



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

**MINUTES of the meeting held at Remote - To be held remotely via Zoom -
<https://www.youtube.com/user/NottCityCouncil> on 29 September 2020 from 4.05 pm -
6.07 pm**

✓	Councillor Cheryl Barnard (Joint Chair)	Portfolio Holder for Children and Young People, Nottingham City Council
✓	Councillor David Mellen (Joint Chair)	Portfolio Holder for Education and Skills, Nottingham City Council
✓	Helen Blackman	Director of Children's Integrated Services, Nottingham City Council
	Nichola Bramhall	NHS Nottingham Clinical Commissioning Group representative
	Peter Bramhall	The Futures Group representative
✓	Nicky Bridges	Primary Schools' representative
	Julie Burton	National Probation Service Nottinghamshire representative
	Zoe Butler	Further Education representative
✓	Karla Capstick	Small Steps Big Changes representative
✓	Helene Denness	Public Health representative, Nottingham City Council
✓	Partick Fielding	Nottingham Schools Trust and Virtual School representative
	Sue Fielding	Department for Work and Pensions representative
	Mathew Healey	Nottinghamshire Police representative
	Derek Hobbs	Secondary Schools' representative
✓	Nick Lee	Director of Education, Nottingham City Council
	Scott Mason	Primary Schools' representative
	Stephen McLaren	Voluntary Sector representative
	Claire Perry	Voluntary Sector representative
✓	Jon Rea	Engagement and Participation Lead Officer, Nottingham City Council
		Representatives for Young People (Youth Cabinet)
✓	Sophie Russell	Head of Children's Strategy and Improvement, Nottingham City Council
✓	Cheryl Steele	Special Schools' representative
✓	Tracy Tyrell	Nottingham CityCare Partnership representative
✓	Catherine Underwood	Corporate Director for People, Nottingham City Council
	Chris Wallbanks	Head of Commissioning, Nottingham City Council
✓	Maria Ward	School Governor Representative

✓ Indicates present at meeting

Colleagues, partners and others in attendance:

John Matravers - Nottingham City Safeguarding Children's Partnership
Catherine Ziane-Pryor - Governance Officer

1 APOLOGIES FOR ABSENCE

Tim Brown (DWP)

2 DECLARATIONS OF INTEREST

None.

3 MINUTES

The minutes of the meeting held on 18 December 2019 were confirmed as a true record and will be signed by the Chair.

**4 NOTTINGHAM CITY SAFEGUARDING CHILDREN'S PARTNERSHIP
DRAFT ANNUAL REPORT 2019/20**

John Matravers, Safeguarding Lead, Nottingham City Safeguarding Children's Partnership, presented the draft annual report for 2019/20 and delivered a presentation which is circulated with the initial issue of the minutes.

The following points were highlighted:

- a) the Safeguarding Children's Partnership replaces the Safeguarding Children's Board and is now a tripartite arrangement between the Local Authority, the Clinical commissioning Group (CCG) and the Police, with each organisation taking turns as the Chair and Lead Body;
- b) the 3 agreed priorities of the Partnership are:
 - i. children and young people are safe from harm inside their home, outside their home, and online;
 - ii. children and young people have access to the right help at the right time;
 - iii. to ensure there is effective partnership working to improve safeguarding outcomes for children, young people and their families;
- c) the statutory responsibilities are summarised in the presentation, including the Practice Review Subgroup;
- d) there is a duty for the Local Partnership to notify the National Review Panel where a child may have suffered significant harm where multi-agency working has been present. The Local Partnership then has 15 days to undertake a rapid review and

report its findings. Every rapid review to date has been submitted within the statutory time frame (unlike some other Authorities) and all findings and recommendations made by the Local Partnership have been agreed by the National Board; It is vital to identify where things have gone wrong, learn and respond to address gaps and where process and communications can be stronger. The presentation summarises some of the learning resulting from rapid reviews;

- e) the Nottingham City Partnership's rapid review of Sudden or Unexpected Death in Infancy (SUDI) has been highlighted by the National Partnership as providing effective evidence, and implementing proactive preventative responses in line with the new requirements;
- f) Safeguarding sessions were held during the 'Every Colleague Matters' week annual event;
- g) NSPCC undertook the Harmful Sexual Behaviour Audit as an independent body, the findings of which were reported to the Partnership, a summary of which is listed in the presentation;
- h) an Ofsted focused visit was undertaken in February 2020 and 2 priority actions issued as a result:
 - i. address the systematic failures in social work practice;
 - ii. Stabilisation of the workforce and address the significant shortfall in capacity.

