coherent vision: one school system leader said 'it's like we have the pieces of the jigsaw, but not the picture on the front of the box'. Some systems described a sense of uncertainty: waiting to see what national decisions might be taken about LA statutory responsibilities and funding; or LA officers coming under pressure from council corporate colleagues to generate income from their school improvement activities. One senior LA officer described the danger of people 'creating their own narratives about the future role of the LA due to a lack of clarity and mixed messages'.

What had caused these differences in approach? The context and challenges of the local area, the recent performance and outcomes of schools, and the existing relationships between schools, academies and the authority were all significant factors. For several systems, there had been a long-standing direction of travel towards their current position: one system described decisions that had been taken 5–10 years ago as instrumental in establishing the current school improvement approach. For other systems, the ways in which school and academy leaders, and multi-academy trust CEOs, had engaged with the LA had been fundamental to the ways in which they were now working; for others, the approach and drive of Lead Members and senior LA officers had been crucial in establishing the current partnership offer. Some systems have been reacting to the immediate funding pressures created by the removal of the Education Services Grant and were both re-modelling their offers to schools and considering collaboratively what the future should look like. We return to many of these points in Section 4 when considering the conditions needed to establish effective local school improvement systems.

What was apparent was the need for capacity from both schools, academies and the LA to help develop local school improvement systems. For several of our systems, there had been a change of direction: one LA, for example, had stepped away from providing school improvement support three years ago and was now re-introducing a 'school evaluation partner' role, funded by the LA and with differentiated support based on categorisation decisions. All systems talked about the need for trust and for developments to take time to evolve given their basis in relationships between local players,

schools, academies, and authorities. Finally, several local areas described their approach as "schools and LA-led" or "system-led" – rather than "schools-led" – to explain this requirement for capacity from a number of places rather than just schools.

In the majority of local areas, strategic partnerships have been formed to facilitate and foster a shared, system-level vision for school improvement

In many of the systems we visited, the strategic partnership that existed between the LA and local schools had become the fulcrum around which their current school improvement offer revolved. The importance of these partnerships where they were existed was clear: they provided the strategic structure around which schools and the LA could jointly form the vision for local school improvement; they provided a sense of strategic cohesion which mitigated against the risks of fragmentation; and they were providing the opportunities for local school improvement through commissioning, brokering, and evaluating support.

The LAs, in their roles as 'convenors', had played an important part in helping to establish and facilitate these structures. The practical support that had been provided by the authorities was through leadership of meetings, providing funding to enable release time for school leaders to chair or lead partnership groups, and providing capacity from existing advisory staff to develop the work of local partnerships by pooling intelligence, brokering support, and co-ordinating activities.

There were differences between the systems we visited in how they were engaging different phases. In some systems, there was primary, secondary and special school representation on the strategic partnership with cross-phase groups sitting underneath the main board. In other systems, both the main boards and subsidiary groupings were organised on a phase-specific basis.

For a number of our systems, there was an important part being played by the small local cluster of schools, particularly in the primary phase. These clusters provided for some of the immediate school improvement needs of schools through shared training and development or peer review. The LA had often played an important role in convening these small clusters of schools across the local area.

Case study: Cumbria Alliance of System Leaders

Schools and academies, the LA, and other key partners in Cumbria have been developing their "system-led approach" to school improvement over the last five years. It is based around three tiers of engagement:

a) school/academy clusters with clear agreements for peer review, sharing data, and providing peer-level support and challenge;
b) Local Alliances of System Leaders (LASLs) – three across the county – that meet to review the school improvement needs across their area, broker school-to-school support, and review and monitor impact; and
c) the Cumbria Alliance of System Leaders (CASL) – a company limited by guarantee – that is the county-wide partnership that sets the vision and overall priorities, brings together all key players (including dioceses and headteacher associations), and has the county-wide strategic conversations about priorities and progress.

The goodwill and positive relationships between schools and the LA helped the journey and there has been strong support for the strategic direction through a focus on trust, values, and outcomes

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for children. The LA and schools have identified the LASLs and clusters as key – 'they are at the heart of it' (Cumbria system leader).

Local elected members in the council have been supportive throughout. The LA has provided funding to release key headteachers to take on the part-time roles of chairs of LASLs and CASL. An LA senior adviser and two learning and improvement advisers work with each LASL: they continue to play important roles in undertaking risk assessments and categorisation, monitoring, and brokering support for vulnerable schools. One system leader said the role of the LASL was to 'minimise the distance between identifying concerns and making improvements'. Each school cluster has a cluster communication lead that liaises between the cluster and LASL and shares lessons and information. Teaching schools are engaged through the LASLs to offer capacity and support to schools in their region.

Find out more at www.cumbriaalliance.org.uk

Key learning points
- A "system-led approach" means the engagement between LA and schools is key. Establishing the vision is important. Start from the strengths in the local area: in Cumbria, the headteacher associations and key school system leaders were vital in joining things up.
- The LA has a critical role to play – 'we had to be confident enough to say "we have a role"' – in bringing local intelligence, capacity, and funding. Funding to enable release time for key system leaders helped Cumbria to make progress more quickly than otherwise would have been the case.
- The focus on outcomes for all children has been important in engaging schools and academies, as well as generating pace and demonstrating momentum. There is still a long way to go: the LA said, 'it will remain a work in progress and we will need to hold our nerve'.
- Aligning all the key players in a "guiding coalition" has helped to sustain progress: these include key system leaders and headteacher associations, the Director of Children's Services and senior LA officers, and the Lead Member and Chief Executive.

Most local areas we visited were continuing – and planned to continue – to offer LA school improvement services

LAs were continuing to work with their schools and support school improvement needs, even with reduced resources and capacity. There was still an important priority placed on local context, a sense of place, and supporting the needs of local communities with local solutions. However, the availability of school improvement advisory capacity was one of the main differences between the systems we visited. One authority had retained all existing advisers and was recruiting additional capacity. Two systems had most of the costs of their existing advisers paid for through service level agreements with their schools; the advisers then provided a core package either for all schools (where the funding from schools was topped up by the LA) or for those schools that purchased the core package. Other systems had reduced their advisory staff (all significantly so for secondary): some had no advisory staff at all; others had retained a core group of advisers that were able to undertake monitoring and challenge roles for a range of vulnerable schools, or support key strands of activity (literacy, for example) across a local area. One system was re-employing a set of permanent full-time advisers to replace temporary capacity.

Case study: The Hampshire Inspection & Advisory Service

Hampshire is a large and high-performing local education system. It is made up of almost 500 schools, of which 90% have been judged good or better. Over the last 10 years, the LA and school leaders have worked in partnership to develop a strong and sustainable model for supporting school improvement in Hampshire. The Hampshire Inspection & Advisory Service (HIAS) was established as a traded service, ensuring that it would be shaped by Hampshire's school leaders. Today, HIAS is a large, well-established, and highly respected service across the county and beyond.

- **HIAS is largely funded by schools**. The LA funds a core offer, including an annual leadership and learning visit, for all maintained schools. There is then a wide range of bespoke support that is available for schools to buy in through HIAS, including subject specialists, a highly regarded governor service, and brokerage of school-to-school support.

- **HIAS operates a "blended-model" of support**. This brings together the expertise of staff employed directly by HIAS, teaching schools and other school-to-school support. As one primary headteacher described the support their school had received, 'the local authority and teaching schools worked together, not in spite of each other, to ensure we got really good help.' Each of the nine districts across the county has a school improvement manager, whose role is to ensure the rigour and coherence of support, and who helps to facilitate schools coming together to work on shared priorities.

- **An emphasis on proactive support.** HIAS has sought to shift the emphasis from monitoring and reacting to failure towards providing support that schools value and is geared to helping them sustain high-quality leadership, teaching, and learning. As one HIAS leader described it, 'we moved away from being the people who came up the path when something had gone wrong and instead tried to position ourselves as people who had interesting things to say who could help schools get better.' School leaders recognise and value this shift. According to one, 'when people come in, you know they are going to be good people, really knowledgeable, and they are going to work with you.'

At a strategic level, school leaders are engaged in a number of standing committees, working in partnership with LA leaders to shape local practice on themes such as the curriculum, assessment, and resourcing.

The work of HIAS has enabled Hampshire to sustain strong performance, with the proportion of schools judged good or better rising from 84% in 2015 to 90% by the end of 2016. The blended model of support has been noted positively in a number of Ofsted inspection reports, and evidence suggests those schools that have engaged more with HIAS have seen greater improvement. As a headteacher of an improving school said, 'we would not have come this far without Hampshire and HIAS, I cannot rate them highly enough.' As an experienced chair of governors put it, 'I have nothing but good words to say about the HIAS.' These sentiments were echoed strongly by all of the school leaders and governors we engaged.

Find out more at www3.hants.gov.uk/hias.htm

Key learning points

- Establishing a clear vision of a good education system for all children, shared by political, corporate, and school leaders, is a vital prerequisite of a strong local education system.

- Focus on giving schools access to new opportunities and expert support to sustain good performance, not only on monitoring and reacting when things go wrong.

- Make the best of all expertise and skills within the local system using a blended model to combine the best of school-to-school support with ensuring rigour and impact.

There was less evidence of local systems establishing approaches to the local development of system leadership capacity

There were fewer examples of LAs actively supporting the development of local system leadership capacity even where they did see this as part of their role. Some were cautious about this; some did not have sufficient capacity to support this work; others thought it was very much the school system's responsibility to develop its own leadership, either via teaching school alliances (TSAs) or local multi-academy trusts. But in most areas, the need was clear for a critical mass of local system leaders to help provide the energy and momentum to drive the local system forward.

For a number of our systems, the local TSAs were an integral part of the school/LA partnership structures. For example, in one of our systems the strategic partnership board was co-chaired by the Director of Education and the Teaching School Council area lead. Their capacity and support for other schools was an important part of the local school improvement offer. However, for other systems, these were relationships that were still being worked through, and one of the ongoing challenges was how to ensure the TSAs were at the centre of a local approach to system leadership development. For systems where there was a less mature relationship between the TSAs and others, the attitude towards the TSAs could sometimes be seen as 'the TSAs need to be clear what they are bringing to the table', rather than anyone considering how they built capacity and helped the TSAs to play their role. Equally, some TSAs were cautious about taking on additional responsibilities, and some questioned whether they could respond quickly enough to new school improvement needs and had capacity in the right areas. In some places, authorities, TSAs, trusts and others recognised that they were both providers and commissioners of school improvement support and therefore needed to establish secure commissioning arrangements that were fit for purpose in a mixed economy of providers that might also be sat together around the same strategic partnership table. One system was addressing this by separating out a "system leaders group" from the main strategic partnership: this separate group contained the TSAs, national support schools and others that would be providing support. The aim of this separate group was also to attempt to co-ordinate a local approach to staff and leadership development and provide a local overview of professional development opportunities.

