

# Public Document Pack



**Nottingham**  
**City Council**

## **NOTTINGHAM CITY COUNCIL** **CHILDREN'S PARTNERSHIP BOARD**

**Date:** Wednesday, 13 December 2017

**Time:** 4.00 pm

**Place:** LB 31-32 - Loxley House, Station Street, Nottingham, NG2 3NG

**Councillors and Board Members are requested to attend the above meeting to transact the following business**

A handwritten signature in cursive script, appearing to read 'G. Anderson'.

**Corporate Director for Strategy and Resources**

**Constitutional Services Officer:** Kate Morris **Direct Dial:** 0115 8764353

<b><u>AGENDA</u></b>	<b><u>Pages</u></b>
<b>1 APOLOGIES</b>	
<b>2 DECLARATIONS OF INTEREST</b>	
<b>3 MINUTES</b> To confirm the minutes of the meeting held on 27 September 2017	3 - 10
<b>4 BOARD MEMBERSHIP UPDATE</b> Verbal update from Emily Humphreys Support Assistant Children and Adults Directorate	Verbal Report
<b>5 CYPP PRIORITY 2 UPDATE: SUPPORTING ACHIEVEMENT AND ACADEMIC ATTAINMENT</b> Report of the Education Director	11 - 24
<b>6 PARTNER UPDATE: SPECIAL SCHOOLS</b> Presentation by David Stewart, Special Schools Representative	25 - 42
<b>7 NOTTINGHAM SCHOOLS TRUST UPDATE</b> Presentation from Pat Fielding and Sarah Fielding, Joint CEO's of Nottingham Schools Trust	43 - 52
<b>8 EDUCATION IMPROVEMENT BOARD UPDATE</b>	53 - 58

Presentation from Jennifer Hardy, Project Manager Schools Organisation Team

- |           |  |               |
|-----------|--|---------------|
| <b>9</b>  | <b>YOUTH CABINET UPDATE</b>  | 59 - 64       |
| <b>10</b> | <b>INTRODUCTION OF GENERAL DATA PROTECTION REGULATION - MAY 2018</b><br>Verbal update from Emily Humphreys Support Assistant Children and Adults Directorate | Verbal Report |
| <b>11</b> | <b>FORWARD PLAN</b><br>Board to note upcoming items  | 65 - 66       |

IF YOU NEED ANY ADVICE ON DECLARING AN INTEREST IN ANY ITEM ON THE AGENDA, PLEASE CONTACT THE CONSTITUTIONAL SERVICES OFFICER SHOWN ABOVE, IF POSSIBLE BEFORE THE DAY OF THE MEETING

CITIZENS ATTENDING MEETINGS ARE ASKED TO ARRIVE AT LEAST 15 MINUTES BEFORE THE START OF THE MEETING TO BE ISSUED WITH VISITOR BADGES

CITIZENS ARE ADVISED THAT THIS MEETING MAY BE RECORDED BY MEMBERS OF THE PUBLIC. ANY RECORDING OR REPORTING ON THIS MEETING SHOULD TAKE PLACE IN ACCORDANCE WITH THE COUNCIL'S POLICY ON RECORDING AND REPORTING ON PUBLIC MEETINGS, WHICH IS AVAILABLE AT [WWW.NOTTINGHAMCITY.GOV.UK](http://WWW.NOTTINGHAMCITY.GOV.UK). INDIVIDUALS INTENDING TO RECORD THE MEETING ARE ASKED TO NOTIFY THE GOVERNANCE OFFICER SHOWN ABOVE IN ADVANCE.



**MINUTES of the meeting held at LB 31-32 - Loxley House, Station Street, Nottingham, NG2 3NG on 27 September 2017 from 4.03 pm - 5.22 pm**

✓	Cllr Mellen	Portfolio Holder for Early Intervention and Early Years NCC
	Cllr Webster	Portfolio Holder for Business, Education and Skills NCC
	Alison Michalska	Corporate Director for Children and Adults, NCC
✓	Helen Blackman	Director of Children's Integrated Services NCC
	Patrick Fielding Sarah Fielding	Joint Directors of Education NCC
✓	Sophie Russell	Head of Children's Strategy and Improvement NCC
✓	Jon Rea	Engagement & Participation Lead Officer NCC
	Zartasha Zahied	Representatives for Young People (Youth Cabinet)
✓	Ted Antill	Superintendent, Nottinghamshire Police Authority
	Christine Oliver	Head of Commissioning NCC
	Sally Seeley	Director of Quality and Personalisation NHS Nottingham City Clinical Commissioning Group
✓	Phyllis Brackenbury	Nottingham CityCare Partnership, Director of Operations and Transformation
	Chris Cook	Independent Chair, Local Safeguarding Children Board
	Julie Burton	Senior Operational Support Manager, National Probation Service Nottinghamshire
	Jackie Newton Sally Pearce (Seely Primary School)	Primary Schools' representative
	Scott Mason (Snape Wood School)	Primary Schools' representative
✓	David Stewart (Oakfield School)	Special Schools' representative
	Sean Kelly (Park Vale Academy)	Secondary Schools' representative
✓	Zoe Butler	Further Education representative
	John Yarham	Chief Executive of Futures Advice, Skills and Employment Ltd
	Gaynor Rossiter	Manager, DWP Job Centre Plus
✓	Stephen McLaren Maria Ward	Voluntary Sector Representatives

✓ Indicates present at meeting

**Colleagues, partners and others in attendance:**

- Clive Chambers - Head of Safeguarding and Quality Assurance and as a substitute for Chris Cook
- Jane Godden - Nottingham City Clinical Commissioning Group – as a substitute for Sally Seely
- Lisa Hazell - Integrated Workforce Consultant

- Emily Humphreys - Support Assistant, Children and Adults  
Nick Lee - Head of Access and Learning – as a substitute for Sarah Fielding and Pat Fielding  
Kate Morris - Governance Officer  
Aileen Wilson - Head of Early Help Services

## **16 APOLOGIES**

Councillor Sam Webster (Co Chair)  
Sean Kelly (Vice Chair)  
Scott Mason  
Stephen McLaren  
Alison Michalska  
Jacquie Newton  
Sally Pearce  
Sally Seely  
John Yarnham  
Zartasha Zahied

Jon Rea - Engagement & Participation Lead Officer NCC attended at the start of the meeting and was excused by the Chair.

## **17 DECLARATIONS OF INTERESTS**

None.

## **18 MINUTES**

The minutes of the meeting held on 5 July 2017 were agreed by the Board as a true record and signed by the Chair.

## **19 BOARD MEMBERSHIP UPDATE**

Emily Humphreys, Support Assistant, Children and Adults introduced a report updating the Board on membership. She informed the Board that Jacquie Newton and Sally Pearce from Seely Primary School had tendered their resignation from the Board. She informed the Board that an alternative representative for primary schools had been identified. Emily also advised the Board that Zoe Butler was attending her first meeting as the new further education representative.