Questions from attendees were responded to as follows:

- i) the annual report is 95% complete and the final version is expected to be issued by the end of next week;
- j) with regard to the strength of the Partnership, to date, all partners have shown commitment and maintained good attendance. The Police are next to Chair the Partnership and take the role of Lead Partner. Although there may initially have been concerns regarding staff movement within the CCG, Rosa Waddingham appears to be embedded in the post.

Resolved to note the Nottingham City Safeguarding Children's Partnership draft annual report 2019/20 and note the thanks of the Chair to John Matravers for his attendance and presentation.

5 CHILDREN AND YOUNG PEOPLE'S PLAN (CYPP) UPDATE

Sophie Russel, Head of Children Strategy and Improvement, provided a verbal update on the progress in refreshing the Children and Young People's Plan, which included the following points:

- a) earlier in the year there had been keen engagement by young people and partners in reviewing the plan and what it should look like in future, but with COVID-19, the world is a very different place now so further changes may be proposed;
- b) there is support for the key themes to remain as health, education, and safety;

- c) young people see schools as a key partners and suggested that schools could take a stronger role in promoting health and healthy eating, including role modelling for keeping fit and well;
- d) young people's context in their community was raised, with a desire to have better opportunities within the voluntary sector, better inclusion, particularly for those with learning disabilities;
- e) young people discussed transport within the City and general infrastructure including how it related to community connectivity, so this will be taken into account;
- f) the aim is to streamline the current format of the plan and put the voice of children at the heart of the plan;
- g) the Corporate Director for People, Catherine Underwood, will work with colleagues to look at how the final CYPP will inform and guide the work of the Children's Partnership Board;
- h) as priorities in young people's lives have changed recently, further consultation is needed, will take place and the findings be combined with the input of partners and reported to the a future meeting.

Resolved to note the update.

6 PARTICIPATION STRATEGY

Jon Rea, Engagement and Participation Lead, presented the scope for the Children and Young People's Participation Strategy and delivered an update presentation on the Youth Cabinet, which is circulated with the initial publication of the minutes and highlighted following points:

- a) the 2021-2025 Participation Strategy is currently undergoing a refresh by the Children and Families at the Heart Improvement Board and will be submitted to a future meeting seeking approval;
- b) with the impact of Covid-19, Council convened meetings of the Youth Cabinet's Participation Group are scheduled virtually on a term by term basis;
- c) Nottingham City has been appointed to Chair of the East Midlands Regional Participation Leads Group (EMRPLG) for 2020-22, and will also champion at the East Midlands DCS regional group, contributing to the Regional Improvement Plan and providing a voice for young people in establishing best practice;
- d) membership of the group includes a diverse range of young people from schools, universities and colleges, including apprenticeship -based courses, considering the broad base of subjects including consultation on the City Council's interim budgets, employability hubs, and support for Child Friendly Nottingham;

- e) participation and interest in the Primary Parliament has increased significantly during lockdown whilst meetings are being held virtually, with the participation of nine schools and approximately 200 young people participated;
- f) a day-long Internet TV event co-ordinated with partners on RSE day with compelling Internet contents from partners, councillors and guest speakers throughout the day generated 2,300 website visits and 46,000 twitter impressions, which resulted in the site being 23rd in the UK trending chart;
- g) further projects have emerged from this including #28for28 carbon neutral plan by 2028, and ChalleNGe partnership are planning a month-long programme of Health & Wellbeing activities in November, featuring activities for schools, families and the community;
- h) further details of past and future virtual activity, including contributing to City Council and partner consultations such as the Broadmarsh development opportunity, are listed in the presentation;
- i) anyone wishing to attend or observe the Youth Cabinet meeting scheduled for Wednesday 28th of October 2020 should access via the platform;
- j) the next scheduled engagement platform is the festival of science and curiosity from the 10th to the 18th February 2021 to raise learning aspirations with engagement activities, stimulating content, and workshops. A live Internet TV programme will be streamed live from Wollaton Hall at 5pm every day focusing on ecology and natural history.