Most local systems had models of and approaches to school improvement that would be familiar to schools and authority advisers

Although it is difficult to generalise across our sample of local systems, there were significant similarities in the approaches that were being undertaken to support school improvement. Processes that were being employed included: sharing and reviewing school and pupil-level data; categorisation according to levels of risk; identifying improvement needs; brokering in or providing support and challenge; developing capacity through modelling and observation; moderation and curriculum assessments; leadership coaching and development; monitoring visits and reviewing

progress through peer review; undertaking quality assurance; and evaluation of support and interventions. Support prior to and during Ofsted inspections and responding to crises were both still features of the engagement between LA staff and school (and also some academy) leaders. For most of the systems – and particularly for the primary phase – there was a continuation of what could be regarded as a traditional mode of review, support, challenge, and monitor, rather than any wholesale move to peer or sector-led support. There were, however, a number of systems in which the local school cluster was often providing the first point of school improvement support through shared training and development or peer review.

There were differences across the systems we visited in the extent to which there were universal offers available to all schools: some good and outstanding schools received no monitoring support at all in some areas, while others did receive support (often paid for by the schools) so that the local system could maintain an overview of all of its schools. There were also differences in whether advisers were working directly for the LA advisory service or being commissioned by a local school/LA partnership, or whether the monitoring and intervention work was being undertaken by a traded company.

Case study: Somerset Education Partnership Board

In this large, rural and diverse educational environment, schools and the LA work in partnership through a variety of inter-related structures, operating at county level, locality level and in relation to each phase of education. In recent years, the LA scaled back its school improvement services, but since 2015 it has seen a renewed focus on educational effectiveness, evident in the appointment of a Director of Education, the development of a new strategy and the formation of the Somerset Education Partnership Board (SEPB).

At county level, the SEPB brings together representatives of the LA, schools, teaching schools, phase associations, and employers to share responsibility for driving the delivery of the Education Plan. The SEPB has an increasingly strong connection with the Schools Funding Forum, informing decisions about the allocation of Dedicated Schools Grant (DSG), budget-setting, and managing the processes of commissioning and accountability.

At the locality level, schools are members of Collaborative Learning Partnerships (CLPs). The CLPs were established by the County over ten years ago, and since then they have been organised and funded by schools. Through the CLPs, schools identify local improvement priorities, co-construct school-led strategies for improvement, and co-ordinate the planning and delivery of a range of support for schools. The scale and impact of these CLPs is variable. The Team Around the School model of integrated early help is a major initiative involving partnership working across services.

The phase associations (for primary, secondary and special), each with a funded ex-headteacher working as association executive officer, play an important role in ensuring good communication and connectivity between the LA and headteachers at all levels. As a result, headteachers are centrally involved in shaping strategy and implementing it. The sense of shared purpose to improve outcomes for Somerset children that underpin these partnerships are evident in schools' agreement to "pay back" to the LA funding for both retained and general duties amounting to £22 per pupil in 2016/17.

To further develop the effectiveness and coherence of the local education system, current and future priorities include:

- further integrating the LA's traded services unit, Somerset Services for Education, within the school improvement strategy;
- establishing clear systems that enable schools to be at the heart of a commissioning process which defines the need, secures services from the best-quality provider and carefully evaluates impact on outcomes for pupils;
- working through the SEND peer review priorities to ensure all schools and school leaders are providing an exceptional SEND offer; and
- re-visiting and refreshing the educational vision in the light of new government and Ofsted changes.

Key learning points

- The LA has played a key role in facilitating collaborative involvement in shaping an education strategy and plan. The shared approach has resulted in good levels of engagement from headteachers and a commitment to further co-design of the local system.
- Headteacher associations, with core funding to create executive capacity, have played an important role in securing effective collaboration between schools and with the LA.
- In an increasingly diverse educational environment, in which support for school improvement can be sourced from teaching schools, multi-academy trusts, dioceses, LAs, the Strategic School Improvement Fund etc., it is important to establish coherent commissioning processes that are built around strong analysis of the needs of schools, a clear understanding of the available support, and a rigorous approach to evaluating impact and ensuring the best-quality provision.

Local systems had been planning for reductions in funding and there was uncertainty about the future

Local authorities had already planned for the reductions to the Education Services Grant in 2017/18 when we undertook our research visits. In some areas, this meant LAs had to reduce the resources and capacity that they provided to support partnership structures, or to further reconfigure advisory support. The Education Services Grant had not been a ring-fenced grant, and councils had not treated it as a separate budget; in some ways this had helped LAs manage the scale of the reductions, because they consequently came from the overall council budget. Some systems reported that planned cuts had already been made in previous years, and in one system the schools had agreed to provide additional funding. The role of elected members had been important in determining how to manage reductions in resources: where they wanted the council to continue in an education role, officers had had to find savings elsewhere. The detailed planning for the further reductions in funding in 2018/19 had not yet taken place. Looking forward, some senior LA officers described the possibility that elected members would continue to support education by finding additional resources to lessen the impact of budget reductions; others talked about asking the schools forum for greater de-delegation of resources; and others talked of considering with schools whether they would be able to pay (more) for services and support. At the time of our visits, all of the systems visited considered that there would be an impact on the ability of the LA to support school improvement and partnership activity come 2018/19.

There was evidence of the significant resources that LAs were deploying to support the establishment of LA/school partnerships – one LA had provided £160,000 to enable school leaders to be released from their schools to undertake part-time roles chairing local partnership groups. Schools in several systems had also provided significant contributions to school improvement costs through service level agreements: in one LA, 75% of its advisory staff were paid for by schools; in another, the figure was more than 90% of the costs of the primary team. A consistent question raised during our discussions was how the school improvement system that currently existed would be affected by the combined challenge of reductions to LA funding and at the same time pressures on school budgets. School leaders in particular questioned the extent to which primary schools would be able to continue to provide this level of support as pressure on budgets continued over the next two to four years.

Traded services were both complementing and conflicting with other school improvement offers

There were three aspects to our discussions about traded services during our research visits. Firstly, there were the buy-back arrangements that schools, in particular primary schools, were using to buy in external advice and support from LA advisory staff. This most often took the form of a core package, with additional time also available. A number of systems described how it was important for them to avoid having a fully traded school improvement team since they felt there were risks that schools could avoid purchasing the challenging external conversation, or advisers' roles as both strategic leads and paid-for advisers could be confused.

Secondly, there were the traded services that sat outside Children's Services related to different aspects of the curriculum or other services (for example, music, outdoor education, human resources or educational psychology support etc.). Thirdly, and potentially most difficult in terms of the alignment with school improvement, there were the systems that had a separate school improvement traded service within the council (perhaps with its own income generation targets) that did not report to the Director of Children's Services. The scope for mixed messages and conflicting communications appeared significant, as well as a doubt about whether these services always provided what schools needed as opposed to what they were willing to purchase. A number of our systems saw that working through these tensions and complexities would be important to the further development of their systems.

Case study: Dorset Local Authority

Dorset's education system includes first (Years 1–4) and middle schools (Years 5–8) in some areas. Without significant disadvantage, the county's education performance in early years and Key Stages 4 and 5 is good, but pupils' outcomes at Key Stage 2 fall significantly below national average and below the performance of the LA's statistical neighbours.

In recent years, and in response to the greater emphasis on the development of a school-led system, the LA reduced the scale and scope of its advisory service and set out to support the developing capacity of the school-led system.

Key features of the local education system from 2014 to 2017 have included:
- a School Evaluation Partnership programme, which is funded for targeted schools causing concern and traded to other schools (bought by approximately 50% of primary schools);

- a growth in the level of traded school improvement services offered by the LA, although this remains limited and largely based on areas of expertise within the LA;
- a shift in the role of the LA towards quality assurance and commissioning and away from direct delivery of school improvement services; and
- increased capacity from teaching schools and a growing maturity in the partnership working between the LA and TSAs as well as in the levels of collaboration between TSAs in Dorset, and as members of the South Coastal Teaching Schools Partnership with Bournemouth and Poole.

At the time of engagement in this research, Dorset LA was embarking on a strategic review of its school improvement strategy driven by a number of factors, including:
- the reduction in LA grant funding for school improvement and the consequent need to increase income from traded services and to secure the effective use of additional targeted funding;
- the need to accelerate the growth in capacity of the school-led system;
- the need to establish and embed effective, systematic, and coherent ways of joint commissioning between the LA, TSAs, multi-academy trusts, and other providers in a mixed economy; and
- a recognition that the percentage of schools with current good or outstanding Ofsted ratings potentially conceals priorities for improvement in pupil attainment, particularly at Key Stage 2.

Early areas of focus for the LA in developing the next phase of its school improvement strategy include:
- the evolution of the Schools Forum towards a more strategic role as an Education and Skills Partnership;
- the introduction of the role of a Lead Member for Education and Skills;
- a review and development of the traded services offer to and from the local education system;
- the potential development of a Dorset Education Trust as a vehicle for establishing coherent commissioning of school support in a mixed economy environment; and
- establishing effective processes to ensure that resources available for school improvement through the Strategic School Improvement Fund are directed to schools in need and that support packages draw on the highest-quality capacity from within the local education system.

Key learning points
- Effective partnership between stakeholders in relation to specific school improvement priorities can result in coherent support for schools that draws on the best quality and expertise from LA and school-led providers. An example is the work undertaken between Dorset LA, Jurassic Maths Hub and South Coastal Teaching Schools Partnership to develop a strategic, system-wide map of support for maths improvement. http://www.jurassicmaths.com/2016/09/the-wessex-school-improvement-partnership/
- The LA retains an important role in creating and nurturing the conditions in which capacity for increasingly school-led improvement can be sufficient to meet local need. Changes to the LA's school improvement offer need to be carefully planned in relation to the development of the school-led improvement offer to ensure comprehensive coverage.