**RESOLVED to note the resignation from the Board of Jacquie Newton and Sally Pearce and the addition of Zoe Butler as further education representative.**

## **20 UPDATE ON PRIORITY 2 - SAFEGUARDING AND SUPPORTING CHILDREN AND FAMILIES**

Helen Blackman, Director of Integrated Children's Services introduced a report on the Update on Priority 2 – Safeguarding and Supporting Children and Families. Clive Chambers, Head of Safeguarding and Aileen Wilson, Head of Early Help Services gave presentations to the Board on work around child sexual exploitation and parenting programme work. The following information was highlighted:

- (a) since the last update Police staff have joined the Multi Agency Safeguarding Hub (MASH). Adult Safeguarding have committed to joining the MASH and the National Probation Service will have a presence within the team from the beginning of October;
- (b) over the last 2 years training has been rolled out across the Schools as part of the Designated Safeguarding Lead role and has delivered training to nearly 700 staff with at least 100 schools represented;
- (c) in recent years there has been some intense media interest in Child Sexual Exploitation (CSE) and how local authorities are tackling the issue. Nottingham has been considered to be in the vanguard for many years;
- (d) during return interviews of young people who went missing it became clear that they tended to gravitate towards city centre establishments and bars and the need to engage this sector in CSE training was clear;
- (e) this engagement with the security industry has been very well received, training events have taken place over the last 2 years or so and in August 2017 a leaflet was jointly launched with the Security Industry Association targeting the sector and aiming to help support them in identifying and reporting CSE;
- (f) the Multi Agency Sexual Exploitation (MASE) panel is a well-established panel that looks at three aspects of CSE, the child or young person, the perpetrators and the places CSE is most likely to occur. It does not replace other activities that work to keep children safe but sense checks the work being done, and has helped to establish some very effective work practices;
- (g) work around perpetrators is the most difficult aspect of the work undertaken by the panel. Police powers are limited around prosecution and a recent piece of work looked at other ways to disrupt CSE. These additional approaches work alongside Community Protection work that ensure that perpetrators are not involved in licensable activities;
- (h) the Panel has developed a set of 24 standards that aim to ensure a consistent response and approach across the county and partnership agencies RAG rated their performance against the standards, there were no red results and only 2 amber results;
- (i) parenting support has always been available within the city but the offer has not been consistent across different areas. The Early Help Team has worked to bring together the provision and pool resources from across the city;
- (j) the purpose of the pilot was to increase the range of interventions, test the efficacy of the group work model and to reduce the level of casework within the early help and targeted family support teams;
- (k) within the last year the completion rate for the Me and My Child course has risen to 75%, a big increase in previous years, and 98% of parents who completed the course scored themselves higher on the progress self-evaluation at the end of the course and found it helpful;

- (l) the introduction of LiquidLogic casework system has helped workers in terms of joined up working which has in turn reduced the pressure on casework;
- (m) 177 parents and 376 children started the programmes with 134 parents and 284 children completing them. This has led to a reduction in referrals to the Targeted Families support team;
- (n) staff will be accredited to deliver the Triple P groups and Triple P Teen from October 2017;
- (o) the team is currently leading the development of a Professionals' Parenting Forum which aims to bring together a number of different organisations across the Children's Partnership to provide an integrated and coordinated parenting offer across the city;

Following questions from the board the following points were made:

- (p) both schools and colleges were represented at the training for DSL's as were special schools and alternative education providers. Early years services have also been involved in the training;
- (q) the Next DSL conference will have a very limited number of places available and will be by invite only as Andrew Hall, Safeguarding Consultant will be attending and can only work with a smaller group;
- (r) there is still work to be done around safeguarding young people with moderate learning difficulties. The transition into adulthood has been identified as a very vulnerable time for these young people and at present there are only a small number of agencies who work with these young people;
- (s) it is currently too early to assess the impact the parenting work has had on children's educational outcomes. However, anecdotal evidence from schools suggests that there has been improvement and that the impact of the programmes is clear;

**RESOLVED to note the updates provided to the Board regarding the work on Priority 2 – Safeguarding and Supporting Children and Families and to thank Clive Chambers and Aileen Wilson for their attendance.**

## **21 PARTNER UPDATE: NOTTINGHAMSHIRE POLICE**

Superintendent Ted Antill gave a presentation to the Board providing a Partnership Update from Nottinghamshire Police. He highlighted the following points:

- (a) Nottinghamshire Police are reintroducing officers into schools across the area in a pilot that has been running since September 2017. There are currently 4 schools in the City with an officer in place;
- (b) the School Early Intervention Officer's (SEIO) time is split between delivering lessons on issues such as substance misuse, online safety and knife crime, and delivering restorative justice interventions, investigating crimes, Anti-social behaviour incidents, liaising with partners and problem solving interventions;

- (c) lesson content and other work can be targeted and specifically tailored to the school's need;
- (d) officers do not just spend time in a school setting, they are integrating into the communities in order to interact with the young people outside of school and aim to break down the barriers between the community and the Police;
- (e) at Nottingham Academy there has been a PCSO engaged in activities very similar to these for a number of months. An officer will be joining the PCSO and any learning from their role and experience will be built into the pilot scheme;
- (f) 51% of people that went missing during 2016/17 were under the age of 18, young people between 12 and 17 are more likely to go missing. Repeat missing children account for a large proportion of missing incidents recorded in Nottinghamshire;
- (g) those young people who are also at risk of CSE are considered a high risk missing person;
- (h) any young person that has been reported as missing 3 or more times in a 90 period is the subject of a multi-agency intervention;
- (i) work is carried out with care placements to ensure a robust plan is in place should a child go missing. A small pilot scheme was run involving 3 prolific missing and at risk of CSE young people. The missing from home officer attended the care placement and worked with the placement as well as the young person and there was a significant reduction of missing episodes;

Following questions and comments from the Board the following information was highlighted:

- (j) the SEIO pilot was launched very quickly. Following the initial period of the pilot there will be full consultation with the Youth Offending Team, Priority Families Team and other partners. This will help to avoid duplication of work and will ensure that there are no gaps in provision;
- (k) a consistent message across the City is essential, sometimes the work delivered can feel a little generic, something Nottingham focused would be helpful in engaging young people;
- (l) the SEIO's are having 5 full days training. There is limited training available to them around working with young people with learning disabilities or difficulties. As the number of officers in schools increase this is an aspect that will come to the front. A further evolution of the training will be to take the scheme into primary schools;

**RESOLVED to note the content of the update from Nottinghamshire Police.**

## **22 INDEPENDENT CHAIR'S ANNUAL SAFEGUARDING REPORT AND BUSINESS PLAN**

Clive Chambers, Head of Safeguarding and Quality Assurance introduced the Independent Chair's Annual Safeguarding report and Business plan. He advised the board that this

document has not yet been published as it was only agreed at the Nottingham City Safeguarding Children's Board on 22<sup>nd</sup> September. He highlighted the following information:

- (a) shared learning has been very successful this year. Briefings were delivered to key people who then took the training back to their organisations. The tools for them to deliver the training within their own organisations were provided. This encouraged a "bottom up" approach to learning which has worked well and was often shared in a more conversational style that was more easily accessible to colleagues;
- (b) the partnership with the Nottingham City Clinical Commissioning Group and Nottingham City Council continues to be extremely successful. The partnership has worked towards changing the mind-set of the workforce when looking at young people who are missed appointments;
- (c) the report includes an audit on last year's priorities and a business plan for the forthcoming year. 2016/17 was a success at implementing different approaches. 2017/18 will look to embed these new approaches;
- (d) the main priorities for 2017/18 are:
  - reducing neglect – understanding the extent of neglect, raising awareness across the partnership with an aim to improve early recognition, providing effective services to improve support, reduce the impact of neglect and to ensure that the voice of the child is heard when planning services.
  - learning and improvement – development of a new safeguarding training model and a Learning and improvement Strategy, disseminating learning from reviews and information sharing
  - empowering Young People – ensuring that every child has a valued voice, supporting and empowering young people in reporting abuse and Co-Production, where services challenge themselves in genuine participation and co-production of services and plans with children and families;

**RESOLVED to note the contents of the Independent Chair's Annual Safeguarding Report and Business Plan.**

## **23 REFRESH OF THE CHILDREN'S PARTNERSHIP CORE DEVELOPMENT STANDARD**

Lisa Hazel, Integrated Workforce Consultant presented the report on the Refresh of the Children's Partnership Core Development Standard to the board. She highlighted the following points:

- (a) the Core Development Standard (CDS) standardises the training that all staff who work with children and families and young people receive. This ensures that all staff are trained to the same national standard;
- (b) the refreshed CDS aims to give basic knowledge to all staff who have limited contact with young people and families, but to provide intensive and targeted training for worker who have more contact and specialist contact with them;