Members of the committee welcomed the quality and quantity of the work undertaken and planned, and the particularly gathering of views from young people which are helping to shape the future of Nottingham.

Resolved to note the report and presentation.

7 ATTAINMENT OF CHILDREN AND YOUNG PEOPLE IN NOTTINGHAM

Nick Lee, Director of Education Services, presented the report which informs the Partnership of the attainment of children and young people from Early Years to Key Stage 4 during 2018/19. John Dexter, Director of Education, also provided a brief update on how the Department for Education (DfE) proposed to assess pupil achievement and school performance this year, due to the disruption caused by Covid-19.

The report provides data reflecting the percentage change in achievement against last year's data, the English average, and the ranking of Nottingham Nationally.

The following points were highlighted:

Early Years (Aged 4/5)

- a) this was the first time that there has been a dip in performance (of 0.7%), since 2013 even with a renewed focus on outcomes, although there was also a national drop in performance;
- b) the gender gap has widened with girls out performing boys;

- c) the Early Years Team worked specifically with schools and providers with attainment drops of 10% or more to investigate the reasons for the dip in performance and identified issues that have contributed to the dip. Issues identified included no or little speech and language skills on school entry and increase in social/behavioural/emotional issues, an increase in children with complex needs, and children still in nappies. There will be work to try and address these issues where possible but it is believed the reduction in child care hours has had a negative impact on many families and children;
- d) there have been small positive gains, up by 1% overall and the reading gap reduced by 20%;

Key Stage 2

- e) Nottingham pupils are now achieving the national average for maths and are only 1% below the national average for reading writing grammar and spelling;
- f) the gains have been impressive and pleasing, with the city is now placed within the top quintile;

Key Stage 4

- g) with regard to 'Attainment 8' (8 qualifications) children's attainment increased by 1.2 points, which raised Nottingham's ranking from 145 out of 151 to 137;
- h) achieving grades 4 and above in English and maths GCSE showed a decrease of 1.7% to 52.7%, with the national average at 64.6%;
- i) there is still an overall a positive story of progress in primary schools and those outcomes are reflected in the achievements at secondary school;
- j) there is concern that achievement could be improved for English and Maths GCSE where achievements here improve post-16 outcomes in learning or apprenticeships.

Attainment Assessments for 2020

- k) John Dexter informed the Partnership that with regard to assessments of next year's pupil achievement, the DfE had issued a statement indicating that whilst grades were issued to students in 2020, these qualifications will not be used to judge establishments' performance and the DfE will not hold schools or colleges to account for those grades. These 2020 grades will not be shared or published and the previous year's grades should be applied in assessments of establishments;
- l) the summer was a challenging period following the issues with the initial A-level results, which were mostly resolved when the Government did a U-turn and assessed on centre assessed grades. Local higher education establishments, including the 2 local Universities were very supportive of students, although this was not the case in other parts of the country;
- m) Nationally, some of the Education Trusts were unsure of the outcomes and are not willing to share their results so it is difficult to collate the overall achievement for Nottingham in 2020 but with the information available, there appears to be an increase in

achievement but it is not possible to compare this data with national figures and determine if this was a national trend.

Responses to questions and comments from Partners included:

- n) it is disappointing that the achievements for Early Years is falling back, particularly given the investment of additional resources such as Dolly Parton's Imagination Library, but detailed examination has shown that children are entering Early Years services with more significant challenges with additional and complex needs. It's not clear at this time if this is a national trend which is reflected with the broader population;
- o) as some of the schemes aimed at very young children and their families, such as SSBC are still in the early stages and so their beneficial impact will not yet be apparent;
- p) Dolly Parton's Imagination Library has had an impact, particularly on the quality of reading;
- q) some early years schemes are currently only operating as pilots in the Bulwell and Aspley wards but are achieving good outcomes which will become more apparent once the schemes are rolled out across the City;
- r) 'Early Words Together' has shown low scale progress but its rollout will have been paused due to covid-19 but providers are hopeful for the future.

Resolved to note the attainment of children and young people and consider how partnership activities can support early years settings and schools to support the improvement attainment of children and young people in Nottingham.