Importance of the local authority role within the local school improvement system

From school and academy leaders, local authority officers and other stakeholders, we heard about the importance of the LA's role in being able to bring strategic clarity and coherence to the local system, in its guise as a convenor of partnerships, including reaching out to academies and trusts. The LA could act as an independent and impartial broker and evaluator for school improvement support. The LA was seen as being able to take an objective and independent view on the support that could be provided and whether that support had achieved a positive impact for pupils over time. Headteachers talked about the ways in which LAs could play a crucial role in helping to co-ordinate school-to-school support, provide the capacity to liaise between providers, and convene local school clusters. In some of the local systems we visited, LA staff were continuing to monitor and support vulnerable schools and academies; in others, they undertook the risk assessments and categorisation to bring to partnership discussions; and in others, LA advisers were being commissioned by school/LA partnerships to provide traditional school improvement partner support or a similar role, particularly for primary schools. LA staff were also providing the capacity and local intelligence to directly help support the work of schools/LA partnerships. In different systems and from different audiences, we heard that there was no-one else currently in the "middle tier" able to play many of these roles.

4. CONDITIONS FOR THE DEVELOPMENT OF EFFECTIVE LOCAL SCHOOL IMPROVEMENT SYSTEMS

We have described earlier in this report the idea of the local school improvement system. We considered during our research visits how such systems might be established and crucially what conditions might be necessary to help establish them. From our research visits and discussions with LA colleagues, school and academy leaders, and other key stakeholders, we have identified nine key conditions that we believe are important to help establish an effective local school improvement system. Why "conditions"? Firstly, we believe that this idea could provide powerful learning for other local systems that are considering how to establish their own local school improvement systems. Secondly, we know that a focus on conditions is likely to be more productive than just a focus on what is working, given the range of different models and approaches that we have observed.

There will of course be differences in emphasis and priority between the conditions, according to the context of the local systems, the existing relationships between schools, academies and the LA, and the stage of transition. But we believe all of the following conditions will have relevance for most systems.

Nine conditions to develop an effective local school improvement system

1. A clear and compelling vision for the local school improvement system
2. Trust and high social capital between schools, the local authority, and partners
3. Strong engagement from the majority of schools and academies
4. Leadership from key system leaders
5. A crucial empowering and facilitative role for the local authority
6. Sufficient capacity for school-to-school support
7. Effective links with regional partners
8. Sufficient financial contributions (from schools and the local authority)
9. Structures to enable partnership activity

Local Government Association

iSOS PARTNERSHIP

1. A clear and compelling vision for the local school improvement system

From discussions during our research visits, it was clear that a compelling vision was a crucial starting point. The vision needs to be grounded in the local context, mutually developed, and focussed on the impact on teaching and learning and improving outcomes for children. There will need to be clarity about the strategic steps that will be required to achieve the vision and also clarity about respective roles and responsibilities. The vision should convincingly articulate that there is a relentless focus on continuous improvement and providing the best educational opportunities for all children across the local community. In order for the vision to resonate with schools, the LA and others, it needs to demonstrate a clear understanding of the local challenges and context that are driving the vision and "what holds us together". There is the opportunity for the council to connect the vision to wider local priorities and the role that education can play. We heard in a number of places the desire to maintain a "family of schools" across a local system. Although the vision will need to be developed with local elected members, it will have to be clear that this is a vision for the local system developed and owned by all key players, not just an LA's vision for the future.

Case study: Wigan Partnership

Wigan has a well-developed and mature school improvement system that has been in place for a number of years. It was developed by schools and the LA, working closely together. The model is based on local consortia, which are led by "lead headteachers" who are funded by the LA to

undertake the role. There are five primary consortia covering 94 primary schools and a single secondary consortia covering all 18 secondary schools. The consortia report to two separate Primary and Secondary Improvement Boards, which are currently chaired by the LA and which review the performance of all schools and identify schools needing support. Consortia are then responsible for providing challenge and commissioning and brokering support locally for these schools.

The model has had strong leadership and support both from local headteachers and from the LA at all levels from Council Members to the Chief Executive to the Director of Children's Services to the Assistant Director of Education, who leads work with schools on a day-to-day basis. Education and schools are seen to play a key part in fulfilling the council's "Deal for Children and Young People", which connects to the council's wider vision of how it works with local communities.

The LA has retained a small core team that supports the work on school improvement, including an expert data resource that is used more widely across the north west of England on a traded basis. It no longer has dedicated school improvement adviser capacity within the LA as it looks to the consortia and lead headteachers to undertake this role.

The next stage in the development of Wigan's Partnership model is the creation of an overarching strategic board, which is being designed to give schools and key education partners even greater ownership and responsibility for setting the priorities for improvement and leading the work to deliver them. The new board will also help to provide stronger connections to the work of headteacher associations within Wigan and to other key partners in the region such as the regional schools commissioner, the North West School Improvement Board, and Greater Manchester Learning Partnership.

The LA's long-term vision is of one board overseeing the whole school system and connecting all of the key partners inside and outside Wigan to deliver against the top priorities. The council's role will remain key in continuing to join schools to the wider council agenda on place, people and economic development and at a local level to other critical frontline services, such as GPs, to help meet the wider challenges facing local communities.

Key learning points
- The strong engagement of headteachers from the beginning in the creation of the new approach to school improvement has generated real buy-in to new ways of working and enabled the consortia and partnership approach to be sustained over a number of years.
- The council has continued to play a key leadership role in the partnership with schools and has helped to connect schools to the wider council vision for improvement in Wigan. This can help schools to see their wider place within the local community.
- The "lead headteachers" have played a critical role in making the system work – having a cadre of willing and trusted leaders who can step in and enact this system leadership role has been critical to the development and sustainability of the partnership approach.
- Continuing to reflect and evolve is important – in Wigan, even when the partnership has reached a level of maturity, the LA and schools are looking for ways to strengthen governance and connections within the local area and to the wider region.

2. Trust and high social capital between schools, the local authority, and key partners

In helping to develop thinking about a self-improving system, David Hargreaves considered the idea of "high social capital" between schools particularly important (*Creating a self-improving school system,* 2010). Trust and high social capital are formed from close working, mutual respect and

credibility, shared common goals, and transparency about challenges. The trust needed to develop the local school improvement system will come from a willingness to act collaboratively to address vulnerabilities with pace and urgency. We heard from a number of the systems we visited about how the historical relationships between schools, academies, and the LA had played an important part; although we also heard how the arrival of individuals could change the atmosphere significantly. Needless to say, trust can easily be eroded. For example, several systems mentioned that when they encountered delays in brokering support or solutions for vulnerable schools, this had resulted in a loss of faith that the schools/LA partnership could deliver appropriate solutions at the speed that was required.

Case study: Support for school improvement in Liverpool

Liverpool's education system is made up of over 150 schools, of which over 80% were judged good or better. There is a strong political commitment to education and to sustaining the Liverpool family of schools, and this ethos of collaboration and collegiality is seen by school leaders, particularly of primary and special schools, as one of the defining characteristics of education in Liverpool. As one primary leader put it, 'I feel fortunate to be working in Liverpool because of strong sense of collegiality'. Two important bodies have been formed to sustain and support the Liverpool family of schools.

- **School Improvement Liverpool (SIL)** – Developed over the last six years, and launched two years ago, SIL is an LA-owned traded company established to maintain a highly regarded school improvement service. SIL is commissioned by Liverpool City Council to carry out its statutory school improvement functions and offers a wide range of support and professional development to over 700 schools across Merseyside, Greater Manchester, and beyond. Liverpool school leaders value the level of support, the rigour of challenge, and the in-depth knowledge of their schools and the city that SIL officers bring. Over the last 18 months, the proportion of primary schools judged good or better has increased from 83% (August 2016) to 92% (December 2016), and the number judged to require improvement has dropped from 27 to 7.

- **The Liverpool Learning Partnership (LLP)** – Formed in September 2016, LLP is a schools-led strategic partnership, 'committed to the idea that we work best if we work together', according to its leaders. Its aim is to enable schools to work together on priorities related to supporting learning and learners, including those who need additional support, and providing an education perspective in shaping city-wide initiatives. The city's primary schools have de-delegated £300,000 to provide a school-to-school support fund to support vulnerable schools. All bar one school in the city are members, with representation and leadership across all phases from early years through to further education.

In addition, Liverpool schools work together in **learning networks**, which are co-ordinated by a headteacher and focus on activities such as peer review. School leaders see this as a means of fostering trust and building system leadership capacity, complementing the more formal support and challenge from SIL. All bar two learning networks include a teaching school. Schools also work together in **local consortia**, focusing on meeting the needs of vulnerable pupils and those with special educational needs and disability.

A common metaphor used to describe support for breadth of school improvement support in Liverpool is that of a "banquet". Looking ahead, council and school leaders agree on the need to ensure all the parts of local education system have clear and distinct remits and are working together towards the same overall priorities for the city.

Find out more about SIL at www.schoolimprovementliverpool.co.uk and about LLP at www.liverpoollearningpartnership.com.

Key learning points

- **It takes time to develop the trust necessary for city-wide collaborative partnerships** – SIL was an initiative three to four years in the making. Maintaining the LLP and the learning networks requires the original purpose, vision, and aims to be revisited and refreshed regularly to sustain commitment to collaboration and the confidence to make it work.

- **There needs to be a strong central body to co-ordinate and ensure coherence in the local system** – School leaders see a vital ongoing role for the council as, in the words of one primary leader, 'the only hub around which everything revolves and which includes everyone.' As another headteacher put it, 'if we don't have a central body, then everything will fragment.'

3. Strong engagement from the majority of schools and academies

Our research visits emphasised the risks of fragmentation in the local system. Our local systems recognised the importance of having sufficient numbers of schools and academies engaged in driving improvement. Some talked of a 'critical mass', or 'enough to be able to talk meaningfully about engagement from the majority'. In a number of cases, the representative role played by the headteacher and governor associations was important in promoting that engagement. TSAs were seen as important given their system leadership networks, existing relationships with their alliance of schools or academies, and capacity to provide support. Systems recognised that there would be schools and academies that did not want to engage: for some of these, engaging in their own networks or trusts would provide sufficient capacity; but schools or academies that were isolated were a cause for concern. The engagement from the vast majority would be more likely if they could see the purpose and benefits of having a local school improvement system, were excited by the potential, and could agree on the key priorities for the local system. The LA had an important role in establishing the principle that the local system was open to all local schools and academies, and as one LA senior leader said, 'successfully navigating between maintained schools and academies'.