- (c) courses have been added to the Standard covering issues such as domestic violence, mental health, CSE and child development and existing courses have been refreshed and reviewed;
- (d) some courses are fully funded and there are others that can be bought and incur a charge to attend;
- (e) the website has been refreshed and redeveloped to reflect the changes in the offer. It now more closely matches the structure of the CDS itself and included hyperlinks to e-learning where available;

Following questions and comments from the board, the following information was highlighted:

- (f) the voluntary sector offer training focused on an introduction to the voluntary sector safeguarding that can be added to the CDS;
- (g) mental health training funded through the Future in mind is starting to roll out within the City Council. Further funding has been secured which will allow the same training to be offered to the wider work force from January next year;
- (h) there is a large proportion of training within schools that focuses on health issues, including mental health and first aid. This reduced the time that teachers and teaching staff have on education based training;

**RESOLVED to**

- (1) approve the changes to the Core Delivery Standard as set out in the presentation and report appended to the agenda.**
- (2) ask each agency to look at best fit within their own training plans to show consistency of developing practitioners in line with the CDS**
- (3) note, where Partners need training development support, the offer of buying elements of the Core Offer from Nottingham City Council if or when required.**

**24 UPDATE OF CHILDREN'S PARTNERSHIP BOARD TERMS OF REFERENCE TO MAKE JOINT CHAIRS PERMANENT.**

Helen Blackman, Director of Children's integrated services introduced a report on an Update to the Children's Partnership terms of reference to make the joint Chairs permanent. She advised the Board that these changes could be reviewed in the future if the board felt it was necessary.

**RESOLVED to approve the proposal to make the Portfolio Holder for Early Intervention and Early years and the Portfolio Holder for Business, Education and Skills the permanent Joint Chairs of the Children's Partnership Board.**

**25    FORWARD PLAN**

Emily Humphreys, Support Assistant for Children and Adults introduced the forward plan outlining agenda items for the upcoming meetings.

**RESOLVED to note the contents of the forward plan.**



<b>Title of paper:</b>	Attainment of children and young people in Nottingham 2016/17	
<b>Report to:</b>	Children's Partnership Board	
<b>Date:</b>	13 <sup>th</sup> December 2017	
<b>Relevant Director:</b>	John Dexter - Education Director	<b>Wards affected:</b> All
<b>Contact Officer(s) and contact details:</b>	Nick Lee, Head of Access and Inclusion. <a href="mailto:nicholas.lee@nottinghamcity.gov.uk">nicholas.lee@nottinghamcity.gov.uk</a> Tel: 0115 87 64618	
<b>Other officers who have provided input:</b>	Daniel Skurok, Insight and Analysis Mark Keane, Insight and Analysis	
<b>Relevant Children and Young People's Plan (CYPP) priority or priorities:</b>		
<b>Safeguarding and supporting children and families:</b>	Children, young people and families will benefit from early and effective support and protection to empower them to overcome difficulties and provide a safe environment in which to thrive.	
<b>Promoting the health and wellbeing of babies, children and young people:</b>	From pregnancy and throughout life, babies, children, young people and families will be healthier, more emotionally resilient and better able to make informed decisions about their health and wellbeing.	
<b>Supporting achievement and academic attainment:</b>	All children and young people will leave school with the best skills and qualifications they can achieve and will be ready for independence, work or further learning.	X
<b>Empowering families to be strong and achieve economic wellbeing:</b>	More families will be empowered and able to deal with family issues and child poverty will be significantly reduced.	
<b>Summary of issues (including benefits to customers/service users):</b>		
The report presents the most recent set of available data outlining the key measures of attainment by children in young people attending early years settings and schools in Nottingham from the Early Years Foundation stage to Key Stage 5 A Level. In some cases (where indicated) the data is provisional, but based upon previous experience is unlikely to vary significantly when it is finally published as confirmed data.		
<b>Recommendations:</b>		
<b>1</b>	That the Partnership Board note the attainment of children and young people and consider how partnership activities can support early years settings and schools to support the improved attainment of children and young people in Nottingham.	

## 1. BACKGROUND AND PROPOSALS

### 1.1 Early Years Attainment (Age 4/5)

Early Years Foundation Stage Profile (EYFSP) data covering the 2016/17 academic year was released by the Department for Education on the 19<sup>th</sup> October 2017. The Good Level of Development measure is reported by providers of state-funded early years education, including: maintained schools and academies; and private, voluntary and independent (PVI) providers. Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics. This includes: listening and attention; understanding; speaking; moving and handling; health and self-awareness; managing feelings and behaviour; making relationships; reading; writing; numbers and shape, space and measures.

The proportion of pupils achieving a good level of development in Nottingham continues to rise, as does the national position.

- **66.2%** pupils in Nottingham were assessed as having reached a Good Level of Development, from **63.5%** in 2015/16.
- Numerically this equates to **2,572** children out of **3,885** reported.

In comparative terms:

- **70.7%** England (all) average, from **69.3%** in 2015/16.
- **66.6%** Statistical Neighbours average, **64.9%** in 2015/16.
- Nottingham Ranking Joint 130 - out of 151 Local Authorities, 138 in 2015/16.

Nottingham has therefore closed the gap this year on both the national figure and that of our statistical neighbour group.

#### Gender Differences

In terms of GLD, girls continue to outperform boys in Nottingham but the gap has narrowed.

- The gap between girls and boys is now **12.5%** (2015/16 was **15.2%**). Nationally this gap is **13.7%** (2015/16: **14.7%**)
- **60.1%** of boys in Nottingham were assessed as having reached a Good Level of Development, from **56.3%** in 2015/16
- **72.6%** of girls in Nottingham were assessed as having reached a Good Level of Development, from **71.3%** in 2015/16.

### 1.2 Phonics and Key Stage 1 (age 6/7)

#### Phonics

In 2014/15 Nottingham was the lowest performing local authority. In 2016/17, Nottingham improved to be **118th** out of **150** local authorities reported. The overall rate of improvement in phonics during Year 1 was faster than the national rate. Within that, Black children improved the most with Black girls ranked 29th and Black boys 66th out of 152. Asian children similarly improved well and were ranked

72nd. However, White children were 2% lower than the Nottingham average and were ranked 135<sup>th</sup> out of 150. Non-disadvantaged children improved by 5% on 2015/16 but disadvantaged children by only 1%, so the gap in phonics outcomes is widening.

### **Key Stage 1**

Key Stage 1 attainment: is below the expected standard although improving at broadly the same rate as is seen nationally and therefore remaining around 135 out of 150 in the local authority rankings. A lower proportion of higher attainers in 2016/17 achieved the higher standard than in 2015/16.

### **1.3 Key Stage 2 (Age 10/11) – Provisional Data**

Attainment for KS2 is recorded as the proportion of pupils achieving the expected or higher standard in each subject. The expected standard is a scaled score of 100 or more in reading and maths and a teacher assessment of working at the expected standard while the higher standard is a scaled score of 110 or more in reading and maths and greater depth in writing.

- **57%** (+7ppts from 2015/16) of Nottingham's pupils achieved the expected standard and **6%** (+2 ppts from 2015/16) achieved a high standard in reading, writing and mathematics. Nationally, these proportions were **61%** (+8 ppts from 2015/16) at the expected standard and **9%** (+4 ppts) at the higher standard.
- Despite year-on-year improvements made in Nottingham, the gap has increased between Nottingham and England by 1 percentage point for pupils achieving the expected standard. The gap has also increased between Nottingham and England by 2 percentage points for pupils achieving the higher standard.
- Nottingham recorded mixed changes in ranking year-on-year for pupils achieving the expected standard in each subject:

RWM (Reading, Writing and Maths combined) improved by 5 places (114/150)

Reading improved by 3 places (129/150)

GPS worsened by 6 places (117/150)

Maths worsened by 7 places (82/150)

Writing worsened by 16 places (130/150)

### **Gender Differences**

- **61%** of girls in Nottingham achieved the expected standard in RWM compared to **54%** of boys, a smaller gap than that recorded nationally (7 percentage points vs. 8). Girls outperformed boys in Reading, GPS and Writing.
- In Nottingham, there is no difference in attainment in Maths at the expected level (both recording **74%**), whereas nationally girls still outperformed boys (75% vs. 74%). At the higher standard Nottingham boys outperformed girls (**21% vs. 18%**), the same as recorded nationally (24% vs 21%).