8 EXCLUSIONS AND MANAGED MOVES UPDATE

Peter McConnochie, Head of Access to Learning, provided an update on progress to reduce permanent exclusions. The presentation, which provides detailed information on exclusion data (including by school, age, reason and gender) is to be circulated with the initial publication of the minutes.

The following points were highlighted:

- a) It is well recognised that there are far less positive outcomes for young people if excluded from school, so there has been specific work to address exclusions so they are avoided whenever possible;
- b) whilst nationally there has been a decrease in the number of fixed term exclusions at 5.36%, in Nottingham, there has been an increase to 8.07%;
- c) the majority of exclusions are due to persistent disruptive behaviour, and 40% of all exclusions for pupils who have previously been excluded;
- d) nationally, more exclusions take place for year 9 pupils than other years, but in Nottingham exclusion rates remain high in years 8, 9 and 10, but with low numbers of SCP children excluded. The majority of exclusions by far are of white British pupils;

- e) there have been concerns regarding how data is recorded, with discrepancies both locally and nationally, but there is work to standardise recording methods;
- f) Nottingham data shows an above average exclusion rate compared to neighbouring and comparative authorities, being double the national average since 2015/16, but reducing exclusions at least to the national average remains a key focus;
- g) during the past three years there have been far fewer exclusions, with 30% of the total being of from primary school and 70% from secondary schools;
- h) 13 of the 18 secondary schools which have adopted the 'inclusion model' are committed to reducing the level of exclusions and this is working positively;
- i) alternatives to exclusion are promoted, but the majority of secondary schools within the city are academies, so influence is limited. However, the increased use of managed moves is working well and has helped to avoid permanent exclusions, although with fewer school places available within the city, this will become harder to facilitate;
- j) escalation tracking and the graduated responses prior to exclusion are monitored which provides an element of pressure on and scrutiny of the school pressure, but also provides an opportunity to offer support to schools, children and their families to try and prevent permanent exclusion where capacity is available;
- k) not all schools signed up to the 'inclusion model' yet, but uptake is growing and offer of financial and support package is attractive to many schools. Five secondary academies within the same educational trust are yet to commit to the model, but work continues to encourage engagement and overcome perceived barriers;
- l) partners, including health and the criminal justice system, recognise the value of avoiding exclusion where possible, and support this work.

Questions from partners were responded to as follows:

- m) the permanent exclusion rates of Bulwell Academy have been high over a long period, but up to now there have been several different head teachers with differing approaches. Colleagues have continued to work with this Academy (and the other 4 secondary academies which have not adopted the inclusion model and sit within a multi-Academy trust), which operates nationally, to encourage engagement in the inclusion model, and whilst not yet committed, the Bulwell Academy leadership have established additional help for children at risk of exclusion. The Academy is engaging with the escalation tracking scheme and other positive work is taking place;
- n) overall, the revised Inclusion Model is becoming more attractive to schools and believed to be more manageable, but has temporarily been put on hold due to corona virus, but will be revisited.

Comments from partners included:

- o) congratulations on achieving signing up to the inclusion model by 13 schools. The amount and level of hard work to achieve this is acknowledged;

- p) it is vital to young people that permanent exclusion is avoided wherever possible, due to the negative impacts it has on the post 16 years opportunities, the knock-on effect for society;
- q) the evidence that some city schools of turned around their very high exclusion levels, such as former school, could be used as examples for those schools who are yet to commit to the conclusion model;
- r) it is very difficult to understand how some schools, within the first three weeks of term, have already excluded seven children, particularly if all the escalation processes have been followed. It is a concern that there may be a lack of understanding of the impact permanent exclusion has on a child's future life chances;
- s) for future presentations of exclusion information, it is imperative that data from all city schools is included as currently, those schools which have not excluded pupils not currently listed, but need to be acknowledged;
- t) to encourage the academies which are yet to commit to the inclusion model, it may be useful to gather evidence based information on how permanent exclusions impact on young people post 16 years, such as their training and/or education, or lack of it, and including involvement with the criminal justice system;
- u) for non-academy schools it may be beneficial to specifically highlight the impact of, and alternatives to exclusion with school governors;
- v) information is provided regarding permanent exclusion rates of children with SEN and disabilities, but further detail of underlying vulnerabilities would be beneficial to inform and support exclusion prevention work;
- w) further information on excluded pupil diversity would be helpful;
- x) a future agenda item could examine the destinations for young people who are not of statutory school age and their engagement as they make the way from secondary school to college, what it means for them at the moment and their experiences, possibly inviting Futures and Nottingham college.