4. Leadership from key system leaders

Many of our local systems talked about the important role being played by school system leaders in galvanising and engaging their colleagues, and often working closely with local authority officers to develop the school/LA partnerships. They might be influential national or local leaders of education, trust CEOs, or other school leaders willing to take on a wider role. Some of them were being funded to play these roles on a part-time basis; others had been encouraged to help lead partnership or area boards, or other local consortia. Many had already taken on system leader roles in supporting and working with other schools. Their role was also important in terms of their knowledge of the local system and being able to share both intelligence about local schools and expertise in identifying potential solutions.

John Kotter, the influential Professor at Harvard Business School, has argued about the need for a "guiding coalition" of five to ten individuals in key positions who need to be aligned behind an important change programme for it to be successful (Kotter, *Leading Change,* 1988, Harvard). For the development of an effective local school improvement system, we can see the Lead Member, Director of Children's Services, Assistant Director for School Improvement, leads for the local headteacher associations, and several other influential school system leaders as providing that guiding coalition.

Case study: London Borough of Tower Hamlets

Schools, the LA and other key players have established the Tower Hamlets Education Partnership (THEP) as a "schools-led vehicle for driving continued school improvement and innovation" (THEP members' pack). THEP arose out of a desire among Tower Hamlets schools to avoid fragmentation and retain the "family of schools"; maintain the school improvement support from the LA; and recognise that previous education success across the borough had been achieved through cohesion and community. The key elements of the approach are:

- THEP is a 'school company' (a company limited by guarantee with charitable status), which 90% of schools and academies in the borough have joined as members;
- schools and academies pay £5 per pupil as an annual membership fee – the LA has provided £300,000 of seed-funding over the first three years;
- the approach has been based on the existing strong relationships between schools and the authority;
- the membership fee will entitle schools and academies to a core package of support from THEP, with the options to purchase additional services or additional time from advisers;
- THEP will commission support and challenge for primary schools from the existing LA primary advisory team, utilising the expertise and capacity of primary LA advisers; and
- THEP will have two main approaches: for most schools an offer of CPD, networks, peer review, and coaching; and for vulnerable schools, more targeted support.

Schools and the LA recognise that, for primary schools in Tower Hamlets, the immediate future of school improvement will look very similar to the current position: support and challenge from the existing team of highly experienced and valued primary advisers. 90% of primary schools in Tower Hamlets already buy back the full range of primary advisory support, and the primary team has been virtually fully traded for the last five years – 'primary schools still want the clout of quality assurance from the LA' (LA senior adviser). In the secondary phase, support from the LA had been resourced through a top-slice from Dedicated Schools Grant that would not be continuing. THEP would be commissioning individuals, SIPs, and school-to-school support for its school improvement capacity in the secondary phase.

Two of the most significant challenges for school improvement in Tower Hamlets will be resourcing the support for schools at a time of constrained LA and school budgets, and being able to demonstrate the added value of THEP. Schools will need to see that they are receiving value for their membership money. At the same time, THEP will need to establish a vision for growth in terms of the local and regional school improvement offer.

Find out more at www.the-partnership.org.uk

Key learning points

5. A crucial empowering and facilitative role for the local authority

While there will be differences across the country in the extent to which authorities are able and willing to provide advisory capacity (largely paid for by schools), the LA continues to need to play a crucial role in helping to establish the conditions for an effective local school improvement system. This role is about co-ordinating the roles of different players and convening partnerships (both strategic and local clusters), fulfilling the authority's democratic mandate as a champion for children's outcomes, and contributing resources and capacity to establishing the local school improvement system. Where the LA is playing this role effectively, it is able to bring expertise in the form of advisory staff and local intelligence looking across the whole of the local area. It will be able to provide validation for approaches and interventions, and do this with a degree of impartiality that might be more difficult for others in the system. It is also then in a position to quality assure the impact of the support with a degree of objectivity. From the evidence of our research visits, there was no other player able to fulfil these roles.

6. Sufficient capacity in local schools to support other schools

To develop an effective local school improvement system, most will be looking to school-to-school support as a key way in which schools would seek and gain support for improvement. There must therefore be sufficient capacity in sufficient numbers to be able to meet the most pressing needs. We heard how in some areas there were risks to this support being available, and we will return to this point in Section 5. For the time being, it is important to recognise that having sufficient teaching schools, local, national, and specialist leaders of education, and support from multi-academy trusts will be vital. At the same time, it is also important to recognise that school-to-school support will also take place informally and formally co-ordinated by local clusters of schools that may have been convened by the LA. A number of systems explained how their partnership boards, working with their TSAs, would be looking at the opportunities for support from new funding routes, including the Strategic School Improvement Fund. For some systems, the use of a mixed model of LA advisory support and school-to-school support will meet improvement needs, using the LA's capacity to add support and co-ordinate support from others. The partnership structure that enables support to be brokered will also need to create effective relationships with local TSAs and a collegiate sense of providing support and working with other schools.

7. Effective links with regional partners

This important condition was emphasised to us during our research visits. The local system will sit within a network of regional links to the regional schools commissioners (RSCs) and their headteacher boards, Ofsted, the regional Teaching School Council, and other local areas. There may be important regional and sub-regional links with other areas on improvement (through regional and sub-regional school improvement boards, for example) or around specific themes and needs (adoption and special educational needs are two current examples). There are the potential benefits of partnership working on a broader scale. Local systems talked to us about the importance of regional players working with local systems to develop greater coherence in the current mixed system of schools and providers. For a number of our systems, for example, their relationships with

new RSCs were developing and links were beginning to emerge; for others, these had still to be established. The new Strategic School Improvement Fund was one way in which it was felt that these links might be strengthened further through the collaborative bidding process, "galvanising the system", securing resources for shared priorities. At the level of the local system, therefore, there is a need for both the LA and the local partnership to be conscious of both building these relationships and strengthening the opportunities for regional working, as well as learning from and being informed by regional priorities and commissioning.

8. Sufficient financial contributions (from schools and the local authority)

We heard from our visits how both LAs and schools were contributing to the costs of developing local school improvement systems. LAs were providing funding to release school leaders to take on partnership roles, and were also providing time and capacity from advisory staff. Schools had often been contributing either through the de-delegation of funds via the schools forum, or through purchasing school improvement support from other schools or advisory staff. School contributions to new partnership structures or companies were made on a flat rate or per pupil basis. To make the local system work, both schools and the LA need to contribute funding and capacity and ensure that both sides have a stake. Given the current pressures on both school and authority budgets, we return to this point in the following section.

Case study: West Sussex Local Authority

West Sussex LA has been reviewing and re-developing its approach to school improvement over the last year in light of the changing national picture and conversations between the LA, schools and academies, TSAs, and other key partners. The LA has continued to play a leadership role in developing the local system based on its view that it has a responsibility for outcomes for all children in West Sussex schools regardless of the type of school.

The new approach is based on the creation of four Area Inclusion and Improvement Boards that will manage and co-ordinate the development of school-to-school support and pull together and be responsible for the range of work happening locally on inclusion. The new Area Boards, which have evolved from previous School Improvement Boards, will be co-chaired by existing School Improvement Board chairs and the LA's area education adviser. Board membership will comprise headteachers representing each phase and type of school, teaching schools, and the LA's special educational needs and disability/inclusion team.

A single central School Improvement and Inclusion Fund will be allocated to support the work of the Area Boards and will be allocated according to school improvement and inclusion needs in each area. The intention is that this will help to simplify the allocation of funding and support for schools and headteachers. The LA will continue to categorise all schools, and those designated as focused support schools will be ranked into three bands for support: high, medium and low. Funding for support for these schools will be allocated to each Area Board on the basis of a common tariff: High £25,000; Medium £15,000; Low £7,500.

Area Boards will then have the responsibility for identifying a potential supporting school and brokering this support and putting in place the necessary contractual arrangements. They also have the responsibility for evaluating and assessing the impact of any support being provided; and making decisions to continue or remove support as needed. The LA will continue to play a key role

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in supporting this process by providing the necessary data and identification of potential support needs and through the area education adviser giving their professional advice to the Area Boards.

The final part of the proposed new arrangements is the accountability of Area Boards to an overarching Governance Board for the impact of their work and funding. It is proposed that this central Governance Board will in future be co-chaired by the Director of Education and the West Sussex Teaching School Council area lead. As well as holding Area Boards to account, the Governance Board would have access to a central pot of funding that could be used to fund release time for headteacher board chairs, provide additional school improvement capacity, and undertake special projects approved by the Governance Board. The Governance Board may also co-ordinate bids for other external funding. The Governance Board will report progress to the West Sussex Standards and Performance Committee sub-group of the Education and Skills Forum. The new arrangements are expected to start in September 2017.

Key learning points
- Giving responsibility to Area Boards for brokering support helps to ensure a better connection between schools needing support and those able to provide support. Holding Area Boards to account for the impact of support will ensure that both the LA and schools have a clear view about the impact and value for money of any support being provided.
- The LA continues to have a critical role to play in the new system. It is providing both the funding to make the new system work and also playing a vital facilitative role in supporting the work of Area Boards and providing the data and evidence of school performance that will inform the commissioning of support locally.
- Local system leaders are playing a key role by acting as chairs of the Area Boards. Joint chairing arrangements for the central Governance Board help to ensure that both the LA and schools are driving the system forward in partnership together.

9. Structures to enable partnership activity

All of our systems had or were developing their partnership structures for the leadership of school improvement involving school and academy leaders and LA officers. These structures most often took the form of partnership boards to set the vision, co-ordinate and organise partnership activity, consider and broker support, and review the effectiveness of activity. They were also the place to agree a collective set of school improvement priorities for the local system, hold providers to account for delivery, and commission support to meet those needs in a mixed market of providers.