### **1.4 Key Stage 4 (age 15-16) Provisional Data**

The 2016/17 headline accountability measures for secondary schools are: Attainment 8, Progress 8, attainment in English and mathematics at grades 5 or above, English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and mathematics). Due to changes made to the exam marking

scheme for GCSE which is being implemented (and which began with changes to the English and Maths grading for this year) caution should be used in making direct comparisons with previous years attainment levels.

### **Attainment 8**

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths(double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

- In Nottingham the average Attainment 8 score per pupil has decreased **5.1** points to **39.5** in 2016/17. For all schools nationally this decrease was minus **4.0** points to **44.2**.
- The gap between Nottingham and the all school position has widened from 3.6 points last year to 4.7 points this year. Nottingham is now ranked 149th out of 151 LAs, in 2016 Nottingham was ranked 148th out of 151 LAs. For both years Nottingham is ranked last amongst its statistical neighbours (11th of 11).

### **Progress 8**

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero.

- Nottingham's average Progress 8 score in 2017 was -0.33 with both its lower (-0.38) and upper (-0.28) confidence limits also being below zero. In this case, Nottingham's Progress 8 score can be classed as below average and statistically significant based upon the current secondary accountability measures guide released by the DfE.
- This Progress 8 score ranks Nottingham joint 145th out of 151 LAs
- Due to the changes made in 2017 to the Progress 8 methodology, the scores cannot be directly compared to previous years.

### **English and Maths GCSE Attainment**

From 2017, this measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

The English and Maths GCSE now have new reporting datasets. In both instances, Nottingham's results are below the national average. For the strong pass (5) Nottingham's ranking is **146** out of **151**. For the standard pass (4) Nottingham's ranking is **148** out of **151**.

Pupils achieving a strong pass (5) in English and Maths

- Nottingham 30.3
- England 39.1

Pupils achieving a standard pass (4) in English and Maths

- Nottingham 49.4
- England 58.5

### **EBacc Participation and Attainment**

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications. In 2016/17, the headline EBacc achievement measure includes pupils who take exams in both English language and English literature, and achieve a grade 5 or above in at least one of these qualifications. Pupils must also achieve a grade 5 or above in mathematics and a grade C or above in the remaining subject areas.

### **Participation**

Nottingham recorded a 2.6 ppts increase on the 2015/16 provisional results, a better year-on-year change than that recorded by both national positions (All schools and all State-funded schools).

- Nottingham's 34.7% EBacc participation gives it a LA ranking of 93 out of 149.

### **Achievement**

In both instances, Nottingham's results are below the national average.

- For the strong pass (5) Nottingham's ranking is 143 out of 149
- For the standard pass (4) Nottingham's ranking is again 143 out of 149.

## **1.5 Key Stage 5 (Age 17-18) – Provisional Data**

The provisional “A” Level data reported below is based upon by data submitted by state funded schools only, not FE colleges or independent schools. Due to government policy reforms and methodological changes to the 16-18 performance measures in 2016, it is not possible to directly compare all results since 2016/17 to those published previously.

### **Percentage of students in city schools achieving at least 2 A levels**

- **60.3%** of students achieved at least 2 A levels.
- **76.2%** England average.
- **62.7%** Statistical Neighbours average.
- Nottingham Ranking **137** out of **150** Local Authorities

### **Gender Difference**

The gap between boys and girls is 12.9 ppts. This is over twice the national rate (5.9 ppts).

### **Percentage of boys achieving at least 2 A levels**

- 53.4% of boys achieved at least 2 A levels.
- 73.0% England average.
- 57.3% Statistical Neighbours average.
- Nottingham Ranking 140 out of 150 Local Authorities.

### **Percentage of girls achieving at least 2 A Levels**

- 66.3% girls achieved at least 2 A levels.
- 78.9% England average.
- 66.8% Statistical Neighbours average.
- Nottingham Ranking 130 out of 149 Local Authorities

**Percentage of A level students achieving grades AAB or better - all**

- 14.6% of students achieved grades AAB or better.
- 21.8% England average.
- 16.9% Statistical Neighbours average.
- Nottingham Ranking 119 out of 148 Local Authorities.

**Percentage of A level students achieving grades AAB or better - boys**

- 12.7% of boys achieved grades AAB or better.
- 22.8% England average.
- 16.8% Statistical Neighbours average.
- Nottingham Ranking 125 Joint out of 149 Local Authorities.

**Percentage of A level students achieving grades AAB or better - girls**

- 16.0% of girls achieved grades AAB or better..
- 21.1% England average..
- 16.6% Statistical Neighbours average.
- Nottingham Ranking 93 Joint out of 147 Local Authorities.

**2. RISKS**

None

**3. FINANCIAL IMPLICATIONS**

None

**4. LEGAL IMPLICATIONS**

None

**5. CLIENT GROUP**

Children and young people attending City settings and schools aged 4-19.

**6. IMPACT ON EQUALITIES ISSUES**

Attainment of specific groups is noted in the body of the report.

**7. OUTCOMES AND PRIORITIES AFFECTED**

Supporting achievement and academic attainment of children and young people

**8. CONTACT DETAILS**

Nick Lee, Head of Access and Inclusion,  
 Children and Adults, Loxley House, Station Street, Nottingham. NG2 3NG  
[nicholas.lee@nottinghamcity.gov.uk](mailto:nicholas.lee@nottinghamcity.gov.uk)  
 Tel: 0115 87 64618



# **SEND in Nottingham City**

## **Children's Partnership Board**

**December 2017**

# Identification of SEND

- 14.4% of pupils identified with SEND
- 1.6% of children and young people have an education, health and care plan (EHC Plans). This is about 830 CYP from 0-25.
- 12.9% are receiving SEN support
- 1.2% are receiving high needs funding/additional resources in mainstream schools without an EHC Plan

The overall figures and numbers at SEN support are following national trends.

Percentage of CYP with EHC plans is lower than average in Nottingham City but rising.

# Provision

We have a continuum of provision in Nottingham City which includes:

- Mainstream placement with SEN Support/EHC Plan
- Focus provision for pupils who are profoundly deaf or who have autism
- 5 Special schools

All special schools and focus provision have been recognised by Ofsted as good or outstanding



# Outcomes

- Pupils in EYFS achieve an average score of 25.1. The average score for statistical neighbours is 26
- Phonics screening check: SEN Support pupils equalled statistical neighbour average and improved notably from 2016
- In KS1 assessments, pupils on SEN support scored consistently less than the national average. The SEN/non SEN gap was largely in line with national
- At KS2 (2016) the number of pupils on SEN Support achieving level 4 or above in RWM is 50% - an increase from 45% and higher than statistical neighbours and national data
- Key stage 4 attainment (2016) for pupils at SEN Support is lower than national but numbers of pupils achieving English and maths A\*-C has increased

# Current Priorities

## On-going implementation of SEND Reforms

- Transition from statements to EHC Plans
- In Nottingham City we are ahead of national average
- 100% of new plans issued on time
- Good evidence of co-production with families and young people
- Continuing development of SEND Local Offer
- Working with partners to prepare for Local Area Review

# Current Priorities

## SEND Strategy

- Vision and purpose (what are we trying to achieve)
- Summary of where we are now (LA process data, needs analysis, provision map and outcomes)
- Resources – new national funding formula
- The gaps - what needs to change / be done differently going forward
- Summary of priorities for development with timescales and with attached detailed Action Plan
- How the plan will be resourced (expected resources and potential grant resources for new developments)
- Expectations on improving outcomes and how strategy will be reviewed.