Resolved to note the presentation and suggestions of Partners.

9 NOTTINGHAM SCHOOLS TRUST - OVERVIEW AND COVID -19 IMPACT

Patrick Fielding, joint chief executive officer for Nottingham schools trust, presented the report which provides a background to how the trust was established, the aims of the trust, administration, core offer, accountability and pupil outcomes.

The following points were highlighted:

- a) the trust was established in 2017, alongside the local authority and has 36 members including grant and maintained and 4 special schools, and was launched by guarantee and is based at the Walter Halls School site;

- b) the trust's is accountable to the Board of Directors, which consists of strong and challenging Board of people from a variety of backgrounds, including Councillor Cate Woodward, and receive regular updates from the trust;
- c) finances of the trust are scrutinised annually and was subject to an audit last year which provided 2 recommendations issues for areas of improvement;
- d) there are 8 consultant school improvement advisors who undertake a minimum of five days a year challenge to provide improvement support each school, but this time can be extended if necessary as it's important that advisers get to know the schools very well, can be critical and are able to provide detailed report back to the directors throughout the year;
- e) schools are able to access additional finance and human resources support from the trust where necessary;
- f) some schools have expert staff which, on occasions have been accessible to the trust to draw on their expert knowledge to support other schools within the Trust. With between 4,000 and 5,000 teachers working within the trust, it has been invaluable that so many are willing to share their experience and even move between trust schools to assist with improvements;
- g) seven performance indicators have been agreed by the Portfolio holder and encourage a culture of self critically evaluate;
- h) it is recognised that there are still gaps between trust schools, and this includes the performance gap, but work is ongoing to address this. Outcomes are known to be better if children are in and stay consistently in our schools for r the long-term from early years to Key Stage 4;
- i) report work programme formally to John and Nick and educational specialists on a termly basis but weekly updates are

151 LAs in Country, pretended NST was 152 and compared national stats with those of NST , results on progress were as r=follows
Reading 10th in country
Writing 15th
Maths 8th.

Action taken since the Covid-19 lockdown in March, and the plans for future;

- j) this has only worked as schools and officers have forged a strong collective to provide resources to help pupils through current circumstances;
- k) communications are regular to ensure all parties are fully informed have the right information to ensure that students and their families are in the best possible position during this pandemic. 'Covid 19 tool kit' on website which schools can draw down from. Pandemic has brought partners closer together to work for the best interest for pupils;
- l) as a result of concerns of increased domestic violence and a rise in child neglect at home, the City Council ensured that a named officer is accessible by all schools

including Trust schools, and connects weekly with each head teacher to ensure provide help, track, monitor and support the most vulnerable pupils and ensure safeguarding is robust, particularly during these difficult times;

- m) 21 twilight/ subject network meetings have been provided per term with accredited providers leading on topics from phonics, inclusion, SEN, either with national experts or accredited providers drawn on from staff within trust where possible to deliver sessions.

Members of the Partnership commented:

- n) the online information provided by schools and the guidance to access to resources has been valuable and very helpful.
- o) it has been a privilege to work so closely with other heads and partner organisations during Covid-19 and it would be of great mutual benefit if this relationship were to continue;
- p) there has been interesting dynamics across the city during covid and we should be very proud of how everyone involved and strived to deliver as best as possible.

10 KEY MESSAGES AND ITEMS FOR INFORMATION

None at this time.

11 CHILDREN'S PARTNERSHIP BOARD FORWARD PLAN AND SUGGESTIONS FOR FUTURE AGENDA ITEMS

Resolved to note

- 1) the topics scheduled for the 5 January 2021 meeting;**
- 2) the subjects suggested for future meetings as follows:**
 - i. Employment and skills – Futures;**
 - ii. Update on the work towards the Unicef Bid for a 'Child Friendly City';**
 - iii. The work of the Violence Reduction Unit.**