For the systems we visited, the main partnership engagement was at the level of the local area, bringing together the LA and key system leaders. There were a number of systems we visited that also had structures working at other levels: for example, district alliances or area boards supported by advisers; or local clusters or trusts focussed on peer review. We return to these different structures in the final section of this report.

5. WHAT ARE THE KEY CHALLENGES WE HAVE SEEN TO THE DEVELOPMENT OF EFFECTIVE LOCAL SCHOOL IMPROVEMENT SYSTEMS?

So far in this report, we have set out the positive examples of the roles that LAs can play to help develop effective local school improvement systems. Our research visits also clearly demonstrated the significant challenges facing LAs in fulfilling their duties, and also the challenges to successfully

developing strong partnerships between schools, academies, and LAs. We have organised the key challenges we observed into three broad areas.

a) Supporting conditions not in place

The first group of challenges are those where the supporting conditions we identified in Section 4 have not been put in place. We know that, in some systems, there has been a lack of confidence from the LA to step forward and claim its new role. This can arise for a number of reasons: an inability to think beyond long-established ways of acting; lack of political or senior officer commitment to a different approach; or conversely an acceptance of the idea by elected members or senior officers that the LA should have no further role in local school improvement. The uncertainties about the future of LAs' statutory duties and the national funding arrangements for schools have for some authorities been additional reasons why they have been unable or unwilling to stake out a new role.

In other systems, there has been a lack of LA leadership or capacity to claim this new role successfully, or the advisory capacity and expertise has already been diminished beyond the point of no return. For some systems, the challenge is that fragmentation has already taken place: schools and academies and the LA have gone separate ways, capacity has become diminished, and key players are looking inwards at their own organisations.

Finally, in some systems there has been a lack of engagement between key system leaders and the LA to develop a new vision for the local system. This often leads to a slow response to the changing landscape, or the local system watching events happen rather than actively taking control of local solutions, ultimately resulting in drift and fragmentation (one head remarked, 'you can sit and watch the garden develop, or you can get out there and be the gardener'). Without this driving force of system leaders, schools and academies can sometimes fail to see the way forward for the local system.

b) Lack of capacity to work with schools

The second group of challenges is around the capacity to work with and support other schools. For some systems, the school-level capacity is so stretched there is insufficient capacity to work with other schools. This might be due to a genuine lack of school-to-school capacity; a lack of signposting to appropriate support or the capacity not being what the system needed; or it might be due to an uncertainty within some schools that their staff should be working outside of their own school. We heard from school leaders about the challenges of releasing their most able staff when they felt under pressure from an impending Ofsted visit or the need to support staff in their own schools. Most schools recognise that there are costs (financial and human capital) in engaging in partnership activity, and some schools have become less willing to bear these costs as capacity and budgets reduce.

We heard from a number of school leaders who were concerned about where the funding would come from in the future to support some of the vulnerable schools: not only those in special measures, but schools deemed to be "coasting", judged to "require improvement", or vulnerable school previously judged "good". School leaders talked about the "heavy lifting" that might be needed if the school wasn't supported by a trust. For some systems, the pressure on schools has been increased by the way in which the notion of "schools-led improvement" has been interpreted as "schools-only" – with some LAs backing away from school improvement almost entirely.

c) Lack of partnership capacity or activity

The third group of challenges is about the lack of capacity in schools/LA partnerships to drive the local school improvement system forward. This might be due to the lack of finances to co-ordinate support, to provide or broker in support to other schools, or for schools to be able purchase support from the LA. Most of the systems we visited were concerned about the impact of reduced resources over the next two to three years and what this would mean in terms of their abilities to support school improvement and sustain models of improvement.

For some systems, the lack of external quality assurance and evaluation methods will mean that the system is uncertain about what works and why. Some of the school leaders and authority staff we engaged talked about the challenges for some school system leaders in providing tough messages to their peers and also local consortia or alliances taking responsibility for the actions that were needed in response. Finally, the obvious challenge of not having the capacity and time to make the partnership structures work effectively, or that local competition between existing partnerships – or an implicit or explicit hierarchy between partnerships – limits its effectiveness.

6. HOW CAN LOCAL AUTHORITIES SUPPORT THE DEVELOPMENT OF EFFECTIVE LOCAL SCHOOL IMPROVEMENT SYSTEMS?

From our research visits, we built up a perspective about what conditions were needed to develop an "effective" local school improvement system; to be effective, the system was likely to have some or all of the following attributes:

- strong relationships and engagements across schools, academies, the LA, and other local and regional partners, with the LA engaging both maintained schools and academies;
- focussed on context and place, and taking account of these contextual factors in developing an effective local vision;
- clear local priorities and clarity about roles and responsibilities;
- high-quality school improvement capacity, utilising school and other capacity, and effectively marshalling limited resources;
- evidence of impact in improving outcomes, developing school leadership and capacity, and strengthening partnership working; and
- supporting all children in the local area, including the more vulnerable.

What do we mean by "effective local school improvement systems"?
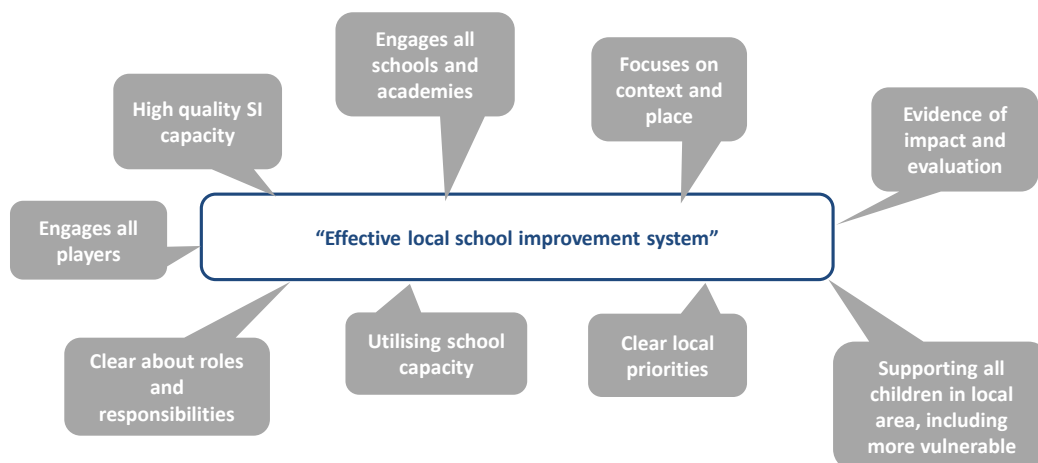
In 2012, the Isos Partnership report for the LGA and DfE considered three roles for the LA in education. From our research visits five years later, we believe that two of these roles (champion for children and commissioner) have become firmly established. In our view, the role of "convenor of partnerships" has shifted most significantly in the intervening five years and is now a vital role in establishing effective local school improvement systems.

We have set out in Section 4 what we believe are the important conditions to help establish an effective local school improvement system. From our research visits, we have seen evidence of how important LAs can be in supporting and nurturing these conditions, in acting as the convenor, and helping the local school improvement system to develop. We now explain how we have seen LAs act to support each of our key conditions and the roles they can play to help establish effective local school improvement systems.

Nine key conditions	How can the LA help to develop these conditions?
1 Clear and compelling vision	LA needs to co-ordinate and provide strategic push. Role for the LA as objective facilitator. Opportunity to focus on place and local context. LA can help to get roles clear.
2 Trust and high social capital	LA needs to model effective relationships and partnership working. Local democratic mandate can help to sustain relationships founded on shared desire to find solutions.
3 Engagement from majority of schools and academies	LA needs to be the honest broker. Compelling vision can get schools on board. LA role to reach out to schools, academies and MATs with offer for all local children.
4 Leadership from key system leaders	LA has opportunity to engage key leaders and facilitate discussions. Development of system leadership capacity can be a key purpose of local school improvement system.
5 Crucial convening and facilitative role for the LA	LA able to bring the intelligence from across the local school improvement system, utilise existing expertise and capacity, and support evaluation processes.
6 Sufficient capacity for school-to-school support	LA needs to support the local partnership to identify local capacity and broker from outside where needed. LA can help map future capacity, encourage school leaders, and commission system leader development programmes.
7 Effective links with regional partners	LA needs to engage effectively with regional and sub-regional partners on behalf of and alongside the local school improvement system.
8 Sufficient financial contributions	LA needs to support the development of the partnership with funding and/or capacity.
9 Structures to enable partnership activity	LA needs to work with schools to develop a multi-tiered structure that will work in their local context. LA can ensure that local school improvement system is high quality and credible.

Vision

The LA is in a strong position to co-ordinate and provide the strategic push that might be necessary. There is also a clear role for the LA to act as an objective facilitator, provide the context on place and the locality both in terms of challenges and priorities for improvement, and link to the council's wider priorities for its community. In its role as convenor of the vision, the LA can also act to ensure that the roles of different players are described clearly, including the place of elected members. The majority of the schools we talked to during our research visits, particularly primary and special schools, wanted to be part of a local system and were looking to the LA to convene them to shape a shared vision.

Trust

The development of trust and high social capital takes time and is often founded on effective working relationships. There is an opportunity for the LA to model what effective partnership working looks like and also how to work collaboratively with partners, for example by working collaboratively with schools on action research projects or setting up joint task and finish groups. The local democratic mandate of the LA can also help to sustain relationships that have been founded on the shared desire to find local solutions.

Engagement

Our condition here for the development of an effective local school improvement system is that the vast majority of schools engage over time in its development. The LA has the potential to act as an honest broker. The development of a clear and compelling vision is one of the ways to get schools on

board. The LA is also in a position to reach out to schools, academies and multi-academy trusts in the local area with an offer that can be seen to encompass all local children.

System leaders

If influential school system leaders engage and provide leadership, there is a greater likelihood that other schools and school leaders will engage. The LA is in a position to bring together key leaders and facilitate discussions in its role as convenor of partnerships. The LA is also in a pivotal position to support the development of future system leaders by ensuring this becomes an important priority for the school/LA partnership. The partnership, for example, can then consider commissioning local TSAs to develop system leadership development programmes.

Convening and facilitation

In its convening and facilitating role, the LA can contribute its intelligence from across the local school improvement system. It can also utilise its existing expertise and capacity to support the development of new LA/school partnerships as well as to support the development of smaller local school-based clusters, particularly for small primary schools. LA staff can also actively develop, and where the capacity exists undertake, the quality assurance of interventions and support so that the local system is basing decisions about support to schools on the evidence of what works.