This page is intentionally left blank



# Reflection on Special Schools in the City

David S Stewart OBE D.Litt.h.c. DL

Oak Field School

December 2017

# Aston Hall to Sadlers Wells



Purchased by City in 1925

1972



2017

# Rochford Review

- Still gaps for learners with the most complex needs.
- Lack of aspiration for those with the most complex needs
- Lack of common language

# Staffing for the present and the future

- Lack of routes into teaching of pupils with SEND
- Minimal time spent on SEND ITT students
- Training needs of the future workforce

# New EHCP – issues for Schools

- Meetings rarely Multi-agency
- What do they tell us? Statements told us much more
- Families expectations not realised

# Special School Places

- Special Schools all full and large demand from County as well
- Assessment places for pupils who have arrived from abroad with little or no previous education
- Improved health means fewer vacancies

# Health Support in School

- Fragmented – Public health, Community Nursing, Specialist Nursing, NUH, County Partnerships etc etc
- Change without planning
- Protocols much needed
- Commissioned v non Commissioned
- Health needs training taking most of INSET days

# Transport – Issues for the Curriculum

- High cost of transport
- High cost of training volunteers to drive school minibuses – City Policy
- Class of 10 pupils with PMLD = 4 minibuses



# Special Needs and Pathway Post 19

## SNaPP

- Discussion D Stewart and John Yarham 2012
- University of Nottingham commissioned by LA in 2013
- *Consideration should be given to how PLASC data is completed and there is a need for better guidance for schools on how the SEN categories should be applied in practice*
- *Transition support services need to work with young people and their families not only in the run-up to leaving school, but throughout the years of FE education, until their post-FE adult social care support services are fully embedded and the transition cycle is complete*
- *Transition planning and the allocation of FE and adult social care support should be based not only on the needs of the young person but also on the needs of other family members. This is consistent with Care Act 2014 guidance regarding the right of carers to support which enables them to continue working if they wish to do so.*

# SNaPP

- *Transition planning should include longer-term goals which may take more than a year to achieve. For example, if it is expected that a young person will attend an FE college after leaving school then travel training may be required from 15/16 to ensure that by the age of 18/ 19 they are confident and safe in their use of public transport.*
- *Some mechanism is needed to capture key data from individual transition plans for use in strategic planning of FE provision and managing the local market in adult social care services for people with learning disabilities.*
- *Greater consideration needs to be given to the sex education needs of young people during the transition period, including the need for effective safeguarding.*

# SNaPP

- *Better, more consistent information is needed on all FE courses for young people with SEN and all organisations offering adult social care services, in order to enable young people and their families to make informed choices and to ensure that the local authority is compliant with Care Act 2014, s. 4.*
- *Consider how decision-making for FE placements can be streamlined and decisions communicated to families earlier.*

# Complex Needs Outreach

- “The Outreach teacher has high expectations of students which impacts of student leaning.”
- “She has supported staff with much enthusiasm and this has enabled them to ‘see the light at the end of the tunnel.’”
- “She promotes good team work including working with parents/carers.”
- “She is always available to talk through any issues and we have valued her input greatly.”

# Summer School

- Working closely with Social Care to provide Summer School provision for pupils with SEND
- City still committed to supporting this provision for families
- Restrictions of a PFI building!!

# National Profile on SRE

- Oak Field School recognised by FPA and Brook for delivering innovative sex and relationship education to young people
- Best examples selected by a panel of young people and to be showcased in report to Government.
- “We hope that the programme delivered by oak Field School will be replicated across the country.....”

# The Arts

- Former Special School pupil member of the National Youth Dance Company
- Nottingham Youth Theatre Inclusive Theatre Company showcases at Youth Festival at Nottingham Playhouse.
- Pupils with special needs working with Matthew Bourne Dance Company and the Royal Shakespeare Company
- Oak Field School awarded Artsmark Gold Award for the 6<sup>th</sup> time
- Playhouse Panto already booked for 2019!!

# City engagement on employment

- Directorates have pledged support
- Colleagues on the ground supporting this initiative
- Emerging role models for other members of staff and for pupils



# West8 EIP

- The West8 EIP does much work to support pupils with SEND
- Maths Days, English Days, Science Days working with a wide range of schools and both Universities
- Much support for work experience and employment for pupils at Oak Field and Woodlands

# Support for parents and families

- Important for supporting parents at pre Pathway 1 Referrals for Social Care.
- Work with parents and Global Voices
- Benefits support – much work to support parents with applications and appeals
- Family Support Workers



# Children's Partnership Board

13<sup>th</sup> December 2017

P A and S A Fielding Joint CEO  
Nottingham Schools Trust

[patandsarah.fielding@nottinghamschoolstrust.org.uk](mailto:patandsarah.fielding@nottinghamschoolstrust.org.uk)

# Aims

To represent, lead, challenge, support and work on behalf of Nottingham City Schools-to focus on allowing school leaders to play their part in realising the vision of collective moral purpose and a shared commitment to the achievement and success of all children in the Trust

## **We want our children to**

- be well prepared for the next stage in their lives and given every opportunity to fulfill their potential, particularly the most vulnerable
- be given ambitious targets and have their learning and progress effectively monitored
- be nurtured to become confident individuals, responsible citizens and successful lifelong learners
- be engaged, excited and motivated through a broad and balanced curriculum