Capacity

The capacity within schools to support and work with other local schools and academies will become the bedrock of most school improvement capacity of the next five years, supported where available by LA advisers. The LA is in a position to support the local school/LA partnership to identify local capacity and broker capacity from outside the local area where this is needed. The LA is also able to help in mapping future capacity, encouraging schools and school leaders to get involved, and commissioning development programmes from TSAs and others to support the growth of system leader capacity.

Links

The opportunity for the LA is to link the understanding of the local context with the regional priorities and the opportunities that might be available on a broader scale. We know that some authorities have been proactive in engaging with regional partners and sub-regional bodies, are working hard to be connected to regional networks, and are also being strategic in working with local schools to develop bids for national funding.

Finances

We have seen on our research visits how LAs have been supporting the development of school/LA partnerships with financial contributions and other resources. The ability of the LA to provide this pump-priming money can be crucial to partnerships' effective development. As resources become more stretched over the next two to three years, it will become necessary for the LA to make hard choices about how it helps to develop the local school improvement system. Unless LAs choose to continue investing in their strategic leadership role, the likelihood is that the partnership structures that have emerged will collapse and the local system is likely to fragment. Schools also need to contribute, but there is a vital role to be played by LAs.

Structures

LAs need to work with schools to develop multi-tiered structures that will work in their local context. For the geographically larger systems, this might mean local clusters of schools or trusts of academies, supported by a district or locality organising group, and with a local authority-wide strategic partnership or board. For smaller boroughs, the combination of local school clusters with an organising/strategic group might be appropriate. We explain our thinking about the purpose and potential activities of these different structures in the final section of this report. The LA can also help to ensure that the local school improvement system provides high-quality support and is credible with school leaders. This will mean having robust commissioning processes that operate through these partnerships and can work through the complexities of multiple providers in a mixed economy. These processes will be vital in moving partnerships from friendly joint planning to harder-edged accountability.

7. LEARNING FOR LOCAL SYSTEMS ON WAYS OF WORKING

We conclude this report with some final learning for local systems. Section 4 of this report has set out what we believe to be a set of important conditions to help the development of effective local school improvement systems. Section 6 has summarised how LAs can help these conditions to develop. Our final conclusions are in four areas and are designed to provide practical learning and questions to help local systems consider their future ways of working.

i) How can local systems work at different levels?

As we suggested in the preceding section, there was a degree of similarity in the structures of the partnerships that we encountered during our research visits. They were by no means identical, and there were clear differences in ambition, scale, and maturity. Nevertheless, there were common arrangements of schools, academies and the LA working together at three different levels, and we believe that local systems will want to:

- compare their own arrangements with these structures;
- review their current strategic partnership with schools and establish one if this does not currently exist; and
- review how their local system is operating at these three levels and identify where they need to strengthen current arrangements.

a) School-level clusters

At the micro-level, there is the local school cluster or trust. There are a range of school improvement benefits that we have seen from schools and academies working together in small, often local, clusters. These include staff development opportunities through schools working with each other, jointly commissioning professional development, or the chance to have short-term secondments working with other schools. The same benefits can also be seen across trusts organised around local clusters. School leaders can provide much in the way of informal mutual support, as well as planning more formal leadership development. Peer review provides the opportunity to share data, review performance, and develop the skills to review and challenge peers. Projects can be established – both in the short term and longer term – to enable joint working, moderation of practice and performance, and genuine joint practice development. Clusters of maintained schools will often have been convened by the LA, and some of our systems were actively supporting their development or commissioning external providers to help develop peer review arrangements (for example, the Education Development Trust's Schools Partnership Programme).

b) Local area or district-level alliances/consortia

Most school-level clusters will be able to offer some development support to schools within the cluster. However, for the opportunity to review needs and for more significant support to be brokered from outside the cluster, a local area or district-level alliance can be powerful. This alliance enables co-ordination to take place across a number of school-level clusters through sharing data and local intelligence about individual schools as well as the clusters themselves. Support for vulnerable schools can be brokered from other clusters or local TSAs. Across a local area, the opportunity to develop the next cadre of system leaders that can step up to lead clusters or groups of schools becomes more feasible.

c) Local authority strategic partnerships

At this level, there is a strategic partnership board or group that brings together the key players. The LA has an important role in helping the strategic partnership to identify key priorities, develop a shared vision, work with key regional players, and ensure there is effective communication. In addition, the partnership can help to develop a proactive and forward-looking strategy to develop school system leaders; link to other priorities across children's services so that school improvement is not seen in isolation; and maintain a focus on sustainability and ensure relationships and capacity continue to provide strong foundations for an effective local school improvement system in the future.

Partnership structures at three different levels

1. SCHOOL-LEVEL CLUSTERS

2. LOCAL AREA OR DISTRICT-LEVEL ALLIANCE / CONSORTIA

3. LOCAL AUTHORITY STRATEGIC PARTNERSHIP

1. **School-level clusters**…for peer review, mutual support, joint practice development and moderation, leadership and staff development opportunities, and to enable efficient procurement of school improvement support

2. **Local area or district-level alliances**…co-ordination across a number of clusters, sharing data and intelligence, reviewing the health of clusters, support and challenge, brokering and deploying support for vulnerable schools, system leader development, monitoring and evaluation

3. **Strategic partnership**…to co-ordinate and identify area-wide priorities, develop a shared vision, involve key players, promote effective communication, develop system leader capacity, link to other key priorities, and promote sustainability

ii) How can local authorities develop their ways of working?

In our 2012 report on the role of the LA in education, we included a number of key messages for LAs which were then described as emerging good practice. The essence of these messages remains highly relevant to LAs now, and we include and update five of them below:

Key messages for local authorities on ways of working

a) Be systematic in working through, with schools, where the LA can add most value in the new education landscape, prioritise what to focus on and then confidently inhabit the space agreed. **Seize the agenda**, rather than be apologetic and wait for instruction.

b) **Treat schools as partners and leaders** in the education system, and provide the space for them to develop solutions to community-wide issues that are owned by schools.

c) **Look for quick wins** to demonstrably contribute to the resolution of new and pressing issues that are emerging as a result of the changing education system. This will help address the concern that there is too much theory and not enough action.

d) Focus on co-creating, with schools, a **local education culture based on a clear moral purpose and identify the headteacher advocates who can lead that process**. Work with schools to support the conditions in which headteachers are prepared to challenge each other to take decisions which are in the collective interest of pupils in the wider community as well as the interests of pupils and parents at their school.

e) Find mechanisms to **learn from other LAs** at a point when all LAs are wrestling with a similar set of issues. Look for the opportunities to learn from other LAs about how they are developing their strategic partnerships, for example.

Source: Baxter, Parish, Sandals, *Action Research into The Evolving Role of the LA in Education*, DfE/LGA, 2012; page 92 (updated)

iii) How should local systems ensure their partnerships are sustainable for the future?

One risk for the sustainability of current partnership arrangements is that they are founded on effective working between individuals. When those individuals move on, the basis of the partnership changes and possibly weakens. That is one of the reasons why some school/LA partnerships have established themselves as separate, school-owned companies. This will not necessarily be the right approach for all partnerships. We set out some considerations below that might help local systems that are considering this possible future route:

Positive reasons for considering…	Potential challenges to consider…
• Hard-wires partnership working into a formal structure, giving it a greater chance of sustainability • Partnership should endure beyond existing personnel and relationships • Formal status can bring credibility with schools and external partners • Schools have a clear stake in and ownership of the partnership • Creates an entity other than the LA or an individual school that is able to employ staff and enter into contracts	• Apparent complexity of transition process • Basic infrastructure needed to manage transition • Whether the new formal structure will be able to deliver a transformation in the nature of school improvement support or whether it will end up being more of the same, with a slight reshuffling of responsibilities

• Enables more transparent conversation with schools about what it costs to deliver certain services, what they are willing to buy and what they are not	• Future costs of school improvement support and whether schools will be willing to pay for support • Whether the local system has the capacity to deliver the support and the credibility with schools

iv) How should local systems look beyond the local area?

One lesson from our research visits has been for local systems to look for the opportunities beyond their own local area. This might mean identifying neighbouring local systems with similar challenges or where there are the opportunities to share practice or where particular local systems have areas of expertise to share. This might mean looking to TSAs that work beyond the boundaries of one local system. It should mean looking for sources of support and funding to help develop the local partnership further, or perhaps to work and trade across boundaries. The use of the new £140 million Strategic School Improvement Fund is an opportunity for schools and the LA to work together in identifying joint priorities and activities and to make a strategic bid for resources to help develop capacity.

	Schools			Pupils	
37.9%	66	CONVERTED	24,808	44.3%	
2.3%	4	NEW FREE	1,010	1.8%	Swanage, Studio, Twynham Primary, Parkfield
59.8%	104	MAINTAINED	30,176	53.9%	
100%	174	TOTAL	55,994	100%	Based on Oct 15 adjusted for funding, excluding 88 in Twynham primary)

Total in Fin Years	
11-12	3
12-13	8
13-14	2
14-15	22
15-16	14
16-17	5
17-18	12
18-19	3

CONVERTER ACADEMIES SINCE APRIL 16 (for Sponsored Academies see below)

01 February 2018

DfE Number (note these do not change for converter academies)		Name of School	Phase		Ofsted rating	On DfE application list?	Application Approved	Academy open		Dorset Anticipated Date / Dorset Information	Fin year
CONVERTED									44	**TOTAL NO OF ACADEMIES**	
8352003	Minerva Academy Trust	Bridport Primary School	Primary		Requires Improv	Yes	Yes	Yes	51	Converted — April 2016	16-17
8353006	Minerva Academy Trust	Bridport, St Mary's Church of England Primary School	Primary		Good	Yes	Yes	Yes	52	Converted — with Sir John Colfox School	16-17
8353007	Minerva Academy Trust	Burton Bradstock Church of England Voluntary Controlled Sch	Primary		Good	Yes	Yes	Yes	53	Converted	16-17
8353369	DSAT (Diocese of Salisbury Acade	Trent Youngs Endowed School	Primary		Good	Yes	Yes	Yes	54	Converted — 1st February 2017	16-17
8353367	Sherborne Area Schools Trust	Thornford	Primary			19/09/16	Yes	Yes	55	Converted	17-18
8353058	Sherborne Area Schools Trust	St Andrew's, Yetminster	Primary			19/09/16	Yes	Yes	56	Converted — June 2017	17-18
8352029	Sherborne Area Schools Trust	Sherborne Primary	Primary			19/09/16	Yes	Yes	57	Converted	17-18
8353049	Sherborne Area Schools Trust	St Mary's, Bradford Abbas	Primary			19/09/16	Yes	Yes	58	Converted — Sherborne Area Schools Trust is a new MAT which will also contain The Gryphon School	17-18
8353028	Sherborne Area Schools Trust	Sherborne Abbey	Primary			19/09/16	Yes	Yes	59	Converted	17-18
8353050	Sherborne Area Schools Trust	Buckland Newton	Primary			19/09/16	Yes	Yes	60	Converted	17-18
8353655	DSAT (Diocese of Salisbury Acade	St John's Weymouth	Primary			23/09/16	Yes	Yes	61	Converted — 01 July 2017	17-18
8352004	DSAT (Diocese of Salisbury Acade	Beechcroft St Pauls	Primary			14/09/16	Yes	Yes	63	Converted — 01 August 2017	17-18
8352240	Twynham Learning Trust	Christchurch Junior School	Primary			13/10/16	Yes	Yes	66	Converted — 01 February 2018	17-18
IN PROCESS OF CONVERSION											
8354034	Wimborne MAT	Lockyers Middle School	Midde-deemed Secondary			07/12/17	No			Looking to convert by September	18-19
8353348	Southern Academy Trust	Okeford Fitzpaine	Primary		Good	07/11/17	No			Date still unknown. But application now made.	18-19
835	DSAT (Diocese of Salisbury Acade	All Saints	Secondary			13/10/16	Yes		later	Withdrawn at present	

SPONSORED ACADEMIES SINCE APRIL 16

DFE Number	Old DfE number	Predecessor School Name(s)	Academy Phase	Sponsor (s)	Phase of Project	Deficit	Proposed opening date			
8352010	8353046	Loders Primary School	Primary	Acorn Trust	n/a	-£ 35,657.85	Open	50	Converted with sponsor — 01 April 2016	16-17
8352016	8353653	St Andrew's School, Weymouth	Primary	DSAT (Diocese of Salisbury		sponsored		62	Converted with sponsor — 01 July 2017	17-18
8352018	8355202	St Andrews Primary, Fontmell Magna	Primary	Southen Academy Trust		yes still be accounted for		64	Converted with sponsor — 01 November 2017	17-18
8354009	8354614	Emmanuel Middle School	Middle-deemed Secondary	Wimborne Academy Trust		yes still be accounted for		65	Converted with sponsor — 01 January 2018	17-18
IN PROCESS OF CONVERSION										
8352001		Bere Regis School	Primary	The Thomas Hardye Trust					01 April 2018	18-19
8351102		Sherborne Learning Centre	Learning Centre					Will be looking for a sponsor		

NOT CURRENTLY PROGRESSING OR CHANGING PLANS

8353376		Wimborne St Giles	Primary			30/09/16	No longer on DfE list
8352005		Broadmayne First School					Nothing known about this application. It will need other partners.
8354510	Single	The Blandford School	Secondary		Good	11/01/16	No longer on DfE list — Applcation currently withdawn.
8352022	Sturminster Newton Trust, name not known	Hazelbury Bryan Primary School	Primary			23/12/16	
8352034		William Barnes Primary School	Primary			23/12/16	
8353314		St Nicholas Primary, Child Okeford	Primary			23/12/16	Sturminster Newton Trust was declined by the RSC Headteacher Board and therefore not continuing
8355203		Shillingstone Primary School	Primary			23/12/16	
8355201		Stalbridge Primary School	Primary			23/12/16	
8354179		Sturminster Newton High School	Secondary			23/12/16	
8352213	Chesil MAT	Bincombe Valley Primary	Primary			not appearing on DfE pipeline spreadsheet, but DfE are asking for data	
8353408		Conifers Prmary School	Primary				
8353651		Portesham Primary School	Primary				No longer going forward
8352216		Southill Primary School	Primary				
8353652		St Nicholas and St Laurence Primary School	Primary				

CONVERTED PRIOR TO 1st April 2015

DfE Number	Former DfE number for sponsored academies or Academy Trust for converters. (Note DfE numbers do not change for converter academies)	Name of School	Phase	Sponsor (if applicable)	Ofsted rating	Closing balance if sponsored	Application Approved	open?		Dorset Information	Dorset Anticipated Date	Fin year
8354177	Twynham Learning Trust	Twynham School	Secondary		Outstanding		Yes	Yes	1	Converted	01 April 2011	11-12
8355406	Single	Highcliffe School	Secondary		Good		Yes	Yes	2	Converted	01 June 2011	11-12
8354615	Single	The Thomas Hardye School	Secondary		Outstanding		Yes	Yes	3	Converted	01 August 2011	11-12
8354031	Single	Dorchester Middle School	Middle-deemed Secondary		Good		Yes	Yes	4	Converted	01 June 2012	12-13
8354606	Single	St Osmund's Church of England Voluntary Aided Middle Scho	Middle-deemed Secondary		Outstanding		Yes	Yes	5	Converted	01 June 2012	12-13
	Now part of Greenwood Tree MAT											
8354802	St Mary's Church of England Middle School, Puddletown	Middle-deemed Secondary		Good		Yes	Yes	6	Converted	01 June 2012	12-13
8354512	Now part of Sherbonre Areas Sch	The Gryphon School	Secondary		Outstanding		Yes	Yes	7	Converted	01 August 2012	12-13
8354187	Single	The Wey Valley School	Secondary		Requires Improvement		Yes	Yes	8	Converted	01 September 2012	12-13
8357008	Single	Wyvern School	Special		Good		Yes	Yes	9	Converted	01 September 2012	12-13
8354000 **8354007**	8354188 8352202 8352203 8352205 8352219 8354000	Royal Manor School, Brackenbury Infant School, Grove Infant School, Underhill Junior School and Southwell Primary School formerly known as Isle of Portland Aldridge Community Academy (IPACA) now **Atlantic Academy Portland**.	All Through	~~Aldridge Foundation~~ Aspirations Academies Trust	n/a	£ -	Yes	Yes	10	Converted with sponsor	01 September 2012 Note change of phase from Middle Deemed Secondary to All Through	12-13
8352201	Single	Chickerell Primary School	Primary		Good		Yes	Yes	11	Converted	01 January 2013	12-13
8352007	8353212	The Dunbury CofE VC Primary School	Primary	DSAT (Diocese of Salisbury Academy Trust)	n/a	-£ 3,081.00	Yes	Yes	12	Converted with sponsor	01 February 2014	13-14
8352006	8353303	St Mary's Cof E Primary School, Beaminster	Primary	DSAT	n/a	-£ 52,341.00	Yes	Yes	13	Converted with sponsor	01 February 2014	13-14
8353670	Plymouth Cast	St Augustine's Catholic Primary School, Weymouth	Primary		Good		Yes	Yes	14	Converted		14-15
8353405	Plymouth Cast	St Catherine's Catholic Primary School, Wimborne	Primary		Outstanding		Yes	Yes	15	Converted		14-15
8353400	Plymouth Cast	St Catherine's Roman Catholic School, Bridport	Primary		Good		Yes	Yes	16	Converted	Plymouth Catholic Academies School Trust 1st April 2014	14-15
8353404	Plymouth Cast	St Mary's Catholic First School, Dorchester	Primary		Good		Yes	Yes	17	Converted		14-15
8353402	Plymouth Cast	St Mary's Catholic Primary School, Marnhull	Primary		Requires improvement		Yes	Yes	18	Converted		14-15
8353406	Plymouth Cast	St Mary's Roman Catholic Primary School, Swanage	Primary		Outstanding		Yes	Yes	19	Converted		14-15
8353401	Plymouth Cast	St Mary and St Joseph Catholic Primary School, Wool	Primary		Outstanding		Yes	Yes	20	Converted		14-15
8354511	Southern Academy Trust	Shaftesbury School	Secondary		Good		Yes	Yes	21	Converted	01 June 2014	14-15
8353304	Blandford Education Trust	Blandford St Mary School	Primary		Good		Yes	Yes	22	Converted		14-15
8353403	Blandford Education Trust	Spetisbury (Hall and Slopers) School	Primary		Good		Yes	Yes	23	Converted	Blandford Education Trust	14-15
8353002	Blandford Education Trust	Archbishop Wake Primary School	Primary		Good		Yes	Yes	24	Converted	01 July 2014	14-15
8353338	Acorn Trust	Marshwood Primary School	Primary		Good		Yes	Yes	25	Converted	01 November 2014 - Academy Trust with Devon schools	14-15
8354504	Single	Queen Elizabeth's School	Secondary		Good		Yes	Yes	26	Converted	01 November 2014	14-15
8354004	8354178	The Grange	Secondary	Twynham Learning Trust	n/a	-£ 668,107.00	Yes	Yes	27	Converted with sponsor	01 February 2015	14-15
8354029	Wimborne MAT	Allenbourn Middle	Middle-deemed Secondary		Outstanding		Yes	Yes	28	Converted		14-15
8354604	Wimborne MAT	St Michaels Middle	Middle-deemed Secondary		Good		Yes	Yes	29	Converted		14-15
8353042	Wimborne MAT	St John's First Wimborne	Primary		Outstanding		Yes	Yes	30	Converted	01 March 2015	14-15
8352054	Wimborne MAT	Hayeswood	Primary		Outstanding		Yes	Yes	31	Converted		14-15
8352011	Wimborne MAT	Colehill First	Primary		Outstanding		Yes	Yes	32	Converted		14-15
8353379	Wimborne MAT	Witchampton	Primary		Outstanding		Yes	Yes	33	Converted		14-15
8362180	Wimborne MAT	Merley (Poole LA)	Primary		Outstanding		Yes		XX	Converted		xxx
8353343	Southern Academy Trust	Motcombe	Primary		Good		Yes	Yes	34	Converted	01 March 2015	14-15
8353052	Southern Academy Trust	Shaftesbury Primary	Primary				Yes	Yes	35	Converted		14-15
8354002	Minerva Academy Trust	The Sir John Colfox School	Secondary		Good	Yes	Yes	Yes	36	Converted	01 April 2015	15-16
8353024	Greenwood Tree MAT	Frome Valley C of E VA First School	Primary		Good	Yes	Yes	Yes	37	Converted	01 April 2015	15-16
8352027	Greenwood Tree MAT	Milborne St Andrew First School	Primary		Good	Yes	Yes	Yes	38	Converted		15-16
8353350	Greenwood Tree MAT	Piddle Valley C of E First School	Primary		Outstanding	Yes	Yes	Yes	39	Converted	joined with St Mary's Puddletown as one MAT	15-16
8353026	Greenwood Tree MAT	Puddletown C of E VC First School	Primary		Good	Yes	Yes	Yes	40	Converted		15-16
8353010	Saturn Education Trust	Corfe Castle Primary School	Primary		Good	Yes	Yes	Yes	41	Converted		15-16
8353032	Saturn Education Trust	Wareham St Mary Primary School	Primary		Good	Yes	Yes	Yes	42	Converted	Saturn Education Trust	15-16
8353363	Saturn Education Trust	St Marks Primary School, Swanage	Primary		Good	Yes	Yes	Yes	43	Converted	01 July 2015	15-16
8352246	Holt Heath MAT	St Ives Primary School	Primary		Outstanding	Yes	Yes	Yes	44	Converted	note status change to primary school	15-16
8352038	Holt Heath MAT	Three Legged Cross First School	Primary		Outstanding	Yes	Yes	Yes	45	Converted		15-16
8353055	Holt Heath MAT	West Moors St Mary's First School	Primary		Good	Yes	Yes	Yes	46	Converted	01 December 2015	15-16
8352053	Holt Heath MAT	Oakhurst First School	Primary		Good	Yes	Yes	Yes	47	Converted		15-16
8353000	Holt Heath MAT	St James First School, Alderholt	Primary		Good	Yes	Yes	Yes	48	Converted		15-16
8352021	Holt Heath MAT	Sixpenny Handley First School	Primary		Outstanding	Yes	Yes	Yes	49	Converted		15-16