Page 44

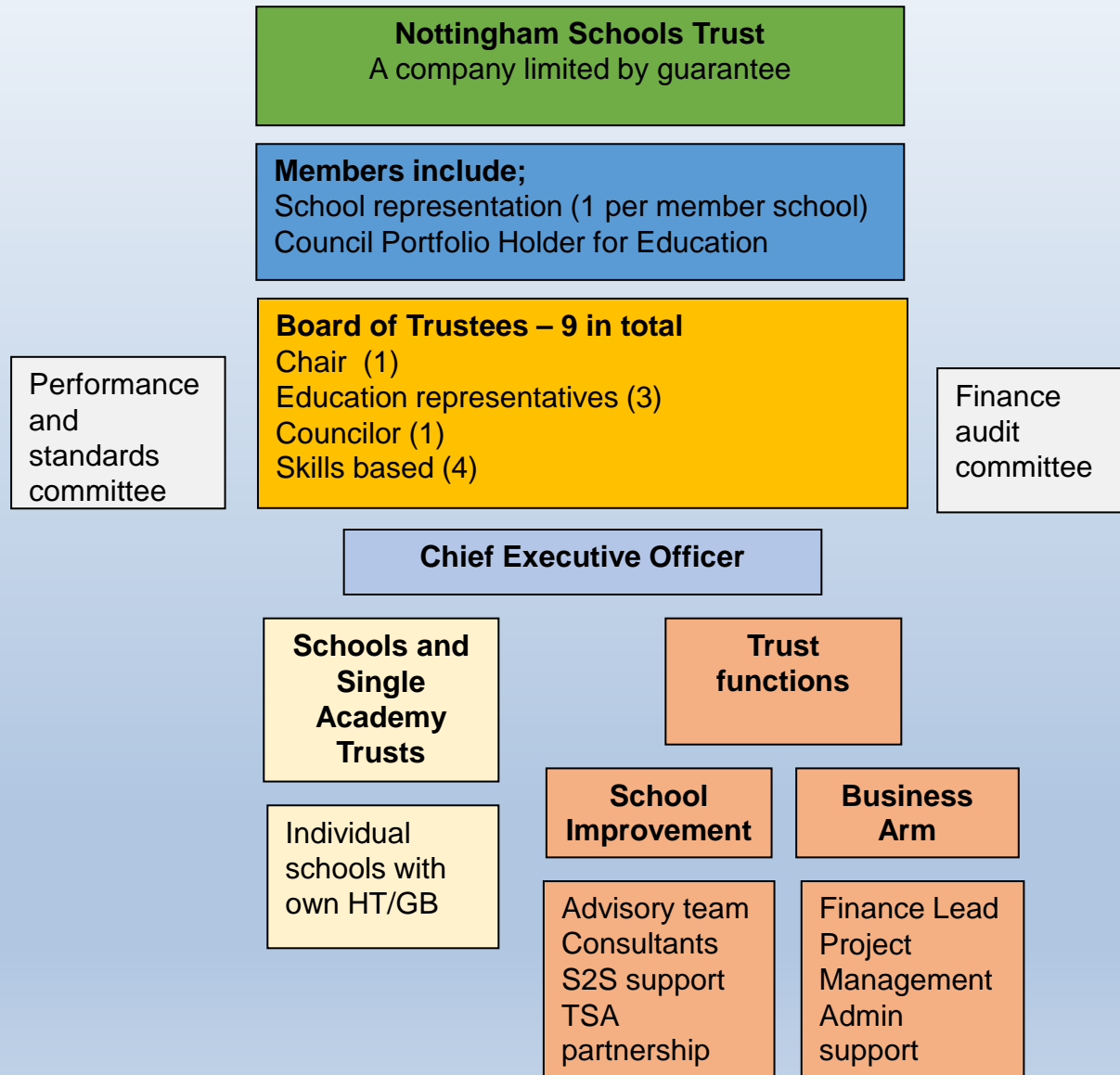
## **Our schools will:**

- retain maintained status and closely aligned to the Local Authority
- retain their individual characteristics
- be good or better and therefore avoid imposed intervention
- collaborate rather than compete
- exploit our strengths

## **Our Trust will:**

- be run by our schools for our schools
- create stability and avoid further fragmentation and segregation
- establish a cost effective, sustainable and future proof approach to education in Nottingham
- enable us to work together to make our schools stronger and more resilient
- protect and celebrate autonomy

# Governance structure of the Trust



# Core team structure

- CEO
- Project Manager
- Admin Support
- School Improvement Advisers (working to an agreed suite of documents include; The SIA Handbook / School Improvement Service / Schools Causing Concern)
- Skills Matrix

# Funding

NST takes its funding from two main sources;

1. Membership subscription

2. NCC grant funding;

- Intervention funding

- School Improvement Monitoring

- Quality Assurance

# Business structures

- Company Limited by guarantee – July 2017 / imminent application for charitable status
- Official Board of Trustees elected - October 2017
- Articles of Association published
- Governance arrangements published
- Finance; Insurance / banking and financial administration / VAT / Corporation Tax / asset register / risk register / finance support
- Website



# Key priorities for member schools

key priorities in our first year of activity;

1. **Safeguarding** (sustain and further develop the DSL / ADSL network / access to safeguarding consultancy support)
2. **School improvement** / quality assurance / challenge and intervention / support for **vulnerable schools**-respond to school based performance data
3. **School Governance** / advisory support / support for Head Teacher Appraisal
4. Common and **shared data** sets (to create consistent and informed benchmarking / discussions).
5. **Common policy sets**
6. **Business** function – to explore and secure potential efficiencies / bid for external funding / ensure financial solvency across member schools

# Key Performance Indicators

- All schools judged good or outstanding - currently 83% good or better / 24% outstanding / 17% RI / no inadequate / 3 successful Section 8 inspections since September. All inspection reports now signal the positive impact of NST intervention.
- Teaching, learning and assessment judged good or better
- Pupil outcomes exceed floor targets and are comparable with the best outcomes in similar schools.
- Schools will demonstrate good and outstanding leadership and management, including governance.
- Schools accurately self-evaluate and have a culture of continuous improvement and high aspiration.
- High-quality CPD for all staff which means our schools attract and retain the very best - we will where appropriate purchase refined and cost effective CPD from local providers.

# NST outcomes 2017

## Progress

- Above national average in all subjects – reading, writing and mathematics

## Attainment (national)

- Reading is 66% expected (71%) / 18% high (25%)
- Writing is 72% expected (76%) / 15% high (18%)
- Mathematics 74% for expected (75%) / 19% high (23%)
- GPS 74% expected (77%) / 28% high (31%)
- Reading writing and mathematics combined expected 57% (61%)

# Work Programme 2017-2018

## Literacy

SSIF Reading programme Reading Advanced Skills Teacher network, Writing Moderation training, English Subject Leader Network, Phonics Network

## Maths

Number Fluency programme, Maths Advanced Skills Teacher network, Maths Subject Leader Network

## Assessment

Central Moderation training, Rationalisation of data sets, ASP training

## Safeguarding

Evaluation of E safeguarding recording package, Whole school case level audit and ADSL toolkit roll out, PSHE network, DSL network

## Leadership and Management

OFSTED updates, New to Headship Induction, Governance Development, Foundation Subject Leader Networks, Model M&E/ SEF/SIP frameworks for schools, Standardised Policy set

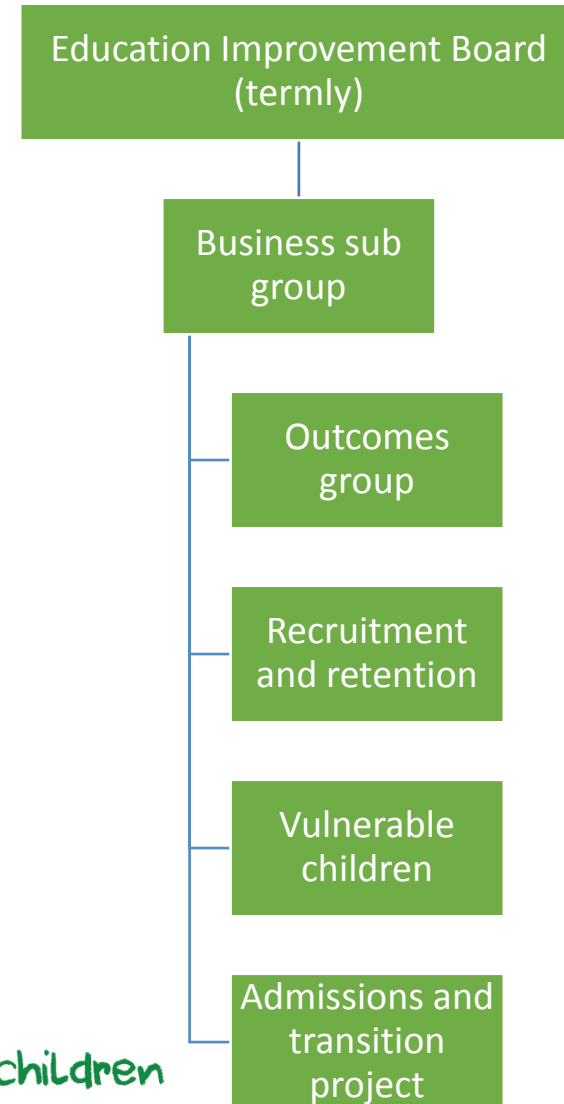
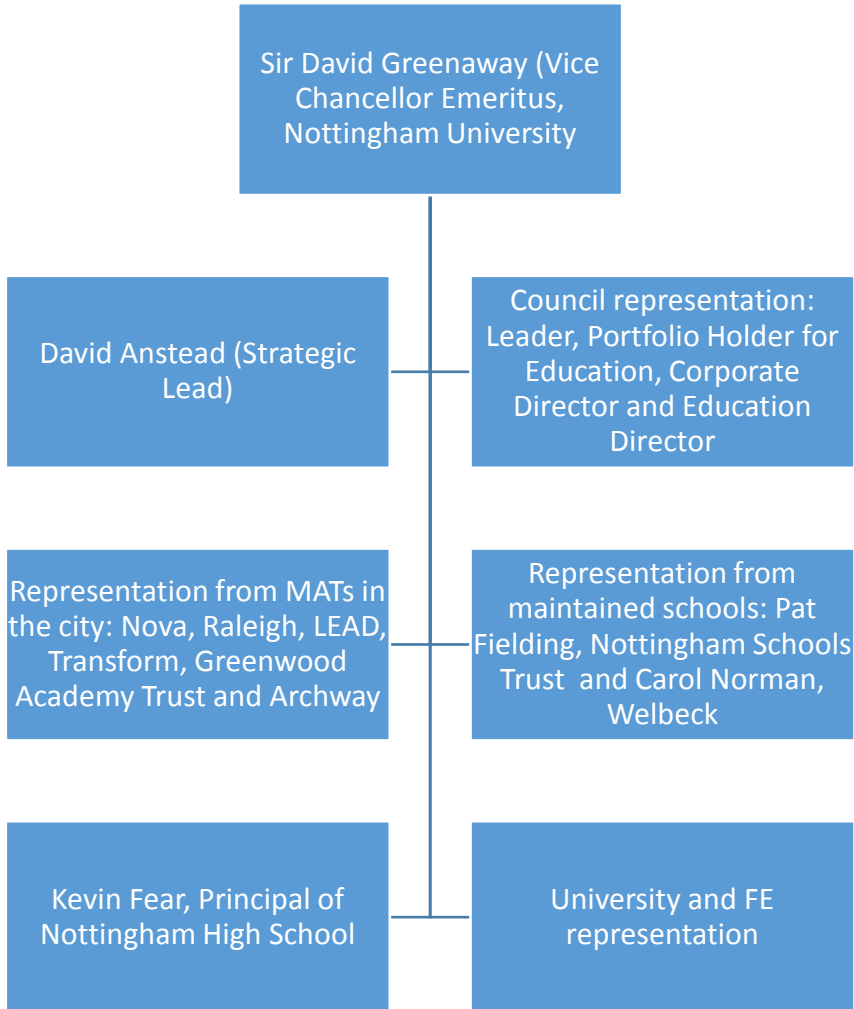
# Education Improvement Board