FREE SCHOOLS (which are Academies in legal terms)

DfE Number		Name of School	Phase					open?	
8354001		The Swanage School	Secondary					Yes	1
8354003		The Dorset Studio School	Secondary					Yes	2
8352014		Twynham Primary School	Primary					Yes	3
8354008		Parkfield School	All Through					Yes	4

Please Turn Over

People and Communities Overview & Scrutiny Committee Work Programme

Chairman: Cllr David Walsh
Vice Chairman: Cllr Mary Penfold

Dorset County Council

Specific issues previously discussed by the Committee for potential further review:

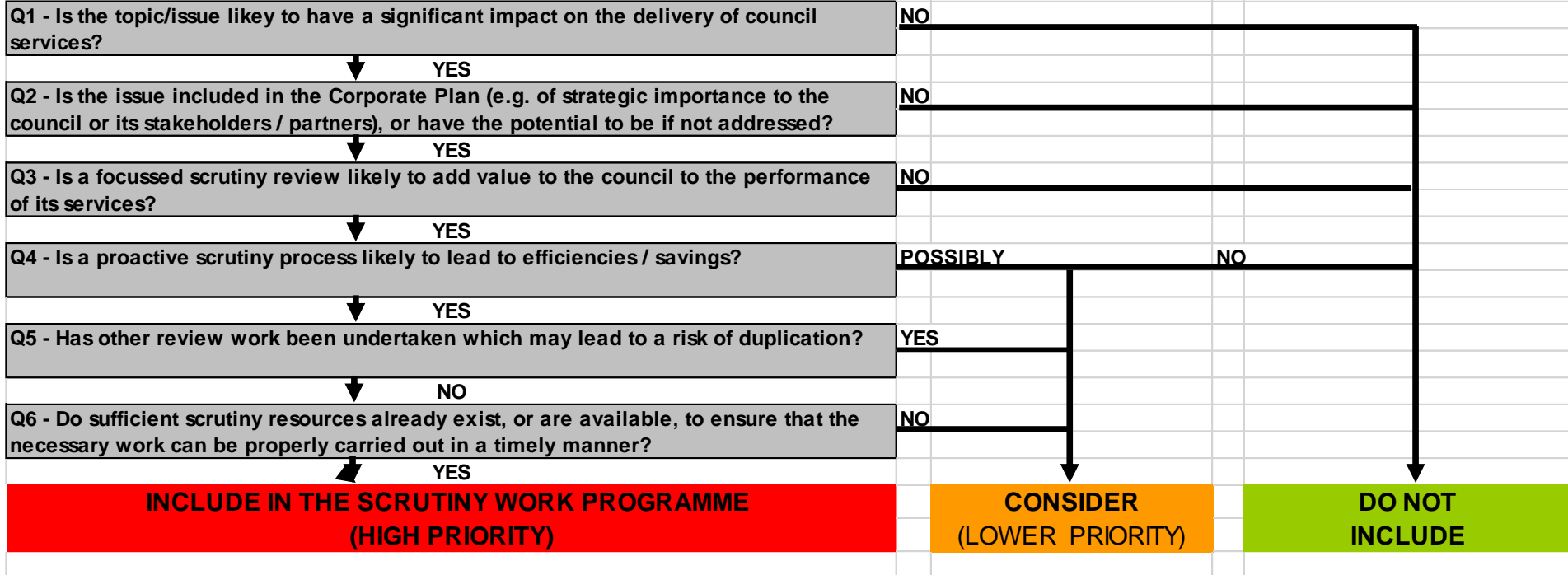|	
Topics Currently under Scrutiny Review • Cost and Quality of Care (Inquiry Day 130217) • Integrated Transport (Inquiry Day 2602180 • Dorset Education Performance (Inquiry Day to be arranged) • Social Isolation (on going) • Mental Health (Inquiry Day 131217 and report to March 2018 meeting) • Special Educational Needs Budget (referred to the Group set up by Cllr Deborah Croney • Workforce Capacity (on going)	For the items listed to the left members are asked to: • **Complete the prioritisation methodology** • **Identify lead Member(s) and lead Officer(s)** • **Provide a brief rationale for the scrutiny review** • **Indicate draft timescales** • **Assign the item to a meeting in the work programme**
Topics Identified for possible Review • Adoption and Fostering – working along-side the Safeguarding Overview and Scrutiny Committee - to be considered in March 2018 • Information, Advice and Guidance • Integration of Health and Social Care, including the Better Care Fund • Homelessness • Delayed Transfers of Care (report to March 2018 meeting)	
Other topics identified for Review • Elderly Care • Local Government Review	
Other topics not to be progressed • Race and Hate Crime • Dorset Syrian Refugee Programme	

Scrutiny Review Prioritisation Methodology:

Q1 - Is the topic/issue likey to have a significant impact on the delivery of council services?	NO	
↓ **YES**		
Q2 - Is the issue included in the Corporate Plan (e.g. of strategic importance to the council or its stakeholders / partners), or have the potential to be if not addressed?	NO	
↓ **YES**		
Q3 - Is a focussed scrutiny review likely to add value to the council to the performance of its services?	NO	
↓ **YES**		
Q4 - Is a proactive scrutiny process likely to lead to efficiencies / savings?	POSSIBLY	NO
↓ **YES**		
Q5 - Has other review work been undertaken which may lead to a risk of duplication?	YES	
↓ **NO**		
Q6 - Do sufficient scrutiny resources already exist, or are available, to ensure that the necessary work can be properly carried out in a timely manner?	NO	
↓ **YES**		
INCLUDE IN THE SCRUTINY WORK PROGRAMME (HIGH PRIORITY)	**CONSIDER** (LOWER PRIORITY)	**DO NOT INCLUDE**

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All items that have been agreed for coverage by the Committee have been scheduled in the Forward Plan accordingly.

Date of Meeting		Item/Purpose	Key Lines of Enquiry (KLOE)	Lead Member/Officer	Reference to Corporate Plan	Target End Date
21 March 2018	1.	Corporate Plan and Outcomes Monitoring To consider a report by the		**Lead Member:** **Lead Officer:** **John Alexander** Senior Assurance Manager		
	2.	Delayed Transfers of Care To receive a report on performance during the winter months.		**Lead Member:** Cllr David Walsh **Lead Officer:** Diana Balsom, Strategic Commissioning Manager		
	3.	Dorset Education Performance To receive an update report.		**Lead Member:** Cllr David Walsh **Lead Officer:** Jay Mercer Assistant Director - Performance and Partnerships		
	4.	Mental Health To consider the outcomes of the Inquiry Day held on 13 December 2017.		**Lead Member:** Cllr Mary Penfold **Lead Officer:** Harry Capron, Assistant Director - Adult Care		

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Date of Meeting		Item/Purpose	Key Lines of Enquiry (KLOE)	Lead Member/Officer	Reference to Corporate Plan	Target End Date
	5.	Homelessness To receive an update.		**Lead Member**: Cllr Clare Sutton **Lead Officer**: Diana Balsom, Strategic Commissioning Manager		
	6.	Workforce Capacity To consider the final report.		**Lead Member**: Cllr Kate Wheller **Lead Officer**: Harry Capron, Assistant Director - Adult Care Patrick Myers, Assistant Director - Design and Development		
	7.	Adoption and Fostering To consider whether a review is needed.		**Lead Member**: Cllr **Lead Officer:**		
4 July 2018	1.	Corporate Plan and Outcomes Monitoring To consider a report by the Chief Executive		**Lead Member:** **Lead Officer:** **John Alexander** Senior Assurance Manager		
	2.	Social Isolation Review To consider the final report.		**Lead Member:** Cllr Kate Wheller **Lead Officer:** Paul Leivers, Assistant		

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Date of Meeting		Item/Purpose	Key Lines of Enquiry (KLOE)	Lead Member/Officer	Reference to Corporate Plan	Target End Date
				Director - Early Help and Community Services		
10 October 2018	1.	Corporate Plan and Outcomes Monitoring To consider a report by the Chief Executive		**Lead Member:** **Lead Officer:** **John Alexander** Senior Assurance Manager		

Dorset County Council