Children's Partnership Board  
13<sup>th</sup> December 2017




*A brighter future for Nottingham children*  
**Education Improvement Board**

# Structure



*A brighter future for Nottingham children*  
**Education Improvement Board**

# Ambition 2025

- Challenge Board  Education Improvement Board 2015
- Key areas of focus:
  - improving the retention and recruitment of teachers and other school staff
  - Improving provision for literacy
  - Improving provision for mathematics
  - Improving transition between the city's primary and secondary schools
- Science added as a priority in 2016/17
- Recruitment and retention strand is being wound down



# 2017/2018 work programme

- **Maths:**

- 19 primary school teachers are being trained to be Maths Specialist Teachers
- 24 primary schools have staff taking part in an EYFS Maths Mastery project using principles that have been very successful in KS1 and KS2
- Almost all city secondary schools are attending a problem solving through reasoning year-long course run by Nottingham University
- Heads of Maths and maths teachers are part of the Thistley Hough programme.

- **Literacy:**

- Six secondary schools have been part of a reading recovery pilot
- 15 middle managers in primary schools are taking part in a Leading Literacy Improvement programme
- The four lowest attaining primary schools are receiving coaching to ensure no city school is below floor target in 2018
- Heads of English and English teachers are part of the Thistley Hough programme.





# 2017/2018 work programme

- **Transition**

- Consistent transition arrangements have been introduced across the city
- Three different projects were undertaken with three secondary academies and their main feeder primaries. The project centered around the Djanogly cluster to support the transition of pupils for whom English is an additional language was particularly successful and documented in a short film.
- 20 schools are signed up to further transition projects for 2017/18 focussing on curriculum continuity

- **Science**

- Science strand lead appointed in May 2017
- Introducing CPD at three levels – Head of Department, Science Teachers and trainee teachers
- Working with exam boards to implement changes in schools which reflect changes in practical exams



*A brighter future for Nottingham children*

**Education Improvement Board**

# Future of the EIB

- Proposal for Head Teacher and Deputy Head Teacher groups to become part of EIB structure when NCSEP closes
- Funding available for another two academic years
- Move to bid writing for additional funding – SSIF, TLIF etc





<b>Title of paper:</b>	Youth Cabinet Q3 17/18 update	
<b>Report to:</b>	Children's Partnership Board	
<b>Date:</b>	13.12.17	
<b>Relevant Director:</b>	Alison Michalska Corporate Director Children and Adults.	<b>Wards affected:</b> All
<b>Contact Officer(s) and contact details:</b>	Jon Rea, Engagement and Participation Lead <a href="mailto:Jon.rea@nottinghamcity.gov.uk">Jon.rea@nottinghamcity.gov.uk</a>	
<b>Other officers who have provided input:</b>		
<b>Relevant Children and Young People's Plan (CYPP) priority:</b>		
<b>Safeguarding and supporting children and families:</b> Children, young people and families will benefit from early and effective support and protection to empower them to overcome difficulties and provide a safe environment in which to thrive.		x
<b>Promoting the health and wellbeing of babies, children and young people:</b> From pregnancy and throughout life, babies, children, young people and families will be healthier, more emotionally resilient and better able to make informed decisions about their health and wellbeing.		x
<b>Supporting achievement and academic attainment:</b> All children and young people will leave school with the best skills and qualifications they can achieve and will be ready for independence, work or further learning.		x
<b>Empowering families to be strong and achieve economic wellbeing:</b> More families will be empowered and able to deal with family issues and child poverty will be significantly reduced.		x
<b>Summary of issues (including benefits to customers/service users):</b>		
Update on work of the Youth Cabinet and associated CYP Participation in Governance programme groups and activities in Q3 2017-18.		
<b>Recommendations:</b>		
<b>1</b>	The Board acknowledges and supports the achievements of children and young people engaging in participation and active citizenship work through the Participation in Governance programme and the work of the Youth Cabinet.	
<b>2</b>	Board partners are asked to consider how they can use the CYP participation in Governance programme to further participation in their organisational strategies, plans and processes.	

## **1 BACKGROUND AND PROPOSALS**

### **1.1 Background**

A busy Autumn programme of Youth Cabinet, Primary Parliament and Youth Council meetings, and the annual Children's Commissioner's Takeover Challenge provided a range of opportunities for children and young people's participation in Q3.

N.B. The activities of the Children in Care Council in this period are detailed elsewhere in reports to the Corporate Parenting Board so this report will focus on the above groups only.

The thematic focus of Q3 was 'Earning & Learning', in line with Early Help strategic goals of 'A Learning City' with results of consultations feeding into strategic planning through the refresh of the Employability Strategy and associated programmes such as the Futures' 'Aspire' programme.

In this period, we have worked with the following partners:

- NCC Economic Development team
- NCC Energy Behaviour Change Team
- European Capital of Culture 2023 bid team
- Stemcity partners

### **1.2 CYP Participation in Governance groups**

#### **1.2.1 Youth Cabinet**

The September meeting provided an opportunity for the group to help scope forthcoming work around the earning & learning agenda, in particular planning the October 25<sup>th</sup> Youth Council meeting. The group welcomed young people and staff from Central and North locality Play and Youth teams for a joint working session around the theme of 'Barriers to Jobs for Young People'. The group agreed a structure for the October 25<sup>th</sup> meeting (summarised below), including youth-led workshops and an invitation to Cllr Webster to join the event to hear feedback on findings.

The November meeting, which took place during Takeover Challenge week again welcomed Cllr Webster to go over the findings of the event and discuss next steps. It was agreed that the Youth Cabinet and Youth Council would work on establishing better links with business leaders and industry representatives to help businesses better connect with the issues facing young people as they prepare for the world of work.

The Children's Partnership Board's Youth Cabinet representatives are Zartasha Zahied and Adil Malik.

#### **Takeover Challenge**

Activities took place to mark Takeover Challenge Week 2017, which took place 6<sup>th</sup> – 10<sup>th</sup> November. Takeover Challenge is promoted by the Office of the Children's Commissioner for England, and supported locally by the Board. It was the second consecutive year we have participated in the scheme, which promotes participation of children and young people in decision-making in both public and private sector organisations.

Activities included a takeover of Loxley House restaurant by members of the Children in Care Council, who devised and cooked a special menu; young people from Youth Cabinet and the CiC Council working with the Council's communications team to develop a new blog for children in care and care leavers; Councillor buddying with Portfolio Holders and Civic Office; and the welcome of a new Youth Cabinet representative on to the One Nottingham board.

### 1.2.2 Primary Parliament

Primary Parliament sessions in November continued the focus on Earning & Learning. Over 100 year 5 & 6 students from 30 City primaries, including three special schools, took part in the sessions, which were supported by a broad team of colleagues from the Research, Engagement & Consultation team, Education Partnerships, Energy Change Behaviour Team, Stemcity and various school trust partners.

Students worked through a programme of design thinking-based workshops to design, build and market a solar powered kit car. Themes of sustainability and low carbon energy technologies were used as the platform for exploring jobs of the future, with the workshops designed to discover students' attitude and ability to working in teams, the skills needed for engineering, design and marketing work, and what support the students' thought they would need to be prepared for knowledge economy jobs. The kit car designs were presented to Cllrs Mellen and Webster with the Sheriff in attendance throughout helping with the kit car construction and feedback sessions. In addition to follow up assemblies and class presentations of their work, some schools will showcase their work in the Festival of Science and Curiosity in February.

Overall, the level of aspiration to skilled jobs across a wide range of sectors was very high. Findings will be included in the current consultation for the Employability Strategy.

To follow up the events, a Primary Cabinet event will be held on 14<sup>th</sup> December, where a group of year 6 students will discuss findings from the Primary Parliaments with Portfolio Holders and enjoy a tour of Loxley House and a special Christmas meal.

### 1.2.3 Youth Council

A Youth Council event on the theme of 'Earning & Learning' was held at Take 1 Studios, Gregory Boulevard, Hyson Green during October half-term holiday, designed and delivered in partnership between the Engagement and Participation Lead, Early Years' Play & Youth Teams, Youth Cabinet and the host Take 1. Cllr Webster attended the workshop presentations and consultation session.

Five locality-based Play & Youth teams from took part in the event, as well as young people from Take 1, and members of the Youth Cabinet - 25 young people in total, aged between 12 and 19, plus supporting workers. In addition to the development gains for the young people and workers, the outcomes of the day included information from the consultation being fed into the refresh process for the Employability Strategy (and associated work including Future's Aspire programme.)

A warm-up activity, developed by the Youth Cabinet, explored 'Barriers to Good Jobs for Young People'. Participants were asked to mark in order of importance what they felt were the most significant barriers to young people getting the jobs they want, with 4 being highest and 0 lowest.

'Lack of skills' came out top as a barrier as might be expected. Other areas that figured strongly as barriers included 'lack of networking and references', 'lack of relevant experience', 'low self-esteem of applicants'. In some cases, 'social class and background' was cited as a significant barrier.

Two workshops, developed by young people, focused on two of the themes emerging from the Barriers exercise: one explored the issues of bias/discrimination in the recruitment process through role-play; the other how to develop skills for planning and presentation through a Dragon's Den simulation. Following the two workshops, the young people shared their views and answered questions directly related to the Employability Strategy refresh.

A summary of the answers to these questions is as follows:

**1. How can we support learners to increase their awareness of and understanding of the world of work?**

- Interview role-plays and mock interviews
- More work experience opportunities, from an earlier age
- Getting information from professionals (though not specified who), job fairs
- Youth clubs with computers to do CVs
- Workshops on how to fill in applications and training on how to do an interview
- Jobs available for 14-16 year olds so they can learn about work earlier on

**2a. Which specific employers do we need to engage with to increase awareness of different industries and jobs?**

- Public sector jobs e.g. Nursing; Council departments and emergency services
- Sport clubs and companies
- Business based jobs – Capital One, Experian, Boots
- Professional, highly-qualified job such as architects
- Engineering companies such as Rolls Royce,
- Catering companies like McDonalds

**2b. How do we engage them?**

- Opportunities to talk directly to them, via social media, email or phone
- Visit programmes to companies and business centres
- Job fairs, more talks at school and at youth clubs etc.

**3a. Do you have any inspirational examples from the world of work?**

- Hospital staff
- Virgin Media because their staff are professional
- Youth workers
- Sports personalities and famous actors
- Family members
- Bill Gates, because he's been so successful and made lots of money

**3b. Have these helped raise your aspirations?**

- Teachers have helped raise my aspirations

**3c. Who else would inspire young people?**

- Youth workers

- Famous people who are role models
- Family members who have done well

#### **4. What support do learners need to help them identify the relevant skills achievements and needed for the world of work?**

- Exposure to more inspirational people
- Give young people tours at work places, show them what can be achieved at work
- Help with compiling CVs, conducting mock interviews, how to fill in applications, how to do an interview
- Work experience,
- Job Fairs
- Being told about what kind of jobs are available in the world of work, what jobs are needed, what they are and what they pay
- More people to go into schools and talk to students about opportunities, especially when they are preparing to leave school
- Careers advisers and workshop activities available at all schools and youth clubs.

## **2 RISKS**

2.1 None identified.

## **3 FINANCIAL IMPLICATIONS**

3.1 The Engagement and Participation Lead has a budget of £15,000 per annum to support the delivery of the Participation Strategy Action Plan including the Participation in Governance programme. Additional support for participation comes via commissioned services and discreet service budgets which are variable.

## **4 LEGAL IMPLICATIONS**

4.1 The strategy supports the fulfilment of statutory duties around Children in Care, Child Protection and SEND.

## **5 CLIENT GROUP**

5.1 Children, young people and young adults aged 9 - 21

## **6 IMPACT ON EQUALITIES ISSUES**

6.1 Work contributes to active citizenship and community engagement.

## **7 OUTCOMES AND PRIORITIES AFFECTED**

7.1 All CYPP strategic priority and CYPP cross-cutting theme of Children and Young People's participation in decision making.

## **8 CONTACT DETAILS**

Jon Rea, Engagement and Participation Lead  
 Strategy and Commissioning Directorate  
 Nottingham City Council, Loxley House, Station Street, Nottingham, NG2 3NG  
 Tel: 0115 8764817      Mob: 07957 202333  
 Email: [jon.rea@nottinghamcity.gov.uk](mailto:jon.rea@nottinghamcity.gov.uk)

This page is intentionally left blank





## Children's Partnership Board Forward Plan 2017-2018

### **28<sup>th</sup> March 2018**

CYPP Priority: Promoting the Health and Wellbeing of Babies, Children and Young People  
Annual Report from Teenage Pregnancy Task Force  
YOT Plan Update  
Autism Strategy Update  
Update on Children's Homes  
Partner Update: Further Education

### **June 2018 (date tbc)**

CYPP Priority: Safeguarding and Supporting Children and Families  
CYPP End of Year Action Plan Update  
Terms of Reference Update, and Nominations for Vice Chair  
Youth Cabinet Update  
Update on Home Education, Alternative Provision and Exclusions  
Partner Update: Voluntary Sector

### **September 2018 (date tbc)**

CYPP Priority: Empowering Families to be Strong and Achieve Economic Wellbeing  
Independent Chair's Annual Safeguarding Report and Business Plan  
Update on Disabilities and Transitions  
Partner Update: Secondary Education

Please contact Emily Humphreys if you have any suggestions for future items for the forward plan: [emily.humphreys@nottinghamcity.gov.uk](mailto:emily.humphreys@nottinghamcity.gov.uk)

Updated 08/11/2017

This page is intentionally left blank